

Report of External Evaluation and Review

Making Futures Happen International
Institute Limited trading as MFH

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 1 September 2015

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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:	Making Futures Happen International Institute Limited trading as MFH
Type:	Private training establishment (PTE)
First registered:	30 April 2003
Location:	Levels 3,4 and 5, Central Tower, 76-86 Manners Street, Wellington
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none">• New Zealand Diploma in Business (Level 6)• MFH Diploma in Business and Management (Level 5)• Training for Work – Ministry of Social Development-funded programme• Intensive Literacy and Numeracy• English for Migrants
Code of Practice signatory:	Yes
Number of students:	Domestic: Training for Work – 100 places with weekly intakes; 36 combined for Intensive Literacy and Numeracy and English for Migrants courses International: 58 Students are mostly enrolled in the New Zealand Diploma in Business and mainly come from India and China.

Number of staff:	17 full-time equivalents
Scope of active accreditation:	<p>Note: MFH is unable to enrol new learners into any programmes due to its Category 4 status.</p> <ul style="list-style-type: none"> • Diploma in Applied Hospitality Management (Advanced) (Level 7) • Diploma in Applied Retail Management (Advanced) (Level 7) – currently delivered by Freedom Institute of Higher Education • Making Futures Happen Programme (Level 3) • MFH Diploma in Accounting (Level 5) • MFH Diploma in Business and Management (Level 5) • MFH Diploma in Marketing and Tourism (Level 5) • New Zealand Diploma in Business (Level 6) • New Zealand Institute of Management Certificate in Language, Culture and Management (level 4)
Distinctive characteristics:	MFH originally began as an English language provider and branched out to deliver higher-level business diplomas in 2008.
Recent significant changes:	<p>A senior management team has been established consisting of the director, academic director and programme leaders to oversee the quality of programmes.</p> <p>Category 4 status has been imposed. See below.</p>
Previous quality assurance history:	At the previous external evaluation and review (EER) in November 2014, NZQA was Not Confident in both the educational performance and capability in self-assessment of MFH. As a result, on publication of the report on 12 June 2015, NZQA classified MFH as a Category 4 provider. Rule 13 of the EER Rules places restrictions on Category 4 providers preventing them from using any assessment material, releasing any assessment results to students, or reporting any results to NZQA until these have been verified and

moderated by an approved assessment partner that meets the requirements of EER Rules 13.2 and 13.3. MFH signed a memorandum of understanding with a Category 2 provider following the EER visit to carry out the verification and moderation of results.

In addition, NZQA imposed a condition on MFH's registration as a PTE, preventing it from enrolling any new students into any programme of study, training scheme or standards, or into any part or component of a programme, training scheme or standard unless the written agreement referred to in EER Rule 13 is in place.

Furthermore, students who were enrolled to complete their final year of the Diploma in Applied Retail Management have been transferred to another institute to complete the programme. MFH has been monitoring the transition of students closely.

One of the major concerns from the previous EER was the adverse national external moderation results. In summary, MFH has met national external moderation requirements for three prescriptions moderated for semester 1 and 2 in 2013. However, three prescriptions did not meet external moderation requirements on the resubmission, and two other prescriptions that did not meet the requirements in their first submission were resubmitted 31 July 2015.

2. Scope of external evaluation and review

The EER focused on the delivery of two programmes, with a mandatory focus on governance, management and strategy. The programmes that the evaluators reviewed were:

- New Zealand Diploma in Business (NZDipBus) (Level 6)

This qualification provides a broad range of general business skills and knowledge. Subjects include accounting, human resource management, marketing and statistics. Learners enrol in the qualification for two years, which includes study towards the Diploma in Business L5 during the first year. The NZDipBus programme has the highest number of learners enrolled at MFH.

- Training for Work

This is an employment training programme for long-term welfare beneficiaries or those at risk of long-term beneficiary status, funded by the Ministry of Social Development. Courses are 13 weeks long and success is judged on how many clients gain full-time employment or stay off a benefit for more than three months. This is the second-largest programme delivered by MFH.

MFH also delivers Intensive Literacy and Numeracy as well as English for migrants. These two programmes have a small number of learners enrolled and were not selected as a focus for this EER.

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.

The EER team, consisting of a lead, one team evaluator and an NZQA observer, spent two days on site. An NZQA assessment and moderation facilitator attended day one to take part in discussions with tutors and management and review documentation relating to moderation.

