Report of External Evaluation and Review

Community Colleges New Zealand Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 23 May 2016

Contents

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Final

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Community Colleges New Zealand Limited (ComCol)
Type:	Private training establishment (PTE)
First registered:	2001
Location:	140 East Belt, Rangiora, North Canterbury
Delivery sites:	As above, and also:
	Strathallan House, 20 Elizabeth Street, Timaru
	65 Scott Street, Blenheim
	23 Dowling Street, Dunedin
	Menzies Building, The Crescent, Invercargill
	134 Rutherford Street, Nelson
Courses currently delivered:	Foundation-level programmes in: Agriculture; Computing; Cookery; Hospitality; Retail; Sport; Equine; Hairdressing; Outdoor Recreation
	In addition, students can complete NCEA levels 1-3.
Code of Practice signatory:	N/A
Number of students:	Domestic: in 2015, 341 students were enrolled at ComCol (233 equivalent full-time students); 244 students were New Zealand European/Pakeha, 103 were Māori, 20 Pasifika, two Asian, and 31

other ethnic backgrounds.[1]

International: nil

Number of staff:	78 full-time and 29 part-time
Scope of active accreditation:	ComCol has a very large scope of accreditations, up to level 5, covering a wide variety of vocational and generic skills.

Distinctive characteristics: ComCol is a charitable organisation offering foundation-level programmes to early school leavers and adults at six South Island colleges. ComCol has three strands of activity:

- Educational programmes, including Youth Guarantee, Alternative Education and Student Achievement Component (SAC)-funded programmes

- Work placement programmes, including Training for Work (190 individuals annually).

- Youth Service, providing support and mentoring for youth not in education, employment or training

ComCol has funding contracts with the Tertiary Education Commission (TEC), the Ministry of Social Development and the Ministry of Education.

Recent significant changes: Changes related to funding agencies include:

- 2013 – Youth Guarantee replaced Youth Training

- Youth Service introduced in 2012

In 2013, ComCol established a new delivery site in Nelson. The governance structure was revised from a college council (membership including current staff) to governance by the shareholder/director.

Since the previous external evaluation and review (EER), NZQA has granted approval for programmes in Hospitality, Retail, Computing, Hairdressing, Outdoor Recreation, Equestrian,

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[1] The ethnicity breakdown totals to 402 as it is possible for students to select multiple options.

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	Primary Sector and vocational pathways to NCEA level 2.
	Staffing changes include the manager, North Canterbury College (in 2013 and 2014), and the establishment of academic support roles (in 2014).[2]
	In 2015, ComCol, together with two other TEOs, secured funding from Ako Aotearoa for a research project to measure the profiles and pathways of a cohort of 2015 Youth Guarantee students, to the end of 2018.
Previous quality assurance history:	At the EER in 2012, NZQA was Confident in the educational performance and capability in self-assessment of ComCol.
	In the last year ComCol has achieved satisfactory results in external moderation by all relevant standard setting bodies.

2. Scope of external evaluation and review

Focus areas selected were:

- Governance, management and strategy, which is a mandatory focus area

- Equestrian programmes, which are the only SAC-funded programmes at ComCol and are delivered at North Canterbury College

- Youth Guarantee programmes (Hospitality and Cookery) which represent a large proportion of the enrolments at Dunedin College. Most of ComCol's students enrol for Youth Guarantee programmes (335 in 2015)

- Māori and Pasifika students, who represent a significant proportion of ComCol's enrolled students (30 per cent and 6 per cent respectively).

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[2] At the time of the EER, ComCol had disestablished several of the academic support roles, with a view to devolving academic performance monitoring to college managers.

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3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Two evaluators visited ComCol's head office/service centre and North Canterbury College (Rangiora) over three days. A scheduled visit to Dunedin (refer Focus Area 2.3) on the second day was unable to proceed due to travel delays. However, by agreement, online interviews with staff were conducted. A group of Youth Guarantee students from the North Canterbury hospitality and cookery programmes were interviewed in relation to the focus area.

The evaluators met with the shareholder/director, chief executive, college manager (North Canterbury), service centre manager, one tutor and several groups of students enrolled in the focus area programmes. In addition, online interviews were conducted with Dunedin college staff including the manager, one tutor and one academic support staff member, student support officer and youth advisor, and the research officer (Marlborough College). Four whānau of current/past students, one Youth Guarantee graduate, two employers and representatives of two TEOs were interviewed by telephone.

