

# Report of External Evaluation and Review

ICL Education Limited trading as ICL  
Business School

Confident in educational performance

Confident in capability in self-assessment

Date of report: 9 March 2015

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	5
3. Conduct of external evaluation and review.....	6
Summary of Results .....	7
Findings .....	9
Recommendations .....	17
Appendix .....	18

MoE Number: 7548

NZQA Reference: C16481

Dates of EER visit: 2-4 September 2014

# 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:	ICL Education Limited trading as ICL Business School
Type:	Private training establishment (PTE)
Location:	Dilworth Building, 22-32 Queen Street, Auckland Central
Delivery sites:	As above, and Chancery Chambers, Chancery Street, Auckland Central
First registered:	15 January 2003
Courses currently delivered:	<ul style="list-style-type: none"><li>• National Certificate in Early Childhood Education and Care (Level 5)</li><li>• Diploma of Business Administration (Level 5)</li><li>• NZIM Diploma in Management (Level 5)</li><li>• Diploma of Information Systems (Level 5)</li><li>• New Zealand Diploma in Business (Level 6)</li><li>• ICL Diploma in Business (Level 6)</li><li>• Graduate Diploma in International Business Innovation (Level 7)</li><li>• Diploma in Computing (Level 7)</li><li>• Diploma in Business Computing (Level 7)</li></ul>
Code of Practice signatory?	Yes

Number of students:	<p>Domestic: 29 at the time of the external evaluation and review (EER) (funded for 40 equivalent full-time students) (62 per cent Pasifika, 35 per cent Māori)</p> <p>International: 211 at the time of the EER (including 54 per cent from China, 24 per cent from India)</p>
Number of staff:	27 full-time and eight part-time staff
Scope of active accreditation:	<p>As above, and:</p> <ul style="list-style-type: none"> <li>• New Zealand Certificate in English Language (Level 4)</li> <li>• Certificate in Early Childhood Education and Care Pasifika Management (Level 6)</li> </ul>
Distinctive characteristics:	ICL Business School (ICL Business) is funded by the Tertiary Education Commission (TEC) for 40 equivalent full-time students in the National Certificate in Early Childhood Education and Care.
Recent significant changes:	ICL Business is part of the ICL Education Group (which includes Auckland English Academy Ltd, New Horizon College of English and, since March 2014, Bridge International College NZ Ltd (Bridge)). Since April 2014, ICL Business School has shared premises (Dilworth Building) with Bridge, where the business and computing programmes are delivered. The National Certificate in Early Childhood Education and Care is delivered at Chancery Chambers.
Previous quality assurance history:	<p>The 2013 NZQA Monitor's Report for the New Zealand Diploma in Business noted that all focus areas in the previous monitor's report had been addressed. Two focus areas were identified for improvement:</p> <ul style="list-style-type: none"> <li>• Improvement of student achievement</li> <li>• Increased participation by 'at-risk' students in extra classes available.</li> </ul> <p>In 2012 and 2013, ICL Business met the National External Moderation Requirements of NZQA.</p> <p>An Annual Return Validation Report, dated April 2013, identified four areas of non-compliance, relating to risk management planning, collection of</p>

information, notification to NZQA of a new site prior to relocation, and updating publicly available material, which were subsequently addressed.

At the previous EER in 2010, NZQA was Confident in the educational performance and the capability in self-assessment of ICL Business.

Other:

As part of the ICL Education Group, ICL Business shares governance and management, some administrative functions (such as human resources and marketing) and student support services with the other PTEs in the group, and memoranda of agreement enable students to move between schools.

For several years, ICL Business has experienced difficulties in reconciling student enrolment and achievement data with that produced by the TEC for the National Certificate in Early Childhood Education and Care. As a result, there are some discrepancies between published educational performance (EPI) data and that agreed with the TEC. ICL Business has recently implemented a new student management system.

## 2. Scope of external evaluation and review

The following focus areas were agreed for inclusion in the EER:

- Governance, management and strategy – which is a mandatory focus area
- International student support – the majority of learners are international students
- New Zealand Diploma in Business and ICL Diploma in Business – the majority of ICL Business international students are enrolled in one of these level 6 business programmes
- National Certificate in Early Childhood Education and Care (ECE) (Level 5) – this programme was not a focus area at the previous EER; since 2012 the majority of students have been Māori and Pasifika and this is a priority target group for the TEC.

### 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.*

At the request of the principal of ICL Education Group, the on-site visit for the EER of ICL Business was combined with that for Bridge. The combined EER visit was spread across three days, including shared sessions for focus areas 1 and 2 (on days one and two of the visit) and separate sessions for focus area 3 (on day one of the visit) and focus area 4 (on day two of the visit).

