



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

International College of Auckland  
Limited

Date of report: 30 April 2025

# About International College of Auckland Limited

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*International College of Auckland (ICA) delivers education programmes in engineering, information technology and English language for international and domestic students.*

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Type of organisation:	Private training establishment (PTE)
Location:	Level 3, 520 Queen Street, Auckland
Eligible to enrol international students:	Yes
Number of students:	<p>Domestic: one student – Māori nil, Pasifika nil, disabled nil</p> <p>International: 50 students (48 equivalent full-time students) India 26, Philippines 15, China four, South America one, other four</p>
Number of staff:	14.7 full-time equivalents
TEO profile:	<p><a href="#">International College of Auckland</a> link to provider page on NZQA website</p> <p>In 2022, Immigration NZ (INZ) changed the Post Study Work Visa (PSWV) eligibility and green list requirements. Previously, ICA international engineering diploma students would have gained recognition for prior learning (for studies in their own countries) and be eligible for the PSWV.</p> <p>Under the new requirements, ICA Civil engineering diploma students must complete all 240 credits in New Zealand to be eligible for PSWV. The ICA Diploma in Electrical Engineering (Level 7) and ICA Diploma in Mechanical Engineering (Level 7) no longer meet the INZ green list criteria.</p>
Last EER outcome:	At the previous EER, conducted on 4 August 2020, NZQA was Confident in both ICA's

educational performance and capability in self-assessment.

Scope of evaluation:

- Diploma in Electrical Engineering (Level 7) ID: 117312, Ref: 2804
- Diploma in Civil Engineering (Level 7) ID: 119444, Ref: 3622
- International Student Support and Wellbeing

MoE number:

7488

NZQA reference:

C57440

Dates of EER enquiry:

13-16 August 2024

# Summary of results

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*ICA has high qualification and course completion results. However, the value of outcomes such as employment is not consistent across the past four years. Programme review and compliance oversight has been variable, and non-compliances have impacted students and are evidence of inadequate self-assessment processes.*

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## **Not Yet Confident in educational performance**

- Students are gaining useful theoretical knowledge and practical skills. Overall course and qualification completion rates are high; however, analysis of achievement results can be challenging due to recognition of prior learning, students completing at different times of the year, and qualification completions calculated using retained students only. Although withdrawals are low, not including them in the calculation provides a false perception of completions.

## **Not Yet Confident in capability in self-assessment**

- Students value gaining relevant New Zealand industry knowledge to allow them to apply for a post-study work visa (PSWV) and gain employment in New Zealand. The evidence of value of outcomes for employers is limited. The PTE could widen its employer and industry engagement to understand to what extent graduates meet learning outcomes and contribute to their fields of study.
- Developing ongoing and lasting relationships with iwi, Pasifika people, communities and industry would widen the scope of opportunities for graduates and their preparation for living and working in New Zealand.
- Highly experienced and qualified staff provide practical, relevant and engaging activities and project work. These are supplemented with industry guest lectures and industry field trips.
- In response to changes to INZ criteria for PSWV in 2022, ICA is considering alternative programmes and major programme reviews of the ICA engineering diplomas. ICA has not made

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any significant changes, reviewed these diplomas nor considered their ongoing relevance since NZQA approval in 2018.

- Student academic support is effective, staff respond well to student academic needs. Staff development in supporting students with disabilities is recommended. Student wellbeing support is not fit for purpose and adherence to the Code of pastoral care has been variable and not transparent when enrolling students between 2023-24.
- Governance and management response to challenges brought about by changes to immigration policy has been slow and ineffective. Recent financial investment and recruitment of key staff has provided significant support to management, teaching staff and student support. However, the results of some new initiatives taken by the new staff are still to be seen.