A wide variety of documents were sighted by the evaluators during the visit. These included strategic and business plans and related documents, meeting minutes, research reports, monitoring tools (including Quality Central online), improvement projects and reports, student achievement and survey data and stakeholder feedback.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Community Colleges New Zealand Limited.**

- ComCol has very good evidence of strong learner achievement across the foundation-level programmes delivered to early school leavers and young adults, many of whom have high needs and/or have disengaged from traditional schooling. Overall course completion and qualification completion rates either meet or exceed TEC targets for Youth Guarantee and SAC-funded programmes. Māori and Pasifika learners are achieving at comparable or better rates than other learners at ComCol. There is also good evidence of students achieving improved literacy and numeracy skills.

- In addition to acquiring subject-related knowledge and practical skills and achieving a National or New Zealand certificate, many students are gaining NCEA. This is highly valued by students for enhancing their access to further study and/or employment. There is ample evidence of students overcoming personal and educational barriers and gaining confidence and experiencing success. The value of this for whānau and the wider community was confirmed by evidence gathered by ComCol and in interviews with the evaluators.

- Effective teachers and skilled support staff work closely together to provide a supportive learning environment for learners with a variety of educational and social needs. Whānau are invited to become part of the support network, as are specialist agencies as required. In this context, careful attention is paid to establishing realistic goals and personal learning plans, monitoring student attendance and retention, fostering a sense of belonging and celebrating success. ComCol's provision of highly effective guidance and support reflects extensive knowledge of the characteristics and needs of the learners, underpinned by relevant research.

- ComCol has a longstanding commitment to positive outcomes for foundation learners. This is reflected in strategic and business plans, a collegial culture based on shared values, and ongoing advocacy for suitable programmes and funding. ComCol has established an effective framework of policies, processes and systems which ensures the most important needs of learners and other stakeholders are met, and maintains high levels of educational performance across all delivery sites.

- The high quality of delivery and consistently strong learner outcomes across a number of sites and a range of programmes reflect the ability and strength of the governance and management of the organisation.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Community Colleges New Zealand Limited.**

- ComCol has a well-established and comprehensive approach to quality assurance. Since the previous EER, ComCol has integrated strategic and self-assessment frameworks. This has strengthened ComCol's evidential basis for understanding key aspects of educational performance and provides for measurement against a wide range of indicators. Quality Central (the self-assessment framework) includes the implementation of an online tool for recording and monitoring quality management processes which ensures consistency across the organisation. Quality Central has also enhanced organisational capability for reporting and improvement activities, particularly at management level. The roll-out to all staff is ongoing.

- ComCol has effective systems for gathering and reporting data, particularly in relation to learner achievement. Close attention is paid to key indicators of progress such as retention, credits achieved per week and course completion. Achievement data is regularly monitored and reported, by delivery site, programme type, learner cohort and overall, against organisational targets. Monthly reviews ensure trends are identified and investigated and, if necessary, corrective or improvement activities are initiated. A recent example is the response to lower than expected rates of achievement for Māori students as at the end of November 2015.

- ComCol's approach to self-assessment is transparent and authentic, involving staff at all levels and locations of the organisation. For example, there is good evidence of tutors receiving and using feedback and reflecting on their teaching effectiveness, individually and as part of a group. Ongoing improvement to tutorial performance and outcomes is supported through funded professional development, and in recent years by specialist academic support staff in the colleges. The effectiveness of these approaches is reflected in improving achievement rates since the previous EER.

- ComCol's capability in self-assessment is supported by ongoing research. One example is an action research project in Marlborough which is supporting tutors in using evaluative tools and processes, initially through a focus on learner attendance. ComCol has well-established stakeholder networks in each region which are providing useful information on short-term learner outcomes. In addition, participation in a longitudinal research project with two other TEOs will provide insight into the longer-term impacts of study on the lives of a cohort of learners from 2015 to the end of 2018.

Findings[3]

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Excellent.**

The rating for capability in self-assessment for this key evaluation question is **Excellent.**

Learner achievement in the foundation-level programmes delivered by ComCol is very strong, particularly in the context of the educational backgrounds and personal circumstances of many of the students. These include low levels of literacy and numeracy, learning difficulties and social issues, which have affected their ability to learn or experience educational success (approximately 70 per cent of ComCol's students have not achieved a qualification while at school).