Interviews were conducted with the governance group of ICL Education Group (comprising the principal, the strategic development manager and the chief operating officer), the academic registrar, the business and ECE (acting) programme leaders, eight teachers, 11 support staff, 27 learners (20 business students and seven ECE students) and one stakeholder. Telephone interviews were conducted with four members of the business local advisory group, including representatives from Massey University and AUT (Auckland University of Technology), two members of the ECE local advisory group, one education agent, four employers (ECE) and five graduates.

A variety of documents were reviewed, including management and academic documentation, student enrolment and orientation information, graduate destination data and meeting minutes, and achievement and alumni data. After the on-site visit, supplementary data was supplied in response to requests from the lead evaluator, to complete the evidential file. This material related to paper pass rates for business programmes and enrolment data for the ECE programme. In addition, ICL Business forwarded emails relating to stakeholder engagement.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **ICL Education Limited trading as ICL Business School**.

The reasons for this judgement are as follows:

- Many learners who are completing courses and gaining qualifications are gaining employment or progressing to further study (and there is good evidence of some graduates achieving academic success in higher level study).
- There was a steady decline in educational performance in level 6 business programmes (which represent the majority of enrolments) during the period 2010 – 2013.<sup>1</sup> ICL Business reports some improvement in overall business paper pass rates during 2014.<sup>2</sup> However, when the calculation of learner achievement takes into account the numbers of students who have been withdrawn due to poor performance, the extent of improvement is reduced.
- ICL Business has introduced a number of academic and learning support initiatives to improve educational performance in the level 6 business programmes, with a particular focus on at-risk students. On the basis of the limited data available, it appears that these initiatives are effective.
- Learners are achieving well overall in the National Certificate in Early Childhood Education and Care, especially when taking into account the previous academic achievements and personal circumstances of many of the students. There is good evidence that ICL Business is effective in meeting many of the most important needs of these learners and that this is contributing to their academic success. The value of outcomes from this programme for Māori and Pasifika learners, which in 2014 make up 97 per cent of the domestic enrolments, is significant.
- Appropriate management, academic and student support processes are in place, which contribute to learning and provide the basis for future improvement in educational performance.
- There is evidence that some of the research outputs inform positive changes in teaching practices.

---

<sup>1</sup> NZQA Monitor's 2013 Report on ICL Education Limited (7548) New Zealand Diploma in Business, 23 October 2014, p.4 reports overall pass rates declined during the period 2010 – 2012.

<sup>2</sup> Calculated by ICL Business as the percentage of eligible students who pass papers (where eligible students are those who attempt all assessments and complete the course/s).

ICL Business School's strategies for improving educational performance are underpinned by clear rationale and regular monitoring of outcomes. In terms of the business programmes, based on limited evidence, NZQA finds that the trend of decline in the educational performance of learner achievement is reversed. Accordingly, NZQA is prepared to express confidence in the educational performance of ICL Business School.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **ICL Education Limited trading as ICL Business School**.

The reasons for this judgement are as follows:

- Self-assessment at ICL Business is generally effective. Effective processes have been established that contribute to learning and other important outcomes. For example, strengthened moderation of assessment, improved student engagement and attitude and a greater focus on detecting and preventing academic misconduct has increased the validity of learner outcomes.
- Meeting minutes, continuous improvement records and review documents indicate a purposeful approach to gathering self-assessment information and provide some evidence of worthwhile changes, although in some aspects the records reflect a focus on process rather than outcomes.
- ICL Business demonstrates a sustained focus on improving learner achievement across all programmes, and has undertaken analysis which shows that initiatives focusing on attendance, the identification of at-risk students, and the provision of targeted learning support are beginning to have some impact on educational performance, particularly in ECE.
- The usefulness of course completion data for business programmes would be enhanced by including outcomes for all students who enrol (not just those who complete assessments). This would facilitate greater understanding of withdrawal trends and the impact of ICL Business's responses, and improve the overall understanding of the PTE's educational performance.
- ICL Business's self-assessment capability will be further enhanced by the current focus on professional development of teachers and management which is shared across the ICL Education Group.



# Findings<sup>3</sup>

## 1.1 How well do learners achieve?

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

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

Learner achievement at ICL Business varies, depending on the programme and learner characteristics. Paper pass rates in the level 6 business programmes overall have declined steadily from 2011-2013. The following table shows achievement trends for level 6 business programmes overall and the New Zealand Diploma in Business as at the commencement of the on-site visit (and reflects different methods used for calculating paper pass rates).

