

Report of External Evaluation and Review

Foundation English Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 11 August 2014

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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:	Foundation English Limited
Type:	Private training establishment (PTE)
Location:	Levels 5, 7 and 8, 246 Queen Street, Auckland City
Delivery sites:	One site only, as listed above
First registered:	1 May 2002
Courses currently delivered	Foundation English is delivering an Intensive Literacy and Numeracy (ESOL (English for Speakers of Other Languages)) programme to new migrants. The programme is primarily focused on improving levels of English to enable students to integrate into New Zealand society. In 2014, Foundation English was funded to deliver the programme to 83 students (part-time, 200 hours). In addition, the PTE intends to enrol approximately 22 non-funded students.
Code of Practice signatory?	N/A
Number of students:	<ul style="list-style-type: none">• 2013: 117 part-time students (Intensive Literacy and Numeracy) – 100 hours• 2014: 105 part-time students (Intensive Literacy and Numeracy (ESOL)) – 200 hours
Number of staff:	30 full-time equivalents (shared across two other PTEs)

Scope of active accreditation:	Foundation English has approval to deliver a range of English courses, including General English, General English plus Academic English, General English plus IELTS Preparation, and Business English. Currently, Foundation English only delivers the Intensive Literacy and Numeracy (ESOL) programme.
Distinctive characteristics:	In 2007, Queens Academic Group purchased Foundation English. Queens Academic Group also owns the Institute of Applied Learning. The three PTEs cooperate through the sharing of facilities, resources and staff in accordance with memorandums of understanding. As Foundation English's focus is now solely on the delivery of Intensive Literacy and Numeracy (ESOL) to new migrants, any international students referred to them by agents are encouraged to enrol with Queens Academic Group.
Recent significant changes:	<p>Before 2013, Foundation English delivered the Intensive Literacy and Numeracy programme to students over 10 weeks (100 hours). As well as delivering the programme to new migrants, the PTE was also delivering it to Māori students, as part of Foundation English's memorandum of understanding with Te Piataata Trust. From 2013, because there was excess demand, the Intensive Literacy and Numeracy programme solely focused on new migrants.</p> <p>As a result of Tertiary Education Commission (TEC) funding arrangements for 2014, Foundation English now solely delivers the Intensive Literacy and Numeracy (ESOL) programme to new migrants.</p>
Previous quality assurance history:	At Foundation English's previous external evaluation and review (EER) in 2010, NZQA was Confident in both educational performance and capability in self-assessment.

2. Scope of external evaluation and review

The scope of the EER consisted of the mandatory focus area:

- Governance, management and strategy

In addition, the following focus area was selected:

- Intensive Literacy and Numeracy (ESOL)

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.

Foundation English submitted a number of documents to NZQA before the EER site visit. Also before the EER visit, the external lead evaluator communicated with the PTE by telephone and email to discuss and agree to the scope and process for the EER.

The evaluation team of two visited Foundation English over two days. The evaluators met with the director, senior management team, nine tutors, seven students, five staff (from student services, student support and marketing), and three members of the community advisory group.

The team viewed a range of documents on site.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Foundation English Limited**.

- As measured by the TEC Online Literacy and Numeracy for Adults Assessment Tool (TEC online assessment tool), progression step achievement rates for the funded students have consistently met the key performance indicators of 80 per cent or above for the past three years.
- Achievement rates fell in 2013, from 91 per cent to 80 per cent, which did not meet Foundation English's own key performance indicator of 90 per cent. However, Foundation English considers that this fall in progression rates was related to some students withdrawing early and who were therefore unable to complete the final progress assessment. When adjusted for the early withdrawals, achievement rates of those who went on to complete the progress assessment were identified as 88 per cent.
- It is recognised by all parties that there are limitations in the use of the TEC online assessment tool, particularly as this tool was not primarily created for tracking the literacy and numeracy skills of ESOL students. Consequently, the TEC has confirmed that this tool is not used to measure a PTE's achievement rates.
- Foundation English recently created its own assessment tool which has a more ESOL-focused approach to monitoring student progression. This assessment tool is used to measure a skill level progression step for all enrolled students. In 2013, this showed that Foundation English had an achievement rate of 93.5 per cent, which was at a similar level when benchmarked against all Queens Academic Group students.
- There was sufficient evidence to show that the teaching and support provided by Foundation English staff is valued by students, and has had a positive impact on students in improving their English language skills.
- Foundation English has a community advisory group that reflects the backgrounds of the students. Members of the community advisory group have active engagement with their migrant communities. Feedback from community advisory group members and from student survey results indicates that the Intensive Literacy and Numeracy programme has had a positive impact on students, enabling many to go on to further study or to gain employment. Foundation English acknowledges that improvements could be made to the survey questionnaire to enable an even greater understanding of the value of outcomes for its students.