Learners are gaining National or New Zealand certificates or achieving NCEA (levels 1-3) or gaining both.[4] It is evident that significant improvement has occurred over the last three years in overall qualification achievement rates. ComCol is consistently either meeting or exceeding the TEC's educational performance indicators for level 2 programmes – which comprise the majority of ComCol's Youth Guarantee programmes (refer Table 1). Māori and Pasifika learners are achieving at comparable, or better, rates than other learners at ComCol. Assessments on the TEC's adult literacy and numeracy assessment tool at the end of the programme showed that in 2014 and 2015 an average of 65 per cent of students improved their literacy skills and 70 per cent of students improved their numeracy skills.

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[3] The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

[4] For example, in 2014 there were 337 Youth Guarantee enrolments and a total of 478 qualifications were achieved, including 200 National/New Zealand certificates and 278 NCEA (levels 1-3).

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Table 1. Course and qualification completion data for Youth Guarantee and SAC-funded programmes at ComCol, 2013- 2015, derived from the single data return (SDR)[5]

Course completion (TEC targets: level 1, 55%, level 2, 60%, level 3, 70%)			
	2013	2014	2015
Youth Guarantee	51% 49% (Māori) 59% (Pasifika)	76% 75% (Māori) 76% (Pasifika)	76% 72% (Māori) 78% (Pasifika)
SAC	71% 85% (Māori) 98% (Pasifika)	100% - -	71% - -
Qualification completion (TEC targets: levels 1 and 2 combined 40%; level 3 60%)			
Youth Guarantee	34% 33% (Māori) 45% (Pasifika)	66% 67% (Māori) 88% (Pasifika)	72% 68% (Māori) 88% (Pasifika)
SAC	90% 94% (Māori) 72% (Pasifika)	373%[6] - -	78% - -

ComCol has set clear targets for key indicators of progress, such as retention (80 per cent) and credits achieved per week (minimum of 2.5). Performance against these targets – and the targets for course and qualification completion rates – are closely monitored at all levels of the organisation and for all students, and reasons for withdrawal are understood. The accuracy, reliability and integrity of all achievement data is underpinned by robust assessment and moderation processes, and clear procedures for data entry, checking and reporting. The data is analysed in a number of ways, including by delivery site, programme type, learner cohort and the organisation overall. Particular attention is paid to the progress of priority group learners (being Māori and Pasifika students, and those students with low levels of literacy and numeracy).[7] This approach ensures that ComCol has an excellent understanding of learner progress and achievement.

Monthly reviews at the individual college level and for the organisation overall ensure achievement trends are identified and investigated and, if necessary,

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[5] ComCol has only one very small SAC-funded programme (10 students completed a qualification in 2015); the majority of students enrol for a Youth Guarantee programme (335 students in 2015).

[6] This is due to a calculation anomaly – students were given an extension to complete but this did not consume EFTS (equivalent full-time students) funding in the corresponding year.

[7] Defined as students on steps one or two of the TEC's Literacy and Numeracy for Adults Assessment Tool.

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corrective or improvement activities are initiated. A significant example was the identification of strategies to raise Youth Guarantee achievement rates following a change to funding rules in 2012, which focused on professional development and support of tutors, including the appointment of academic support staff in the colleges. More recently, ComCol investigated lower than expected rates of achievement for Māori students in November 2015. While rates had improved for many programmes by year-end, several initiatives were identified for 2016, with a focus on building relationships and improving retention. These examples demonstrate ComCol's ability to respond effectively to data and to implement meaningful improvement initiatives.

1.2 What is the value of the outcomes for key stakeholders, including learners?

The rating for performance in relation to this key evaluation question is **Excellent.**

The rating for capability in self-assessment for this key evaluation question is **Good.**

ComCol has provided foundation-level education for many years, and the value of the outcomes for the learners, their whānau and the wider community is well evidenced. ComCol has a creditable track record for delivering targeted youth and education services to early school leavers and young adults, which enables them to achieve success and progress to further study or employment. The value of this is reflected in ongoing referrals from schools and funding from government agencies.

The ability to achieve a National or New Zealand certificate, and also NCEA, is highly valued by students. ComCol reports that evidence of this has been confirmed in research completed by a manager on success in education for early school leavers. The evaluators also noted the very positive feedback from whānau, gathered by ComCol and confirmed in interviews, that improved motivation and self-esteem, and greater confidence in the future, were important outcomes of studying at ComCol.