Year	Level 6 business programmes combined <sup>4</sup>	New Zealand Diploma in Business (Level 6) <sup>5</sup>
2010	Not available	71%
2011	86%	69 %
2012	82%	55 %
2013	75%	Not available

ICL Business reports that the declining trend for all level 6 business programmes has reversed during the first half of 2014 – not counting students who have withdrawn. ICL Business has calculated the paper pass rate as approximately 82 per cent (as at June 2014). However, the case for improved performance in 2014 is less compelling when the calculation of paper pass rates takes into account withdrawals for poor performance or termination of enrolment. A slightly higher percentage of students have been withdrawn for poor performance or had their enrolments terminated in the year-to-end June 2014 compared with 2013. The paper pass rates for all level 6 programmes are the same when those withdrawals

---

<sup>3</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>4</sup> ICL Business has calculated course completions as a percentage of those students who attempted all assessments (i.e. excluding withdrawn students and those ineligible to sit final exams due to non-completion of in-term assessments).

<sup>5</sup> The NZDipBus course completion rate is calculated as a percentage of all enrolments (including withdrawn students). Source: NZQA Monitor's 2013 Report on ICL Education Limited (7548) New Zealand Diploma in Business, 23 October 2014, p.4.

and terminations are included in the calculations for the year-to-end June 2014 compared with 2013.<sup>6</sup> The usefulness of paper pass data for improving educational performance in business programmes would be enhanced by including outcomes for all students who enrol (not just those who complete assessments). This would facilitate greater understanding of withdrawal trends and monitoring of the impact of ICL Business's strategies for improvement. Initiatives for improving performance include early identification of students who are identified as at risk (either as a result of low attendance or poor assessment outcomes). They are referred to learning advisors and are encouraged to attend additional classes. ICL Business is tracking learner achievement to increase its understanding of which interventions are most effective in increasing motivation and student success. While there is limited data available as yet, there are indications that these interventions are contributing to improvements in educational performance.

Overall, learners are achieving well in the National Certificate in Early Childhood Education and Care (see Table 2 below), particularly in the context of the varied academic backgrounds and personal circumstances of many of the learners. The table shows some variability in achievement across student groups and a significant improvement in course and qualification completion rates for Pasifika students in 2013.

<b>Table 2. Course and qualification completion data for the National Certificate in Early Childhood Education and Care (Level 5) for 2012 and 2013<sup>7</sup></b>					
<b>Numbers of students overall and by ethnic group</b>					
	All students	Māori	Pasifika	International	Other
2012	61	8 (13 %)	12 (20%)	16 (26%)	25 (41%)
2013	70	16 (23%)	19 (27%)	15 (21%)	20 (29%)
2014	59	13 (22%)	32 (54%)	7 (12%)	7 (12%)
<b>Course completion</b>					
2012	65%	61%	37%	77%	78%
2013	74%	67%	69%	55%	70%
<b>Qualification completion</b>					
2012	60%	57%	16%	72%	68%
2013	TBC	46%	51%	70%	55%

ECE staff monitor individual student attendance and progress very closely. Strategies which have been introduced to improve educational achievement largely centre around facilitating and encouraging attendance and engagement, such as

<sup>6</sup> In this case, calculating successful paper passes as a percentage of those enrolments that could potentially complete (i.e., excluding those which withdraw due to factors outside ICL Business's control).

<sup>7</sup> Data in column 1 is derived from confirmed TEC EPI; data in columns 2-5 is derived from the ICL Business student management system.

establishing a satellite site in West Auckland and providing a variety of opportunities for students to catch up on missed classes. Learner achievement has improved overall, and Pasifika achievement in particular. It would be useful for ICL Business to systematically analyse data to gain a greater understanding of variations in achievement between student groups and which interventions are most effective.

## 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**.

Students enrolled at ICL Business have a variety of pathways available to them. Formal agreements with AUT and Massey University facilitate the transfer of business students, sometimes with credit, to degree programmes. Other students gain employment in New Zealand. ICL Business has established processes to follow up ex-students to establish their study, employment and visa status. ICL reports that of 239 alumni surveyed from August 2008 to February 2013, 38 per cent progressed to further study (71 per cent of whom enrolled at AUT) and 39 per cent gained work in New Zealand. These outcomes are consistent with the stated study goals of many of the students enrolling in business programmes at ICL Business and, as such, represent good outcomes for those who graduate.

Graduates of the National Certificate in Early Childhood Education and Care are qualified for entry-level positions in early childhood centres, and 53 per cent of those who graduated in 2013 have gained employment in these roles. A further 42 per cent of graduates have gone on to further study in ECE. These positive outcomes confirm the value of the programme for learners, their families and their communities. Early childhood centres are benefiting from staff who are reliable, communicate well and are well prepared for work in an early childhood environment.