Significant issues have impacted students and suggest variability in management oversight of compliance. These include failing to respond promptly to changes in the INZ green list and PSWV rights policy; infrequent updates to ICA website information; continued late credit reporting since the last EER; and insufficient programme review that reflects the changing needs of all stakeholders. ICA could better meet compliance by paying greater attention to oversight, proactive actions and improved systems.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students acquire valued knowledge that is relevant to their chosen industry. Students grow their abilities, confidence and problem-solving skills.</p> <p>ICA has multiple intakes per annum and recognition of prior learning which leads to students completing at different times. Course completions across the engineering and IT (information technology) programmes are typically high – mostly above 90 per cent since 2021. The high completion rates also likely reflect the level of students' prior qualifications and experience. ICA tracks student retention and withdrawal data separately. Currently student withdrawals are low. It would be beneficial to review the methodology used in calculating completion data to have a more comprehensive view of achievement.</p> <p>Course completions in English language have seen a marked improvement (from 45 to 81 per cent) since 2021.<sup>2</sup> The recruitment of well-experienced English language teaching staff is having a positive impact on student outcomes.</p> <p>Two students self-identified with a lived experience of disability in the English language programme. Processes for encouraging disclosure could be strengthened. Progress data on this priority group and staff professional development for addressing barriers to learning are recommended.</p> <p>Overall reporting of achievement results is being reviewed. At the time of the EER, ICA was in the early stages of implementing a new system to address</p>

<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>2</sup> Refer to Appendix 1, Table 1.

	challenges in results reporting. The impact of these changes is yet to be seen.
Conclusion:	Students are gaining useful skills and knowledge which they can apply in further study or industry. ICA has recently implemented new software to better support data analytics to provide meaningful and accurate reporting on achievement. It is too early to see the effectiveness of this system.

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

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Students place high value on ICA programmes for gaining PSWV and improved chances of employment. Students are also gaining theoretical knowledge and some practical skills which assists them to understand New Zealand industry expectations. In 2023, 65 per cent (11/17) of graduates gained sustainable relevant employment in engineering, and 56 per cent (5/9) of IT graduates went into further study. Fifty-two per cent (11/21) of English language graduates progressed to further study.<sup>3</sup> It is unclear what further study these graduates undertake.</p> <p>There has been a downward trend for engineering graduates gaining relevant employment compared with previous years. ICA attributes this change to engineering industry employment trends more generally. ICA also is aware of the 2021 change to INZ policy. However, ICA has not explored if there is a direct correlation between the industry trends and its graduates' employment rates. This trend requires further investigation to fully understand the value of the programmes to employers and how well the graduate profile outcomes are aligned to relevant industry needs without the PSWV.</p> <p>The academic advisory board provides regular and helpful expertise and knowledge which informs ICA decisions about academic changes and some industry developments. ICA could benefit from working more closely with industry</p>

<sup>3</sup> Refer to Appendix 1, Table 2.

	<p>stakeholders to strengthen their understanding of employer needs when employing graduates. Collaborating and working alongside industry partnerships and developing long-term working relationships would open up student work experience opportunities while studying and create possible pathways for after-study employment.</p> <p>ICA does not have Māori or Pasifika students; however, building relationships with iwi and community groups who have networks with engineering organisations would be advantageous to ICA's mostly international students. Doing so could strengthen and influence how programmes can embed New Zealand cultural practices such as appropriate responses to upholding the principles of Te Tiriti o Waitangi. Developing relationships with iwi groups and Pasifika businesses would also be valuable in preparing students to work across different cultural contexts in New Zealand.</p> <p>ICA tracks destination data; however, analysis of the types of jobs, length of employment, number of employers who consistently employ ICA graduates, and different types of further studies could be used to inform understanding of the value of outcomes.</p> <p>ICA regularly collects students' exit interviews and a number of different types of satisfaction surveys. Employer surveys are limited in frequency to inform about the value of graduate profile outcomes over a long term. It is not clear how collated, analysed data is used to inform changes and improvement. ICA could engage with graduates' employers to gain more relevant feedback. This data could be analysed for annual reviews to provide insights about whether graduate outcomes and relevant programmes are matching industry needs.</p>
Conclusion:	<p>Students value the relevance and high standard of teaching and learning. The eligibility for PSWV to improve chances of employment is very important to the students. It is unclear how the INZ policy change impacts the future employment opportunities and the value of these programmes. Graduate employment has declined, and stakeholder feedback is insufficient in its coverage to inform understanding of the value of outcomes for industry without the PSWV.</p>



### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Teaching staff are well qualified and highly experienced in their fields. Teaching is planned and structured to ensure students are exposed to a variety of sources and applied activities. Staff review the delivery of courses and supplement resources to provide currency of workplace practices. Students find the learning engaging and interesting and particularly enjoy learning about New Zealand industry contexts and application of tools and practices.</p> <p>Classrooms are resourced with equipment and appropriate tools for the students to gain some practical experience alongside theory. Industry field visits and guest lectures provide an additional layer of industry exposure and allow students to gain some understanding of New Zealand workplaces. To expand industry exposure and understanding the benefits to the student, ICA could include some experiential learning (work experience) to help students establish a working culture and develop appropriate transferable skills in preparation for employment in New Zealand and making them more work ready.</p> <p>Staff collaborate well and have comprehensive discussions at post-assessment internal moderation. Assessment outcomes are discussed before ratification is completed by the academic director. External moderators who are subject specialists conduct regular and robust external moderation and provide detailed and helpful feedback for teaching staff to inform assessment practices and bring about improvements. Recent moderation results provide confidence in the validity of assessment results, and ICA staff use these results to make changes to assessment where required.</p> <p>ICA's programme-related reviews appear limited to tutorial staff making changes at the end of the term to ensure delivery and assessment remain current to industry standards. An annual departmental report describes a</p>

	<p>review focus but does not report any findings from the previous year's activities. It would be beneficial for ICA to schedule larger, more in-depth and regular self-reviews to analyse how relevant the programmes remain. Purposeful engagement with the academic advisory board ensures the programmes activities are being reviewed however it is unclear how ICA uses this information to specifically address business and industry needs in programme review.</p> <p>Potential pathways for ICA's engineering diplomas have changed since the engineering programmes were approved by NZQA in 2018. The original recognition of ICA diplomas to meet a need in New Zealand altered with the INZ policy change in 2022. NZQA indicated early in 2023 that the programmes also needed to be reviewed and realigned to principles underpinning recognised New Zealand qualifications on the NZQCF. Under NZQA guidance, ICA engaged with the two relevant workforce development councils (WDCs) and Engineering New Zealand to establish a way forward.</p> <p>At the time of the EER, ICA had commenced working with the relevant WDCs, NZQA, INZ and Engineering New Zealand to align their diplomas to New Zealand qualification requirements and ensure programme purpose, design and delivery match the needs of all stakeholders. ICA management also communicated plans for these changes to the programmes; however, ICA is yet to submit any of these changes for approval to NZQA.<sup>4</sup> This would have been the first major review of these qualifications since approval in 2018. Instead, an application for accreditation to deliver the New Zealand Diploma in Engineering (Level 6) was submitted to NZQA.</p> <p>To assist affected students (15), ICA offered part-study scholarships for up to an additional year to ensure they completed 240 credits to meet a PSWV requirement. This was regardless of the students having already gained the knowledge through a prior qualification from their home country.</p>
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<sup>4</sup> The ICA Diploma in Mechanical Engineering (Level 7) and the Diploma in Electrical Engineering (Level 7) are not being delivered in 2025. However, the Diploma in Civil Engineering (Level 7) continues to be delivered as it continues to meet the PSWV eligibility requirements.

	Ongoing programme reviews since the first approval may have corrected the issues that are currently impacting students and graduates.
Conclusion:	ICA provides structured and engaging learning activities to match students' needs. ICA's comprehensive internal and external moderation validates assessments. The PTE is seeking industry and other stakeholder feedback to inform them about needs and remedies to emerging programme issues. However, ICA has not made any significant progress with programme reviews to ensure programme relevancy is matching stakeholders' needs. ICA self-assessment has not led to appropriate definitive decisions for programme change.