Graduate destination information is available for the small number of equestrian students in 2014 and 2015. Staff report that the industry is satisfied that graduates are acquiring appropriate skills and knowledge for entry-level roles in stables or riding schools. A representative of a local polytechnic confirmed in an interview that there was regular communication with ComCol and that Youth Guarantee students were progressing satisfactorily in hospitality and cookery programmes. The current evidential basis overall for Youth Guarantee students progressing to employment or further study reflects a general reliance on tutors' personal knowledge or anecdotal feedback. ComCol reports that improved mechanisms for collection and analysis of short-term outcomes for Youth Guarantee students are being considered at regional colleges. ComCol is one of three education providers engaged in a longitudinal research study which will provide insight into the longer-term impacts of study on the lives of a cohort of Youth Guarantee learners from 2015 to 2018.

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ComCol reports regular engagement with stakeholders at regional level. There is some evidence of this activity, in meeting minutes for example, although the type of engagement depends on the size and nature of the industry. In late 2015, ComCol undertook an initial survey of stakeholders relating to awareness of ComCol's programmes and interactions with ComCol staff. Activity targets have been established for stakeholder engagement at regional level. These initiatives are consistent with ComCol's stated intention to take a more purposeful and systematic approach to stakeholder engagement. This will strengthen the evidence of valued outcomes.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent.**

The rating for capability in self-assessment for this key evaluation question is **Excellent.**

ComCol has an excellent understanding of the characteristics of the students. This is informed by extensive experience and relevant research, and is very effective in designing and delivering programmes and activities that meet the students' needs.

Practical and relevant programmes provide opportunities for early success which fosters students' motivation and attendance. This is particularly important for the high proportion of students who have not previously experienced much educational success. A project-based approach to learning was introduced to the Dunedin college in 2015, which requires students to apply learning and develop soft skills, such as communication and teamwork, in a variety of contexts. Regular visiting speakers from relevant occupations, and opportunities to engage in education outside the classroom, including work placements, contribute to the experience of real-world learning. For example, ComCol Dunedin chooses to maintain registered kitchen status and a food licence to enhance students' understanding of industry standards. Regular visits by council staff provide further exposure to current industry knowledge. The effectiveness of ComCol's approach to developing realistic expectations about the hospitality industry, as well as technical skills, was confirmed by an interview with a recent graduate.

ComCol delivers inclusive programmes which reduce barriers to learning. Literacy and numeracy is embedded into all programmes and the adult literacy and numeracy assessment tool is used for measuring initial (and ending) skills levels and to track student progress during the programme, and additional support is provided as required. The learning environment is structured to create a sense of belonging, including the acknowledgement of Māori and Pasifika language and culture. In these ways, students who have disengaged from traditional schooling are supported to make a fresh start and experience success.

The effectiveness of these approaches for foundation-level learners is confirmed by the strong retention and credit achievement rates and positive student feedback. ComCol uses a variety of mechanisms to gather student feedback, including two surveys per year, class meetings and a student council. While feedback is generally positive, changes are made in response to student comments, for example to orientation processes.

Colleges review their programmes every year, drawing on relevant information, including student and staff feedback and learner outcomes data and identifying changes and objectives for the following year. Examples of annual reviews and plans were sighted which reflected the size and nature of the programmes. A major review of the Youth Guarantee programme was undertaken by ComCol at the end of 2013, which resulted in a significant change of approach (refer Findings 1.1) which has had a positive impact on outcomes.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent.**

The rating for capability in self-assessment for this key evaluation question is **Excellent.**

ComCol is providing very effective teaching which is ensuring consistently strong learner achievement and satisfaction. The tutors are all industry experienced and either have, or are studying towards, appropriate adult education qualifications. Teaching is interactive and practical, fostering a high level of engagement with the course materials. Inclusive teaching approaches accommodate different learning styles and a range of abilities in small classes (maximum of 15).

Key processes that contribute to teaching effectiveness include reflective journals, regular teachers' meetings for sharing ideas and reflections, peer or manager observations and appraisals and funded professional development, especially in relation to literacy and numeracy. Several opportunities for cross-college engagement for tutors, especially around resources, were also reported to be useful. The evaluators sighted evidence and heard in tutor interviews about the value of these processes for developing teaching practice, including embedding numeracy activities, improving understanding and resources relating to Māori and Pasifika language and culture, and implementing consistent behaviour management techniques.

Assessment and moderation practices assure the validity of learner outcomes. In recent years, ComCol has achieved satisfactory results in external moderation by all relevant standard-setting bodies. Staff were able to describe the value of the internal moderation processes for improving their assessment practice, including the provision of feedback to learners.