- While the TEC online assessment tool externally validates student assessment results, there is also a comprehensive internal moderation process in place for monitoring student progression and teacher effectiveness.
- The sharing of staff, resources and facilities with Queens Academy Group has enabled Foundation English to maximise learner achievement. In addition, the senior management team is able to keep track of educational performance through an annual strategic plan, which has a number of goals and objectives. These are measured through a set of key performance indicators, which are monitored quarterly.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Foundation English Limited**.

- Foundation English has adopted a systematic, organisation-wide self-assessment process, enabling it to collect and analyse a broad range of data for monitoring its performance, which has resulted in ongoing improvements.
- At the senior management level, a self-assessment report is prepared, which is informed by the results of the PTE's annual strategic plan. Each goal within the plan has a set of objectives with related key performance indicators, which are then monitored quarterly. Documents reviewed by the NZQA evaluation team show that these key performance indicators have largely been met over the past three years. Action plans have been developed to address known and/or likely causes for any indicators that have not been met.
- The self-assessment report is also informed by a self-assessment analysis conducted within each department of the PTE, with resulting action plans identified for priority areas. At the end of the year, departments report on these actions, together with other matters that have worked well or have been identified as areas for improvement.
- A range of data is collected at all levels of the organisation, which contributes to subsequent analysis at departmental and senior management levels.
- Staff interviews and documents reviewed by the NZQA evaluation team show that Foundation English's self-assessment process is highly effective, with a number of examples provided to show that continuous improvements are contributing to the organisation's educational performance.

Findings¹

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**.

Currently, Foundation English measures learner achievement in relation to two key performance indicators. The first involves 80 per cent of students gaining a minimum of one step in the Learner Progressions at the end of their study (as defined by the TEC online assessment tool), which is the key performance indicators within the PTE's TEC investment plan. Also, Foundation English has created its own key performance indicator to promote a higher level of achievement. These achievement rates are monitored quarterly. The results are then analysed to identify any student achievement issues requiring attention and to determine potential factors contributing to these issues. The senior management team then discusses the completed analysis and addresses any immediate issues. Foundation English's achievement rates in 2011 and 2012 were 91 per cent, which exceeded the key performance indicators.

Foundation English's initial calculations show that achievement rates dropped to 80 per cent in 2013. However, Foundation English considers that the drop in achievement rates was related to some students choosing not to complete the progress assessment that is conducted at the end of the programme.

Further information provided by Foundation English showed that of those students who did complete the progress assessment test at the end of the programme, 88 per cent were successful. Foundation English is currently developing strategies to maximise the number of students who complete the end-of-course progress assessment. This includes conducting the progress assessment one to two weeks earlier, and emphasising to students how important it is to complete it.

While Foundation English uses the TEC investment plan key performance indicators to monitor student achievement, the TEC recognises that the online assessment tool is still relatively new, and that more work is required to maximise its use and benefits. Also, all parties (including the TEC) acknowledge that the online assessment tool was created primarily for measuring the progress of students who have English as a first language, and is therefore not entirely appropriate for assessing ESOL learners, who have been the bulk of Foundation English enrolments over the past three years.

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

As a result, the TEC is currently developing a more suitable online assessment tool for assessing the progress of ESOL learners. Consequently, the TEC recently confirmed that learner achievements are not currently measured by learner progression as reflected by assessments through the online assessment tool. Rather, the TEC measures learner achievement by considering the number of learners enrolled who meet the numbers the TEC has funded, and also whether all students enrolled, including student numbers over and above funded places, complete the minimum number of hours specific to the programme funding. The TEC confirmed that Foundation English exceeded both these learner achievement indicators over the past three years.

In addition to using the TEC online assessment tool, Foundation English has also developed its own assessment tool, which has a more ESOL-focused approach to monitoring student progression achievement. Foundation English conducts an initial placement test when a student enrolls, and then conducts a progression test at the end of each five-week cycle. The performance rate is calculated by the number of occasions that students progress to the next proficiency level after completing one or two tests within a level. Foundation English expects students to progress to the next proficiency level within two cycles (10 weeks). In 2013, Foundation English enrolled an additional 27 students, making a total of 117 enrolments for the year. Eight of these students withdrew early for family and personal reasons, and therefore could not be included in the progression achievement results. When adjusted for those students who enrolled less than two weeks before a progression test, progress achievement results show that 93.5 per cent of Foundation English students progressed to a higher proficiency level within the 10-week period.