#### 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Student introduction and settlement into New Zealand is well organised, with school and living information provided through a comprehensive orientation programme.</p> <p>Student learning goals are determined (by creating individual learning plans) when students fall behind in work or when attendance falls below the 90 per cent requirement. Barriers to learning are not actively identified, and learning needs seen in the classroom are dealt with through tutorial sessions with lecturing staff. In addition, teaching staff provide academic support as needed. Learning activities, peer teaching, group projects and simulations provide engaging learning experiences. Final projects create opportunities for problem-solving and building capability in teamwork. Students' application of their skills and knowledge could be further enhanced with experiential learning in real working environments.</p> <p>Cultural celebrations bring students and staff together and enhance cultural awareness. There is further opportunity to broaden student and staff cultural capability and understanding of Māori and Pasifika cultural practices and embed these concepts into the learning through engaging with Māori and Pasifika as well as staff undertaking</p>

	<p>external professional development opportunities. This could support students to further integrate into New Zealand communities.</p> <p>Learning support staff provide one-to-one wellbeing support. Weekly check-in sessions allow the students to discuss pastoral care or academic matters with the learning support manager, and inform staff of student needs.</p> <p>Student feedback led to the recent employment of an industry pathway manager to assist students in developing professional interview skills when applying for jobs. The relevant industry visits are helpful for the students to understand industry expectations, particularly without the support of a PSWV. However, it is too early to determine the full impact of this initiative.</p> <p>ICA has a number of survey mechanisms to collect student feedback at different points of the student journey to assess the student satisfaction of facilities, support services, teacher and resources. Recent improvements include upgrades to lab equipment and IT resources. It is unclear how ICA collects student support services data to understand individual student wellbeing and emotional health needs. Strategies for addressing student wellbeing and emotional needs are not evident in ICA's self-review of Code of Practice for pastoral care.</p> <p>ICA could be more proactive in identifying student academic or disability needs at enrolment. Developing strategies for staff to respond appropriately to these potential barriers to learning or to specific learning needs would be beneficial for the students and set clear expectations for staff.</p> <p>ICA has not provided clear upfront and timely information to students enrolling in the ICA diplomas between 2023 – 24. The PTE did not ensure enrolling students were aware of the potential risks they may face due to the changes in INZ policy. Students who originally received recognition for prior qualification credits were led to believe that completing all 240 credits of the programme could make them eligible for the PSWV. This resulted in students having false hope and being despondent when some students were told they would be ineligible as INZ special exemption considerations will end in December 2024. ICA</p>
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	<p>documentation shows some compensation was made with part scholarships of varying amounts. However, marketing brochures advertised generic scholarships for fees for first and second year in each programme, so it is unclear whether this was part of the marketing strategy to attract students or a special compensation.</p> <p>Subsequently, ICA has provided regular feedback and updates to ensure students are being informed of INZ attempts to support students given this difficult predicament. However, this could have been avoided if ICA ceased enrolling students (as was suggested by INZ) until the problem was rectified.</p>
Conclusion:	<p>Students are engaging well, and teaching staff academic support is fit for purpose. A more proactive approach is required to address barriers to student needs. The Code of Practice for pastoral care has not been adequately applied for many ICA students. Student wellbeing support has been variable. Self-assessment needs to be strengthened to ensure processes enable unambiguous, consistent and accurate communication for all students.</p>

### 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>ICA is well supported by a highly experienced and knowledgeable governance and management team who have a strong purpose and direction. The recent changes in senior management and governance, and the addition of a new investor have ensured ongoing financial and operational sustainability. Extensive upgrades to the college's facilities, IT labs and electronic systems have been a welcome change and have improved staff and student morale.</p> <p>The board is well informed about operational activities through monthly reports. Senior management also reports directly to the board. Communication across the organisation is through regular weekly staff and academic meetings. The marketing team keeps staff updated about international developments and works closely with agents</p>

