Report of External Evaluation and Review

New Zealand School of Education Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 5 December 2012

Contents

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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:	New Zealand School of Education Limited (NZSE)
Type:	Private training establishment (PTE)
Location:	New Lynn, Auckland
Delivery sites:	Manukau
First registered:	6 April 2004
Courses currently delivered	- National Certificate in Computing (Level 3) - Certificate in Computer Servicing (Level 5) - National Diploma in Computing (Level 5) - National Diploma in Business (Level 5) - Diploma in Information Technology (Level 6) - Diploma in Computing (Level 7) - Diploma in Advanced Computer Science (Level 7) - English Pre-Intermediate - English Intermediate - Microsoft Certified Professional
Code of Practice signatory?	Yes
Number of students:	Domestic: 211 (Māori 22 per cent, Pasifika 37 per cent, European 24 per cent , Chinese 3 per cent, Indian 4 per cent,

other 10 per cent)

International: 260

(Chinese 51 per cent, Indian 38 per cent, Korean 4 per cent, other 7 per cent)

Number of staff:	41 full-time equivalents
Scope of active accreditation:	Field: Computing and information technology (to level 6)
Recent significant changes:	The Manukau site was added in January 2012. The Christchurch site closed following the September 2010 earthquake.
Previous quality assurance history:	NZSE did not meet two requirements at the previous quality assurance visit in 2008, which was an audit. The requirements were in relation to needing to update employment contracts to the provisions of the Holidays Act 2003, and having insufficient information on accommodation in relation to the Code of Practice for the Pastoral Care of International Students. In addition, the letter from NZQA (15 August 2012) indicated that national external moderation processes have identified ongoing issues with NZSE's assessment materials and assessor judgements for higher level computing standards, and that three of the four standards moderated in 2012 did not meet national external moderation requirements. NZSE has subsequently developed, and NZQA has accepted (letter of 18 September 2012), an assessment and moderation action plan to address identified issues with assessment practice and internal moderation processes.

2. Scope of external evaluation and review

The scope of the external evaluation and review (EER) was determined in consultation with the organisation using its self-assessment summary, and included the mandatory focus areas of:

- Governance, management and strategy

- International students.

The scope also included the focus areas of:

- Certificate in Computing Servicing (Level 5)

- National Diploma in Computing (Level 5)

- Diploma in Information Technology (Level 6).

This scope represented the programmes offered at both sites, the majority of students, and the most recent programme offered by the organisation.

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 was conducted over three days at the organisation's New Lynn and Manukau sites by a team of three evaluators. The team spoke to the directors, chief executive, quality manager, academic programme manager, vocational programme manager, as well as tutors, graduates, and students across the two sites. The team also reviewed the origination's programme data and stakeholder feedback.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **New Zealand School of Education Limited.**

In 2011, 75 per cent of students completed a course and the organisation had 84 per cent of students gain a qualification. Overall qualification achievement in 2010 was 99 per cent, which is well above the sub sector median (PTEs) of 77 per cent for courses at levels 5-6. The expected 2012 qualification achievement is currently at 81 per cent to date.

At the programme level, NZSE is generally achieving good outcomes for individual programmes. For example, the Diploma in Computing (Level 7) and the National Diploma in Computing (Level 5) outcomes are above the PTE national qualification achievement averages. However, the Certificate in Computing Servicing (Level 3) and the Diploma in Information Technology (Level 6) programme outcomes still require further improvements to learners' achievements.

In 2010 the overall course completion rate was 79 per cent, which was above the national PTE average course completion rate of 77 per cent. The organisation has better success at levels 5 and 6; possibly due to the higher number of international students enrolled that come to the school with previous academic qualifications. The course completion rate is lower for lower level qualifications and the organisation is reviewing how it can improve this with the implementation of learner support strategies, including a strategy to improve learners' literacy and numeracy.

Learners acquire practical skills for work in computer maintenance and help desk support. In 2011, 70 per cent of the level 7 computer diploma graduates found employment, mainly in the IT (information technology) sector. Twenty-two per cent of learners who have completed the level 6 and 7 computer diplomas within the organisation have had their results cross-credited and have gained entry into the AUT (Auckland University of Technology) or Unitec Institute of Technology computing degree programmes with the newly established arrangements in place between NZSE and these providers. This arrangement is particularly attractive to international learners, and the results show that they are succeeding on these degree programmes following completion of their studies with NZSE.

The organisation did not meet national external moderation requirements in 2011 for the diploma in computing assessments. This is a new programme for the TEO and it is continuing to work with another provider to develop its internal capacity by providing staff with moderation training and external checking of assessment validity prior to use. NZQA has accepted the actions taken by the TEO to address the moderation concerns in 2012.

Staff provide ongoing review of learners' work and achievement towards goals to check whether they need any assistance. The student support team is also on

hand to provide motivational talks and one-to-one support if required. The careers advisor based in New Lynn provides support for students seeking employment, which for half of the 30 per cent of learners who use the service has been successful.