Foundation English benchmarks its learner achievements against Queens Academic Group achievement rates (using its internal assessment tool), as well as monitoring learner achievements against the TEC investment plan and the PTE's own key performance indicators. It is difficult to access the learner achievement rates of other providers. However, benchmarking results provided by Foundation English show that the overall 2013 achievement rate (93.5 per cent) was at a very similar level to the achievement rate for Queens Academic Group students (93.6 per cent). To further enhance internal benchmarking, the creation of a new software tool that will enable easier data access and analysis is currently being considered.

Foundation English recognises that Intensive Literacy and Numeracy progression rates for native speakers may be different to progression rates for ESOL students, since ESOL students are likely to have different levels of competence in literacy and numeracy within their own native language, as well as differences in how well their native language and culture connects to an English-speaking environment. Recent TEC funding changes for Foundation English have resulted in a more specific programme for Intensive Literacy and Numeracy (ESOL) students, which Foundation English is now delivering. This programme is focused on new migrants who have pre-literate or low levels of English language and literacy. Foundation

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English's 2013 analysis of migrant learner achievements indicated that there were higher progression rates for students who enrolled with lower levels of English, than for those students who enrolled with higher levels of English. Also, the Intensive Literacy and Numeracy programme in 2013 was delivered over a 10-week period (100 learning hours), while the new Intensive Literacy and Numeracy (ESOL) programme will be delivered over 20-26 weeks, involving 200 learning hours. Consequently, Foundation English is very confident that achievements rates for ESOL in 2014 will increase accordingly.

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 **Good**.

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

It was evident from students and community advisory group members interviewed that the benefits of the training provided by Foundation English are highly valued. Foundation English has a community advisory group that reflects the types of migrant students enrolled at the PTE, mainly Chinese, Korean and Russian. Each community advisory group member is actively engaged with their migrant community, which enables them to provide ongoing feedback through the regular meetings held with the Foundation English director during the year.

Community advisory group members were very positive about the impact of the Intensive Literacy and Numeracy programme on the students. As well as the improvements students made in their English proficiency levels, further benefits and values to students include a noticeable increase in self-confidence, enhanced engagement with the wider New Zealand society, progress to further study, gaining employment, and (for older students) the confidence to develop their own business. These factors also had a positive impact on new migrant communities, with many communities recommending the Intensive Literacy and Numeracy programme to other potential students.

Foundation English conducts a phone survey of students immediately following their studies. The 2013 survey was completed by approximately 30 per cent of students. The results show that 26 per cent of those surveyed either gained work or were actively looking for work, with 17 per cent going on to further study. While students have benefited from the Intensive Literacy and Numeracy programme, particularly in improving their levels of English, Foundation English is aware that the survey questionnaire could be improved, including when it is conducted and the specific goals achieved by students. Foundation English recognises that there were a large number of students they were unable to contact, so could not complete the survey. As a result, the PTE is currently considering ways of increasing the response rate, which they recognise could provide more extensive and valuable results.

Finally, Foundation English acknowledges that there are limitations to the amount of information the PTE can gather on learner outcomes over time, but is currently considering ways of capturing further outcomes for students, such as employment, which may not occur immediately after completing a programme.

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**.

At enrolment, students undertake an initial assessment using the TEC online assessment tool and an internal ESOL placement test to enable allocation to the correct class. Student progress is then monitored using Foundation English's progress test, which checks student progress once every five-week cycle. The results of these tests are recorded on a spreadsheet and are analysed to determine whether students are ready to progress to a higher class within their proficiency level or to a higher level. Foundation English's relatively small enrolment numbers restrict the number of classes the PTE can offer to meet students' different English language proficiency levels for reading, writing, speaking and listening. Therefore, Foundation English's integration with Queens Academy Group enables students to be allocated to appropriate classes, creating a learning environment tailored to meeting student needs. To further meet learner needs, Foundation English is currently looking at developing a more integrated online progress tracking system mapped against the Common European Framework of Reference for Languages. This would make it easier to track ESOL students on a skill-by-skill level against English proficiency descriptors.

At enrolment, students also identify their personal goals, including their reasons for wanting to improve their English. This information is used to inform content delivery and to monitor progress, although Foundation English recognises that a more formal process for monitoring students' personal goals would be useful.