	<p>to ensure students are informed about New Zealand and ICA programmes. It is clear agents have been informed of the INZ policy changes. However, given the gravity of the situation, there is no evidence that ICA marketing followed up to check that enrolling students were correctly informed by their agents prior to leaving their home country.</p> <p>The staff and student representatives are involved in advisory board meetings. However, it was not clear how well the academic advisory board (AAB) advocates on behalf of the students and how effectively the AAB addresses student facing concerns. A review of all student voice mechanisms to ensure ICA management receive transparent feedback is recommended. While ICA uses several industry contacts for various student-facing opportunities, such as guest speakers and field trips, ICA relies on the advice from the AAB to inform about industry changes. The plan to develop new programmes to address emerging needs in AI and cyber security is evidence of this.</p> <p>Highly qualified staff with extensive experience and specialist knowledge are recruited for their expertise. New staff are currently undertaking adult learning credentials. Academic staff are involved with research to ensure their academic knowledge is current and supports review of programme delivery. Management plans for and supports staff professional development in non-academic subjects.</p> <p>Management oversight of academic and compliance requirements has been variable and ineffective. The intentional ongoing enrolment in 2024 of students in ICA diploma programmes at a time of uncertainty of graduate eligibility for PSWV, led to a further 15 students being impacted by the unresolved issues. ICA could have avoided these issues had it been clear to prospective students that they would not be eligible for PSWV.</p> <p>Self-assessment processes have not considered how changes to government policies could impact educational outcomes. There are gaps in ICA systems to adequately inform and prepare the organisation for impending compliance changes and requirements. ICA has not taken any definitive action on resolving the externally identified issues and the impact of ongoing programme delivery on its stakeholders. Changes to ICA engineering programmes are yet to be made. ICA should strengthen processes to</p>
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	more regularly track and review academic and compliance requirements to ensure it can anticipate and meet all its obligations and be able to mitigate risks.
Conclusion:	Highly qualified and experienced staff support ongoing academic excellence. Governance and management work closely and use data well to be informed of operational activities. However, feedback could be more targeted to elicit relevant data about industry demands and related graduate outcomes. Reporting on such outcomes should drive decisions for improvement of programme relevance and educational performance. ICA self-assessment and risk assessment processes should be strengthened to ensure changes to government policies do not adversely impact educational outcomes.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Annual attestations are submitted to NZQA in a timely manner. However, monitoring and management of compliance responsibilities has not been robust.</p> <p>ICA systems failed to identify policy changes in INZ and NZQA requirements. ICA should have responded to the changes at the time of the INZ rebalance in 2022. ICA only responded to these issues when graduates were denied PSWV in 2023. This suggests inadequate processes for keeping updated and adapting to regulatory changes.</p> <p>Through the issues with INZ policy changes, ICA also discovered that their approved ICA level 7 diplomas no longer met INZ eligibility criteria because their qualifications were not adequately aligned to New Zealand qualifications (despite correspondence from NZQA during 2023). ICA initially negotiated with NZQA and the relevant WDCs to have these diplomas renamed as New Zealand qualifications. However, the PTE has been advised to:</p> <ul style="list-style-type: none"> <li>• review the qualifications and redevelop them as New Zealand qualifications (before transferring them to the WDC)</li> </ul>

	<ul style="list-style-type: none"> <li>review and redevelop the programmes of study leading to the new New Zealand qualifications and submit these to NZQA for approval.</li> </ul> <p>At the time of the EER enquiry, ICA was working with these stakeholders, and recently with Engineering New Zealand to develop the new qualifications and programmes. ICA is yet to submit applications for the changes to its current diplomas; instead, ICA has applied to NZQA to deliver the New Zealand Diploma in Engineering (Level 6).</p> <p>While ICA has supported students through the above issues and provided support for students to continue studying for an additional year, the issue continues to have an impact on students' wellbeing (especially for those not eligible for PSWV in 2025), and its significance cannot be underestimated.</p> <p>ICA received a recommendation in the last EER relating to late credit reporting. However, over the last four years, ICA has failed to report credits and maintain timely reporting of qualifications. In 2024, 97 per cent of credits were reported late, and it was only during this EER that priority was given, and student records were brought up to date. During the EER, the evaluators recommended that the reporting policy and procedures be updated to include the 90-day timeframe for reporting to ensure reporting is regularly maintained regardless of who completes the process.</p> <p>ICA also did not keep its website information current, and only when INZ queried the significantly outdated information did ICA update the information on the website. This information would have misled the public and contributed to some confusion.</p> <p>The Code of Practice 2021 is understood by pastoral care staff, and training has been completed with staff. The Code review is ongoing and comprehensive. However, the implementation of Code needs further review to effectively inform improvements in maintaining student wellbeing and support, especially around communicating programme information and potential pathway opportunities.</p>
Conclusion:	Significant non-compliances have occurred, and governance and management have taken the necessary actions to address the issues. Some resolutions for some



	graduates are a work in progress, and any improvements planned are yet to be seen.
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# Focus areas