The EER team interviewed the senior management team consisting of the director, academic manager, NZDipBus programme leader, and the Training for Work programme leader. The team held separate interviews with tutors from both programmes reviewed, student support staff, NZDipBus current students and graduates, employers of Training for Work and NZDipBus graduates, and Training for Work students. The team also spoke with the organisation's external evaluation consultant by telephone to follow up questions relating to the organisation's self-assessment activities.

In addition to information sent to the team prior to the visit, the team reviewed a range of documents on site, including the organisation's strategic goal document, internal moderation reports, course outlines, analysis of learners' progress and graduate outcomes.

Summary of Results

Statement of confidence on educational performance

NZQA is **Not Yet Confident** in the educational performance of **Making Futures Happen International Institute Limited trading as MFH**.

As at 28 July 2015, MFH has a memorandum of understanding with a Category 2 provider to assess the NZDipBus learners, as required by EER Rule 13. The English for Migrants, Intensive Literacy and Numeracy and Training for Work programmes are not affected by the assessment conditions imposed as the programmes do not assess learners against formal standards. As far as the EER team knew, MFH had not enrolled any new learners into any of its courses during the period that MFH was not permitted to take on new enrolments.

Assessment results for the first half of 2015 show that the overall qualification achievement level for NZDipBus level 5 and 6 learners is 79 per cent. However, the results for individual prescription papers vary, with achievement rates for four papers below the NZQA benchmark. Improving learners' academic results and moderation are key areas for MFH to focus on.

NZDipBus graduate destination outcomes data showing that 35 per cent of graduates gain a post-study work visa provides evidence that the organisation is meeting one of the study needs of learners. The visa enables them to find work sponsors to support an application for a work visa. However, the organisation does not have reliable data to show that the educational needs of learners are being met, such as success with further studies or management careers.

MFH has yet to focus its activities on conducting formal programme reviews for all programmes, although it is in the process of developing external advisory groups to provide expertise on programmes to ensure they remain current, have the relevant resources and use valid assessment practices, and help to identify any gaps and drive new initiatives to enhance outcomes.

The Training for Work programme is successfully meeting the needs of Ministry of Social Development and long-term welfare beneficiaries referred to MFH by WINZ. The programme provides learners with increased skills and knowledge to help them move off a benefit and into employment. To date for the 2014-2015 year, MFH has had 87 per cent successful course completions, and current data shows employment outcomes at 46 per cent, with two months left to achieve the Ministry of Social Development contracted target of 64 per cent.

The governance team has been active in addressing the pressing need to make improvements to the quality of its diploma-level programmes and corresponding outcomes. It has responded to identified gaps by investing in upskilling staff in internal moderation processes, but has yet to deliver improved moderation results. The organisation has also increased learner needs analysis to improve support and

is updating resources to help lift achievement for learners, which is commendable. However, many processes implemented to improve outcomes are yet to be embedded or show an impact.

Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **Making Futures Happen International Institute Limited trading as MFH**.

The organisation has addressed priority needs in response to the previous EER, but has not had sufficient time to develop and embed a comprehensive system of review to understand where improvements could be made and which initiatives are working to improve learner achievement.

MFH has begun to make progress with internal processes for validating assessment materials with the use of external moderators to review internal moderation activities prior to submission to NZQA. However, staff upskilling to develop internal capability is still recent and is yet to be shown in improved national external moderation results. That said, there is evidence that the academic staff are using information about assessment and moderation to better understand the effectiveness of the teaching and to identify areas for further training for staff.

The organisation's self-assessment plan is recent and much of the survey data is very new and has yet to produce coherent results for analysis, such as learners' academic success and graduate employment outcomes. In addition, the programme review process is yet to begin and the organisation is still in the process of establishing review groups and identifying areas for review.

The use of a comprehensive, coherent self-assessment plan with organisation-specific indicators has been put in place, but the process needs to have demonstrated that the areas of review and actions taken have been successful in improving the quality of the training and assessment. However, with the system being quite new, there is yet to be conclusive evidence of effective self-assessment that is leading to improvements to the programme or learner outcomes.

Findings¹

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**.

Overall, NZDipBus qualification completion rates at MFH are good – 86 per cent of level 5 learners and 89 per cent of level 6 learners are achieving a qualification. Non-completions are due to eight learners withdrawing for non-academic reasons. However, the overall average pass rates for each prescription are low for level 5 and 6 qualifications when compared with the NZQA NZDipBus results (NZQA, 2013), at 74 per cent and 84 per cent respectively.