ICL Business has a reasonable knowledge of the graduates' short-term destinations. There is good evidence that business students who go on to degree study at two universities are achieving well in their destination programmes, but there is no formal follow-up of ECE graduates in further study. ICL Business reports that stakeholders (both off and on-shore) have been consulted in the development of new programmes. However, there is some evidence of feedback from alumni, employers or other education providers being used to identify ways to improve the value of outcomes for key stakeholders, including learners.

### 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 **Good**.

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

ICL Business is an adaptable provider which develops programmes and activities that match the needs of the learners. This is particularly evident in the changes made to programme planning and delivery for the National Certificate in Early Childhood Education and Care in response to changing student demographics. ICL Business has sought to match the cultural and learning needs of the learners (for 2014, 97 per cent of the domestic enrolments in this programme are Māori or Pasifika). Examples of changes in the classroom include an increased focus on group work, te reo Māori and Pasifika languages, and a greater variety of assessment tasks. Student feedback confirms that ICL business has created an inclusive learning environment which enhances their motivation and confidence. The programme also includes two three-week practicums in early childhood centres which provide students with opportunities to apply their knowledge and skills and receive individual feedback. In early 2014, ICL established a satellite site in West Auckland to improve access for a group of students to both classroom-based learning and practicum experience in a Pasifika community centre. ICL Business's commitment to understanding and meeting community needs has contributed to the development of a level 6 programme with a particular focus on management in Pasifika early childhood education.

Business programmes at ICL have been developed to provide students with knowledge and skills for both the New Zealand and international business environments. This is reflected in the course materials which include New Zealand case studies and information on local organisations and the New Zealand regulatory environment. As part of the drive to improve achievement, ICL Business now collects information on study goals at orientation, has established processes for identifying and supporting at-risk students, and has redeveloped the academic skills paper to build group skills. Student feedback is collected regularly and analysed. ICL Business reports that it has responded to this feedback by making changes to better meet the needs of the learners, including providing greater variety in classroom activities and improving library resources.

ICL Business reports that student satisfaction rates are consistently high (an average of 90 per cent for the period 2010-2013). However, there is evidence from the evaluators' meetings with current students and findings from the latest survey of business students that there is still room for further improvement to teaching and learning activities to better engage students in the business programmes. Timetabling of classes remains a concern for some of these students, who would prefer a more compressed timetable. ICL understands that business students often combine work with study and offers evening classes to provide greater flexibility

However, ICL Business is clear about its expectation that students must commit full-time to their studies.

#### 1.4 How effective is the teaching?

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 **Adequate**.

Teaching effectiveness at ICL Business is uneven. Business tutors are well qualified in their subject areas and some are regularly engaged in research activities that are informing their teaching. Most have experience as university lecturers but fewer have formal training in teaching adults. During the past year the tutors have participated in several professional development sessions covering fundamental aspects of good teaching. The teachers described making changes to their teaching practice to increase variety and class interaction. However, recent student feedback suggests there is room for further improvement and the programme leader is working closely with staff to support their professional development. Each teacher receives collated learner feedback on their teaching and participates in informal peer observations and annual performance appraisals. Teachers report a high level of informal dialogue with colleagues on teaching-related matters, but the evaluators found limited evidence of meetings to jointly reflect on teaching, to share best practice or identify areas for improvement.

Teachers in the ECE programme are enthusiastic and effective. Student feedback confirms that they are engaged with their learning and motivated to achieve. Teachers cater for different learning styles with a variety of teaching and assessment activities and provide good feedback on progress. A recent professional development session (shared between teachers from ICL Business and Bridge) was based on research by one of the ECE tutors on meeting the needs of Māori and Pasifika learners. This research reflects the teaching approach adopted by the ECE teaching team which is contributing to improved qualification completion rates. ECE tutors are collaborative, sharing ideas and experiences frequently on an informal basis as well as co-teaching. However, apart from annual appraisals there is no evidence that they participate in a systematic process to evaluate the effectiveness of their teaching.

ICL Business has improved internal moderation processes for business programmes, which has contributed to positive outcomes in NZQA's national external moderation and greater confidence in the quality of assessment practice. However, records indicate that business tutors have only recently commenced reflecting as a group on the outcomes of post-assessment moderation and that there was some inconsistency in internal moderation activities in the ECE programme during 2013. These examples suggest that ongoing close attention to the regularity and outcomes of moderation activities is warranted,

## 1.5 How well are learners guided and supported?

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**.