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

## 2.1 Diploma in Electrical Engineering (Level 7)

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>

## 2.2 Diploma in Civil Engineering (Level 7)

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>

## 2.3 International Student Support and Wellbeing

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	Refer to 1.4 for details on student support and wellbeing.

# Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that International College of Auckland Limited:

- Undertake capability building in educational responsibilities and requirements to have better oversight over key compliance accountabilities.
- Develop stronger processes to understand, monitor, review and respond to all important compliance requirements, especially around changes to Immigration NZ policy and changes to the NZQCF.
- Work closely with WDCs and industry stakeholders to ensure ongoing programme development and quality management processes are well aligned to matching stakeholder needs and are strengthened to reflect the New Zealand context.
- Investigate and make available learning support related to professional development for all staff involved in supporting training and assessment. Such development will allow suitable support for diverse learning needs.
- Develop a plan to better accommodate and track disabled students, including the development of relevant policies and procedures.
- Establish formal and informal relationships with Māori and Pasifika, including local iwi and Māori and Pasifika agencies and employers, to ensure students are well prepared to work effectively with Māori and Pasifika clients.
- Strengthen student industry engagement, with more opportunities for exposure to different engineering and IT operations.

# Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

NZQA requires International College of Auckland Limited to:

- Ensure credits for students are reported to NZQA within three months following assessment, as per Section 13(1)(b) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021. Policies and procedures on credit reporting must be amended to include the required timeframe, and relevant staff must be advised, to comply with said Rules.
- Ensure the public information provided is accurate, clear and not misleading, as per [Part 2 – Requirement for maintaining registration Section 6.1.2 of the Private Training Establishment Registration Rules 2022](#)

# Appendix 1

**Table 1. ICA Educational performance (data supplied by ICA)**

	Engineering 2023	Engineering 2022	Engineering 2021	IT 2023	IT 2022	IT 2021	English 2023	English 2022	English 2021
Student enrolment	18	26	8	3	14	28	40	70	116
Expected year completions	20	7	15	9	30	15	28	53	98
Actual completions	17	7	13	9	29	15	21	27	46
Current students <sup>5</sup> (December 202x)	38	32	3	10	11	27	4	11	18
Retention	94.44%	96.15%	87.50%	66.67%	64.29%	92.86%	87.50%	91.43%	97.41%
Course completion rate	96.97%	96.92%	95.06%	100.00%	100.00%	88.16%	81.25%	56.07%	44.96%
Qualification completion <sup>6</sup> (actual/expected)	85.00%	100.00%	86.67%	100.00%	96.67%	100.00%	75.00%	50.94%	46.94%

<sup>5</sup> Includes rolling intakes that may straddle across years and includes students enrolled in that year.

<sup>6</sup> Current ICA process calculates this per cent rate as actual completions compared with expected year completions.

**Table 2. Graduates and outcomes**

	Engineering 2023	Engineering 2022	Engineering 2021	IT 2023	IT 2022	IT 2021	English 2023	English 2022	English 2021
Graduates	17	7	13	9	29	15	21	27	46
Students went on to relevant jobs	11	6	11	2	12	6	5	8	8
Students went on to non-relevant jobs	6	0	2	2	6	1	5	0	0
Students went for further study	0	1	0	5	7	7	11	12	27
Students went back home	0	0	0	0	4	1	5	4	1

# Appendix 2

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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.*

## Disclaimer

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- Identify organisational fraud<sup>7</sup>*
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>7</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.*

*In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. 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](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*



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