Table 1. 2015 Qualification achievement

2015 Qualification achievement	Diploma level 5	NZDipBus level 6
Number enrolled 2014 and expected to complete in 2015 within the timeframe (approx. 1 year)	44	19
Number completed within expected timeframe	38 (86.4%)	17 (89.5%)

The organisation has identified that the results for the NZDipBus vary between prescription papers, with higher learner pass rates for accounting papers compared with English-language-based papers such as commercial law and management papers. MFH has begun to review how it can help improve these results by monitoring IELTS (International English Language Testing System) levels at entry against later achievement.

The programme managers have implemented new systems for monitoring progress early by using summative assessment results to help identify at-risk learners. The findings have already helped the management team identify that attendance and IELTS scores predict whether learners complete within the required timeframe. As a result, the organisation developed a new policy of only accepting applicants with a Cambridge IELTS level 6.0 with no individual band lower than 5.5, which was implemented between the previous EER and when it received Category 4 status on 12 June 2015.

MFH has also introduced weekly face-to-face meetings with learners as a group and individual interviews each semester to help identify where improvements could be made to academic as well as personal support. Learners also have access to additional tuition during the week. The organisation has seen an improvement in

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

pass rates since the additional support was put in place from semester two. The use of another provider to conduct assessment as of June 2015 will provide further evidence to see whether the improvements are valid and sustainable, but it is too early to verify that actions are effective.

The Training for Work learners have an excellent chance of completing, with 87 per cent of learners completing the 13-week course for the funding period July 2014-June 2015. This is commendable considering that the target group is medium to long-term beneficiaries with specific challenges that have previously prevented them from gaining employment or qualifications. The success of the programme, which has been delivered for three years, is evident in the continuation of the contract and increased allocation by the Ministry of Social Development, from 80 places for the period July 2014-June 2015, to 100 places for the July 2015-June 2016 contract, with the possibility of an increase for similar success. The Training for Work programme leader collects data on the achievement of Ministry of Social Development targets, including ethnicity data, and further analysis of this data could be used to identify areas for improvement.

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 **Adequate**.

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

The NZDipBus programme provides some value for graduates through a qualification that enables them to apply for a post-study work visa and then gain sponsorship from an employer to work in New Zealand. The organisation's data shows that 35 per cent of level 6 graduates so far for 2015 received a post-study work visa and of those, 80 per cent gained a full work visa.

Current learners and graduates of the programme also reported positively about the business skills they learned during the course which they apply in their current work, such as leadership skills and business communication. A survey was developed in June 2015 to gather information about the 2014 level 6 graduates. The survey feedback shows that many are finding work, including in management positions. Survey comments supported other evidence of learning, with graduates commenting that they felt prepared for work, both academically and personally. The employers interviewed by the school said they believed the students were well presented and ready for work.

Eighty-five per cent of learners that complete the level 5 diploma go on to enrol in the level 6 at MFH to complete the NZDipBus. In addition, the organisation provides opportunities for learners to pathway to higher learning institutes, although this is not a priority for most learners, with only one of the 2014 cohort enrolling at a

university. Follow-up by the organisation shows that the learners are succeeding well in their studies.

Excellent opportunities are provided to the Training for Work clients as a result of completing the programme with MFH. The aim is to provide real skills to help people back into work and move from benefit dependency. This is of value to WINZ, the Ministry of Social Development and those that enrol. The success of this goal is seen in the table below.

Table 2. Training for Work course outcomes, 2014-2015

Outcome	July 2013-June 2014	Jul 2014-June 2015
Number completed training (MSD target 80%)	17/30 (56.6%)	87/100 (87%)
Number employed (MSD target 64%)	11/17 (65%)	46/100* (46%)
Number off a benefit 182 days (MSD target 45%)	7/17 (36%)	10/100 (10%*)

*MFH has until September 2015 to attain MSD contracted targets

This 2014-2015 completion results are higher than the July 2013-June 2014 result. The success in finding employment can be attributed to the close working relationship the tutors have fostered with employers and the comprehensive student support and follow-up once the graduates are in employment, as documented by the Training for Work tutors. Training for Work clients can also gain NCEA level 1 or 2, although this is not measured for analysis by the tutors.

The organisation conducted an employer survey in June 2015, prior to the EER visit, and this reported high satisfaction with graduate workplace skills, highly rating the value of graduates with high work ethics, trustworthiness, communication skills and management skills. Feedback from recent graduates of this programme was also positive about the skills and the social confidence the course gave them.