Foundation English's strong connections with community groups enables regular feedback from these groups that ensures the Intensive Literacy and Numeracy programme is meeting community and learner needs. The community advisory group representatives have regular contact with their community, including Foundation English students, and are well aware that building English language skills is a critical factor in addressing new migrants' needs, particularly for those wishing to progress to further study and/or to gain employment. As a result, the community advisory group representatives are continuously promoting the programme to their communities which, together with the programme being free for students, has been an important contributor to the increasing demand for the Intensive Literacy and Numeracy programme.

While Foundation English has a restricted number of enrolments it can accept because of funding limits, the PTE has continued to enrol additional non-funded students, which has contributed further to meeting community needs. Communication and engagement with community groups is currently undertaken by the Foundation English director, but the PTE is considering an option to further enhance community engagement: passing this task to the marketing team, who have ethnic backgrounds and native language skills in common with community advisory group members.

The only area for change noted by the community advisory group was a preference to deliver Intensive Literacy and Numeracy on the North Shore to recognise the increasing population and demand from Korean students, many of whom would prefer not to have to travel to central Auckland. However, this is currently unrealistic given the funding levels, low student enrolment, and the wide range of English language abilities of prospective students.

The main focus of the programme is building English language and literacy skills for migrants; for most students numeracy is generally not an issue. While numeracy is integrated into the Intensive Literacy and Numeracy classes, extra numeracy classes are held once a fortnight for those students who need particular support in this area. Since the average class size is typically between eight and 14 students, numeracy support is generally provided one-to-one within the class.

Feedback from students interviewed, together with the results from the student follow-up survey, indicate that the Intensive Literacy and Numeracy programme has had a positive impact on students' progress in their English language skills. One theme identified was a preference among students to have their own class, rather than merging with Queens Academic Group classes. Again, given the relatively small number of students, and the fact that students commence their study at different English language levels, this was considered to be unrealistic. Foundation English considered that the merging of students into related Queens Academic Group classes was more beneficial, enabling students who have similar levels of English language to be allocated to the same classes.

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**.

Programme delivery is contextualised to focus on the everyday needs of new migrants living in a new country and culture. In addition, individual goals identified by students at the start of their programme are also factored into the delivery approach adopted by the teachers. Classroom delivery uses practical, everyday scenarios to develop English language skills within the context of the New Zealand

environment. Examples of delivery include ongoing learning projects such as producing short films, promotional videos, and school magazines.

Student progress is monitored weekly, with a formal review test done at the end of each five-week cycle. Tests undertaken by each tutor are formally moderated (with comprehensive feedback provided to relevant tutors) by the director of studies, who will then analyse this against his own assessment. A post-peer moderation process is also used, with staff teaching at the same level post-moderating each other's final writing tasks. As the assessment is done using the TEC online assessment tool, no external moderation is considered necessary.

A broad and comprehensive process is used for monitoring teacher performance regularly. Teaching staff undertake their own self-evaluations of a lesson twice a year. In parallel, the director of studies also undertakes an in-depth evaluation of these lessons, and then compares this with the tutor's self-evaluation. These reports are then used as the basis for discussion between the director and the tutor, which identifies any areas for improvement and any subsequent action plans for the tutor. In addition to the evaluative monitoring process undertaken by staff, students also provide regular survey feedback. The director of studies discusses the survey results with the tutor, and any issues identified are addressed.

To enhance professional development, teaching staff undertake peer observations twice a year. At the end of the year, staff also engage in a professional development session where they discuss a range of issues connected to general teaching approaches, as well as matters specifically relating to English language, literacy and numeracy teaching. Teaching staff also have periodic formal meetings as well ongoing informal meetings. Such engagement enables them to share ideas and information on a regular basis and, where needed, make relevant changes and improvements to delivery methods. Tutors believe that the introduction of a weekly elective class that focuses on the identified skill gaps of students has had a positive impact on students.

A course evaluation questionnaire is completed by Foundation English students four times a year. Overall, the feedback on teaching staff is very positive, which was confirmed by the feedback received from both the students and community advisory group members interviewed by the evaluation team. Staff interviewed identified that they were well supported by management, and had the resources they needed to maximise their teaching effectiveness.