ICL Business has well-established processes and dedicated support staff (who are shared with other PTEs in the ICL Education Group) for the guidance and support of international students, which ensures compliance with the Code of Practice for the Pastoral Care of International Students. Students have access to support staff who speak a wide range of languages, as well as an accommodation and welfare officer (with particular responsibility for students under 18 years), learning advisors and a librarian. Comprehensive information is provided to students prior to and during orientation, at which time individual study goals are recorded. Attendance is closely monitored by support staff who work with teachers to encourage all learners to participate fully in learning and social activities. There is good evidence that students feel supported and that agents and families are confident in the care and guidance provided by ICL Business.

Prospective students in the National Certificate in Early Childhood Education and Care are given advice and information on the requirements of the course and are able to sit in on classes before enrolling. During the orientation programme, students complete a workbook, which helps them to identify potential barriers and strategies for success, and also provides teachers with useful information for targeting learner support. Considerable effort is invested in encouraging and supporting students to attend class, including the establishment of the West Auckland site. Individual education plans setting out a programme for completion are developed for those students who fall behind. Learners are well supported in their practicums by ECE teachers, who visit at least once, and by the centre-based associate teachers who jointly provide students with feedback and advice. Teachers foster well-being among their learners through the quality of the guidance and support they offer. Other initiatives to enhance students' sense of belonging include inviting whānau to visit regularly and welcoming family and communities to graduation ceremonies to celebrate success.

Administrative and tutorial staff work closely together to provide guidance and support for individual ICL Business learners. However, a more systematic approach to identifying areas for improvement across the organisation and monitoring the effectiveness of interventions would enhance self-assessment capability at all levels.

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

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**.

Governance and management at ICL Business (which is shared with other PTEs in the ICL Education Group) are providing effective leadership and demonstrate a strong commitment to supporting educational achievement. Investment in facilities and the professional development of staff attest to this commitment. There is also evidence of improvements to management, academic and administrative processes which contribute to learning and other important outcomes. The recent development of two new programmes also reflects an ongoing process of consultation and needs analysis, in response to changes in the education market and the regulatory environment.

As part of the ICL Education Group, ICL Business staff are contributing to an active research culture, which is supported by several committees, the publication of a journal, and funded research and related professional development activities. Several examples were provided of how research was informing teaching or contributing to the development of strategies to improve educational performance. Following a recent research project into learner attitudes, ICL Business has determined that more regular contact by the school with families in China could be useful in encouraging students to remain committed to their business studies, and is planning these contacts accordingly.

Self-assessment activities are generally purposeful and result in action plans for improvement. ICL Business is very focused on measuring and improving student satisfaction rates. The continuous improvement records indicate that in some cases there is a focus on process rather than outcomes and that self-assessment capability is still developing at some levels of the organisation, particularly among the teaching staff. In ECE, a more systematic approach to identifying improvements and reflecting on outcomes would be useful for understanding achievement for learner groups (such as Māori students, or those primarily studying at satellite sites) in addition to the focus on individuals. ICL Business's understanding of achievement in the business programmes is incomplete, as withdrawal data is not included in analysis of paper pass rates. In addition, assessment re-sit trend information is not available. Further analysis would be useful for targeting further improvement initiatives.

## 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 **Good**.

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

### 2.2 Focus area: International student support

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

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

### 2.3 Focus area: Level 6 business programmes

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

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

ICL Business's understanding of the educational performance of the business programmes is incomplete. ICL Business reports an improving trend in overall paper pass rates, although the calculation method does not include withdrawn students. When this data is included the extent of improvement is reduced. However, it is acknowledged that effort has been invested in improving learner achievement and there are early indications that these initiatives are effective.

### 2.4 Focus area: National Certificate in Early Childhood Education and Care (Level 5)

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

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

ICL Business was able to demonstrate the value of outcomes under this focus area, as well as how effective processes, such as closely attending to the academic and pastoral needs of learners, and researching and reflecting on how to teach Maori and Pasifika learners effectively, contribute to such positive outcomes. Some aspects of self-assessment can be further improved, such as documenting stakeholder engagement activities and recording stakeholder feedback on current and developing programmes.



# Recommendations

NZQA recommends that ICL Business:

- Continue to build teaching effectiveness in the business programmes through targeted professional development activities.
- Continue to develop the range of evaluative activities and the engagement of staff at all levels in these activities, including measuring the impact of changes on learning and other important outcomes.
- Consider including outcomes for all students who enrol (not just those who complete assessments) in the learner achievement analysis for business programmes, to facilitate greater understanding of withdrawal trends.
- Consider developing practical processes for maintaining records of key discussions, such as those between teachers or with external stakeholders, for future reference.

# 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](http://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/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)