The organisation's efforts in establishing systems for gathering feedback on graduate outcomes is new and will require greater time before this information can confirm the value of all its programmes, and that these are sustainable in the long term.

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 **Adequate**.

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

The NZDipBus programme is designed to provide a two-year qualification that enables international learners to gain supervisory skills and knowledge of the New Zealand business environment to help them apply for a post-study work visa, which is the reason why many of the learners enrol. The organisation has conducted surveys of learners' backgrounds and reasons for study which show that this need is being met, with the majority arriving from rural areas who want to do management studies to find good management-level positions in New Zealand.

The NZDipBus programme uses the workbooks that are aligned to the national prescriptions, as well as tutors' own notes. The tutors review results and learner feedback to make changes to the programme activities throughout the year, but there was no evidence of regular, formal programme review to ensure content is up to date and all assessment tasks are at the appropriate level. Management is looking to establish a formal advisory group to provide input into programme reviews once the review process has been developed. This process will be essential, particularly with the changes to the new New Zealand qualifications and the phasing out of the NZDipBus in the next two years.

The programme introduces learners into the New Zealand business environment using practical activities to provide the context to learn about the New Zealand work environment, such as workplace visits, guest speakers and group assignments, as well as knowledge from the tutors' own business backgrounds. Learners complete business communication and human resources prescriptions early in the programme to build their English language skills, and this also helps them to understand New Zealand employment processes and laws.

The Training for Work programme is working well to provide learners with the required work skills and confidence to help them into employment. This is a result of the job search skills and employer networks provided to the learners over the 13-week course, along with in-job follow-up and support to help with individual needs. Feedback from employers and those who have completed the course is very positive and shows that the learners are well prepared for work.

MFH has only recently established systems to review how well all of its programmes meet the needs of stakeholders, with the implementation of an intake review that looks at employer feedback, learner feedback and graduate outcomes. However, this process is yet to be formally established. In addition, programme review is not embedded and currently does not include information from internal and external moderation results to ensure it is taught at the appropriate level and uses activities that are current, relevant and continue to meet the needs of learners. The organisation has identified this step as its next priority.

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1.4 How effective is the teaching?

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 **Adequate**.

The senior management team has started to address some of the deep concerns raised in the previous EER report in relation to staff qualifications and expertise around moderation to ensure the assessment materials are valid and meet the national standard level. To date, all materials submitted to NZQA for moderation have been reviewed internally, involving the tutors, team leaders and academic manager, and then moderated by external subject experts, which will continue as part of the system until internal moderation capability is developed, as required for a Category 4 education organisation.

The 2014 national external moderation results show that three prescriptions still require application of rigorous internal moderation, as they did not meet the requirements after resubmitting them to NZQA for 2014 moderation. Two prescriptions for law and marketing, are due for a resubmission in July 2015. The EER still has concerns around the allocation of marks and correct use of marking schedules, which was raised during the visit.

The organisation is focused on the upskilling of tutors to improve assessment materials. However, the initiative to involve staff in peer observation, development of assessment resources and peer moderation of each other's assessment is still in its early pilot stages and the staff capability is yet to be fully developed. The academic manager and team leader are monitoring results to help with the embedding of practices across the organisation.

Tutors have relevant subject knowledge and experience in the area they teach. Tutors are encouraged to share good teaching practices at weekly departmental meetings, including how to incorporate technology into their teaching and moderation of assessment resources. There is no formal professional development training and this could be more individualised to help with increasing staff knowledge and skills. In addition, the new staff induction process is not comprehensive and needs reviewing.

The director has invested in improving teaching resources with more computing spaces in response to NZDipBus learners' feedback and to meet the increase in Training for Work learner numbers. The organisation has also expanded the current student management system to include monitoring of individual progress and attendance, and to enable the sharing of resources between tutors. This has been helpful in helping identify learners at risk of not succeeding in their course and providing support to them. Another initiative introduced recently is the use of formative assessment to help better prepare students for assessment, which has

seen some success with improved results from tutors being able to identify issues earlier and provide the relevant support, such as additional tutor time after class.

There are two Training for Work tutors, making the moderation of the assessment and teaching activities less complex. The tutors are highly effective in engaging learners in developing work skills with classroom-based activities and opportunities to gain work experience. The feedback from graduates and current learners is impressive, with most stating that the support during the course and follow-up in the workplace was excellent. Most learners do not gain New Zealand Qualifications Framework credits and this may be worth considering for the future to enable progression to further training and/or qualifications.