Each year the teachers engage in a needs analysis session facilitated by the director of studies. A range of open questions are used as part of the self-assessment process, including identifying what has worked well, what was achieved, what did not work so well, what was done to address these issues, and areas for further improvement. A number of examples were provided to show that Foundation English teaching staff are actively engaged in finding ways to continuously improve their teaching and resources. These include the introduction of an elective class each week to focus on different skills the students need, and the introduction of a peer moderation process for tutors, which the PTE believes

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has led to useful reflections on marking and assessment methods used by teaching staff.

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**.

The small classes enable teaching staff to provide ongoing one-to-one support to maximise student engagement and avoid any students becoming isolated. Weekly elective classes are held for students to provide any additional support needed. In addition, once a fortnight Foundation English organises community trips and activities, enabling students to develop and use their English language skills in everyday real-life situations. Examples include trips to a museum, a college marae, a gardening centre, an art gallery, a cathedral and a local gym.

In addition to teachers providing support, students are also supported by the student services and marketing teams. During the initial induction process, students are provided with a comprehensive handbook, and a support staff member will be allocated to each student to ensure they have a full understanding of the rules and guidelines. Students will then sign a document confirming their understanding. To enhance this support, a recent change was made, with the support provided to students during the induction process now being undertaken by a marketing team member who has the same or similar nationality and language background as the student.

As well as the formal review test undertaken by students at the end of each five-week cycle, teachers also have a one-to-one tutorial with the students. This enables them to gain a broader understanding of each student's progression. Support staff are informed about any students struggling with their programme, and additional support is provided accordingly.

To maximise attendance, the PTE will immediately contact any students who do not attend a class. In 2013, a new attendance monitoring and warning process was introduced to improve the effectiveness of attendance monitoring, which included rules regarding lateness and slips being allocated to students to flag non-attendance. These changes improved attendance rates, with 86 per cent of students having an attendance rate of 90 per cent or above, compared with 75 per cent of students reaching this attendance rate in 2012.

The student services team is kept informed of student needs and progression by teaching staff and through formal staff meetings and periodic meetings with students as needed. In addition, student interviews confirmed the students' confidence in getting the help and support they needed. These connections enable support staff to identify any issues and provide targeted support as needed.

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**.

The sharing of staff, resources and facilities with Queens Academic Group has enabled Foundation English to maximise learner support and achievement. In addition, the cooperation enables the PTE to further support the needs of the new students and their communities by enrolling a number of students over and above the numbers funded by the TEC.

To maximise institutional performance, Foundation English has an annual strategic plan outlining its goals and related objectives. Achievement of each objective is measured through a set of key performance indicators, which are monitored quarterly by the senior management team. Each manager will discuss the key performance indicators with their staff. Documents reviewed by the evaluation team show that the key performance indicators have largely been met over the past three years, and in instances where they have not been met, action plans have been developed to address known and/or likely causes.

In addition to the annual strategic plan monitoring, Foundation English has an organisation-wide self-assessment system. Each year a self-assessment report is prepared. The report is informed by the results of the annual strategic plan, as well as the results of each department's self-assessment needs analysis. The self-assessment report is then used by the senior management team to create an annual self-assessment plan, which identifies key priorities for improvement during the coming year. Each priority is then allocated a team leader who monitors the actions taken (in accordance with an agreed timeframe) and follows through with a team evaluation of the effectiveness of these actions. Staff and other stakeholders confirmed that the process is working well and that a number of improvements have been made as a result, including enhancement of community engagement, teaching effectiveness, and student progression and attendance monitoring.

There is an ongoing informal self-assessment process within the PTE. Staff have regular group and one-to-one meetings to discuss and address any immediate issues that arise. This combination of formal and informal self-assessment processes has created an organisation-wide culture of being committed to making continuous improvements.

All teaching staff are required by Foundation English to have appropriate qualifications, or are engaged in gaining appropriate qualifications. Although such qualifications tend to be in the broader category of English language teaching, there are staff who have specialist skills and knowledge in literacy and numeracy which are shared with staff through professional development activities. While Intensive Literacy and Numeracy (ESOL) students are merged into General English classes to maximise their English language progress, Foundation English

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recognises that there would be further benefits for teaching staff (and perhaps also for students) in gaining specialist qualifications in literacy and numeracy. As a result, four tutors are about to enrol in the National Certificate in Adult Literacy and Numeracy (Vocational/Workplace).

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: Intensive Literature and Numeracy (ESOL)

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

NZQA recommends that Foundation English Limited:

- Review current documents and methods used for gathering feedback from students who have completed the course. This will help the PTE to gain a greater understanding of learner outcomes and the value of these to students and other stakeholders.

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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