Since 2014, additional support has been provided to Youth Guarantee tutors by specialist staff in the colleges, which has proved effective in building capability and

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improving credit achievement. A recent reduction in the number of support staff in several delivery sites will be closely monitored for any negative impact on learner outcomes.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent.**

The rating for capability in self-assessment for this key evaluation question is **Excellent.**

ComCol's learner-focused approach is highly effective in supporting young people, who have high needs and/or have disengaged from traditional schooling, to build independence, take responsibility for their learning, and achieve positive outcomes. Teachers and support staff work closely together and share responsibility for learner outcomes, although there are very clear distinctions between their roles, responsibilities and expertise. Guidance and support is facilitated by a case management approach, involving regular structured communication and shared records, which ensures a consistent and informed approach both inside and outside the classroom.

ComCol's students present with a variety of personal issues and needs which are assessed on enrolment to identify additional support requirements. This includes a literacy and numeracy assessment, setting goals and creating realistic expectations in personal learning plans. The support network for learners is enhanced by the involvement of whānau. Whānau participation in enrolment interviews engenders greater understanding of the programme requirements and ComCol's expectations for attendance and participation. Whānau are regularly invited to open days, progress meetings and other events to celebrate the success of the students. ComCol reports that this approach contributes to improved attendance and retention, which are key to positive learner outcomes.

Dedicated staff provide one-to-one support for students, and systems are in place to ensure referrals to external agencies as needed. Support staff are well qualified and have relevant experience. They have access to professional supervision on a regular basis.   Regular meetings with specialist agencies ensure staff remain current on youth-related issues, such as alcohol and drug dependency and mental health. The evaluators heard from staff and other stakeholders about students responding well to ComCol's structured yet supportive environment, which has a positive influence on the well-being of students and actively supports their achievement.

1.6 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Excellent.**

The rating for capability in self-assessment for this key evaluation question is **Excellent.**

ComCol is a charitable organisation guided by stable and effective leadership and a strong vision for supporting foundation learners to achieve positive outcomes. A change to the governance structure in 2013 has strengthened the distinction between governance and management roles and responsibilities. ComCol's organisational structure – with delivery at multiple sites and a centralised service centre providing administrative and quality assurance service – reflects a commitment to supporting colleges to focus on teaching and learning and responding to local needs.

A shared commitment to the organisation's purpose and philosophy is evident in all aspects of ComCol's operations and was reflected in all interviews with staff during the EER. ComCol has integrated the organisation's strategic and evaluative quality assurance frameworks and presents this in a one-page graphic. Qualitative and quantitative indicators have been identified for each organisational strategy. Recently implemented software for recording and monitoring quality management processes incorporates these indicators and provides a strong evidential basis for regular reporting and improvement activities, including sharing best practice across delivery sites. ComCol has an excellent understanding of educational performance, and self-assessment is purposeful and effective in identifying and implementing meaningful improvements.

Effective management and communication practices ensure that decision-making at all levels is based on good information from a wide variety of sources. Evidence of this is found in planning and review documents and meeting minutes. ComCol has a collegial culture where staff feel valued and engage positively with change. A good example of this is the way in which ComCol responded to changing funder requirements and expectations for Youth Guarantee training, while maintaining a strong focus on meeting learner needs. In 2013 a new delivery site was established in Nelson in response to feedback from a community stakeholder about unmet need in that area. A commitment to excellent teaching and learning is reflected in ongoing investment in professional development and support.

A collaborative research project to increase ComCol's understanding of learner needs and the impact of current interventions on outcomes is currently underway. In addition, a part-time researcher is leading local action research projects in Marlborough and Nelson, which are contributing to improved staff teaching practice and evaluative capability.

Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1   Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Excellent.**

The rating for capability in self-assessment for this focus area is **Excellent.**

2.2   Focus area: Equestrian programmes

The rating in this focus area for educational performance is **Excellent.**

The rating for capability in self-assessment for this focus area is **Excellent.**

2.3   Focus area: Youth Guarantee - Hospitality and Cookery

The rating in this focus area for educational performance is **Excellent.**

The rating for capability in self-assessment for this focus area is **Excellent.**

2.4   Focus area: Māori and Pasifika students

The rating in this focus area for educational performance is **Excellent.**

The rating for capability in self-assessment for this focus area is **Excellent.**

Recommendations

There are no recommendations arising from the external evaluation and review.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf, while information about the conduct and methodology for external evaluation and review can be found at http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/.

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