The organisation is monitoring teaching effectiveness using learner academic results and three-monthly learner surveys on teaching and resources. There is some evidence that the management team is responding to issues. However, it is too early to see the impact that overall self-assessment might have had on learner outcomes, specifically on ensuring assessments are valid.

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**.

The feedback from learner evaluations and exit surveys shows that MFH is providing the necessary care and support to achieve the learners' goals.

MFH requires that all applicants to diploma studies have evidence of Cambridge-based secondary English results or an IELTS score of at least 6.0 before they are enrolled. The organisation ceased using Secondary School English Medium results in 2014 and has seen better academic results from recent cohorts, which is attributed to the better understanding of English. All learners are interviewed on arrival to identify study or work intentions, and to confirm academic history and any relevant work experience. A recent analysis of academic results shows that better selection processes have improved the time it takes for learners to complete a qualification.

Attendance records are monitored by the senior management team using real-time logging of attendance by tutors. This is a new system and learners were all aware of the mandatory attendance requirement and the impact this will have on their work visa renewal. Where a learner's attendance falls below 95 per cent, a senior tutor will contact them and provide a warning and notify the possible impact on future visa applications. This was effective in improving the attendance of the previous cohort. Tutors now provide two hours a week additional time after class to help learners who may require additional support.

A small team of staff review the Code of Practice for the Pastoral Care of International Students to ensure the code is being applied. A homestay provider

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looks after accommodation requirements, although most learners make their own arrangements. Feedback from learners indicates that the services are satisfactory and that staff are available when they are needed.

The organisation has planned social activities advertised on its learner website, although these are not well attended due to learners' work commitments on a Friday. The organisation has identified a need to establish a monthly learner-led meeting along with its current learner survey to discuss any issues or suggestions for improvement. The management team has also organised for a graduation ceremony to be held for the first time in 2015, with the aim of developing an alumni base.

Training for Work has a similar interview process to identify the learning needs of WINZ-referred clients. If required, the tutors will re-direct them to other relevant programmes if they are not yet suitable for the Training for Work programme. A two-week trial class helps to acclimatise learners to a learning environment, and this enables the learners to meet the tutor and classmates in a low-pressure environment, which contributes to the high course completion rate.

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

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 **Adequate**.

A major finding from the previous EER was the lack of capability in staff assessment and moderation, which the organisation has begun to address with upskilling of tutors in this area and the use of external subject experts. The organisation has also restructured the management team since the previous EER to help address the key concerns raised around academic quality and management. Team leaders have been appointed for the different programme strands, and an academic director oversees the programme review and performance outcomes.

The organisation's strategic plan contains targets for performance and documents the strategies to reach these, including attendance, course completion rates, learner satisfaction, graduate work visa articulation, and graduate employment rates. This is enabling better monitoring of short, medium and long-term achievement to identify areas for improvement. An analysis of the initial data shows that learners with higher IELTS and attendance take less time to complete, which has driven the changes to attendance monitoring and selection processes.

The organisation has reviewed its learner surveys and uses the results to monitor teaching effectiveness and identify any changes required. The EER team also reviewed a newly developed employer survey and graduate survey results that showed a high satisfaction with the skills that the learners are taught. Tutors are employed full-time rather than on a short-term contract, which contributes to a more

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stable environment for staff and learners. Weekly meetings, along with the monthly newsletter, keep staff informed of changes, and the low staff turnover under the circumstances is a positive indicator of the support the tutors receive in carrying out their work.

The director has been actively working to address issues to improve the organisation's adverse category rating, but the effects have yet to be seen. For example, the advisory committee has not been set up and moderation is still to provide evidence that assessments are at the national standard and are robust. However, the transition of learners from the level 7 Retail programme to a Category 1 provider, which was a major concern at the last EER, has been managed smoothly, with learners reporting their satisfaction with the transition. It is not known whether MFH will deliver this programme in the future as the programme owners have taken over the delivery.

Overall, the organisation has developed a working plan for conducting self-review and has identified priority areas. However, with the system being quite new, there is yet to be conclusive evidence of effective self-assessment that is leading to improvements to the programme or learner outcomes.

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 **Adequate**.

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

2.2 Focus area: New Zealand Diploma in Business (Levels 5 and 6)

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

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

2.3 Focus area: Training for Work

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

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

Recommendations

NZQA recommends that MFH:

- Implement a formal staff professional development schedule.
- Review the new staff induction process.
- Collate internal moderation results to use for programme review as well as ensuring assessments are at the required level and are valid.

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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