The introduction of another site in Manukau at the beginning of 2012 is showing some areas needing improvements, such as careers support and ensuring that learner needs are addressed and that they are suitable for the programme of study they are enrolled in. However, the ongoing monitoring and review of the issues that are identified have led to the development of strategies to address these issues and increase the learners' qualification and employment outcomes.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **New Zealand School of Education Limited.**

NZSE has a systematic process for planning and reviewing programmes throughout the year. This involves tutors meeting weekly to identify any issues that learners may have and a monthly board reporting to approve strategies for addressing issues. Recent initiatives as a result of this process have been implemented. These include the employment of full-time literacy tutors at each site and the future embedding of literacy teaching practices into the teaching resources.

NZSE collates data for overall learner success against the Tertiary Education Commission's educational performance indicators for reporting purposes. The organisation uses individual cohort data and outcomes for individual groups of learners, including international, Māori, Pasifika, and under 25-years-olds to review progress and understand the issues learners have with completing a programme of study. The organisation tracks whether learners go on to other training courses within the organisation or externally, and whether they gained employment. .

The organisation has good networks with local businesses to understand needs but does not have formal feedback from employers about the course content and activities and whether they value the skills of the graduates they employ to determine whether the training is relevant and meets their needs.

Overall, NZSE monitors what matters most to help learners to achieve. The management team has developed a strategy to address moderation issues, but improvements will not be known until 2013. In addition, other recent strategies have yet to be embedded to show improvements, such as with learners' success in the level 5 computing diploma. However, the organisation is maintaining its results and responding appropriately to issues as they are identified.

Findings[1]

1.1 How well do learners achieve?

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 **Excellent.**

Overall learner achievement from 2009 to the present has been consistently strong. The indicators show that the organisation has achieved above the national average for qualification achievement from 2009 to 2011 and is around 81 per cent, as at August 2012. The overall course completions for this period are also high. However, the breakdown of learner achievement for different programmes shows that not all courses have achieved the organisation's internal target of 85 per cent qualification achievement, or the sector median.

The programme for the NZSE Certificate in Computer Servicing is a foundation course, developed to teach basic computer support and computer servicing skills. The results show that 65 per cent of learners achieved the qualification in 2011 and 78 per cent to date in 2012. This is a good success rate because many of these learners have little or no previous experience with computers or academic success, with a high proportion of Māori and Pasifika learners enrolled on the programme in Manukau. The programme has a high retention of students, with 90 per cent in 2012 so far and around 57 per cent going on to enrol in the National Diploma in Computing with the organisation on completion, which is providing a pathway to higher-level education for this group of learners.

The National Diploma in Computing (level 5) had a success rate of 84 per cent in 2011, and for 2012 is currently around 88 per cent. The organisation expects this figure to increase as this is the first year this programme has been delivered at Manukau and staff there are still developing strategies to enhance the learners' chances of success through sharing practices from the New Lynn site.

Since the two-year Diploma in Information Technology programme was introduced in 2010, there have been two cohorts enrolled and successful outcomes for 16 out of 23 of the initial cohort. Twenty-one of the 26 learners in the second cohort have also successfully completed, with some of the remainder still completing the course. Of the first cohort, 35 per cent completed the qualification and 55 per cent went on to enrol in the Diploma in Computing or the Diploma in Advanced Computer Science. Five of this cohort have since enrolled in the Bachelor of Computer Science at AUT and are achieving well. In the second cohort, 48 per cent have

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

gone on to enrol at AUT and a further 22 per cent are actively seeking employment in the information technology sector. To date in 2012, the qualification completion rate is 56.8 per cent. There is still some area for improvements as the national rate for qualification at this level was 74 per cent in 2011. Overall, a third of all the learners who have enrolled so far have returned to their home overseas, have withdrawn, or are in employment.

Course success is measured by retention (based on numbers retained in the course), course completion, qualification achievement, employment outcomes, and the percentage of learners that enrol in further study. The data is analysed in detail for each cohort and course to identify areas for improvement, broken into specific learner groups, including Māori, Pasifika, international, and learners under 25 years. Currently, international learners achieve better marks than domestic students, with over 85 per cent success rate for this group. This is chiefly because the majority of international students have achieved previous academic qualifications.

The evaluation team found that there was consistent data and self-assessment for the organisation to understand learner achievement. The organisation monitors the learners' progress closely to see whether they are achieving their internal benchmark of 85 per cent for each programme and against the Tertiary Education Commission's educational performance indicators for overall results.

NZSE management has developed a number of initiatives aimed at increasing achievement, particularly in Manukau, to help learners to succeed. It has seen some success already for learners with the implementation of one-to-one catch-up sessions, individual learning plans, and motivation sessions held at approximately nine weeks into their course. It has also developed a literacy strategy which will help to capture issues earlier than previously.

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

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

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

NZSE courses provide learners with realistic career opportunities and pathways to higher study with training that provides hands-on, practical experience as well as higher-level understanding of computer science concepts. The practical focus is intentional as the management team has identified through its networks that employers are seeking people with practical skills alongside the theory knowledge. The organisation has established further educational pathways with AUT and Unitec for international and domestic students to enter into degree-level programmes. NZSE also offers the level 5 National Diploma in Business, which students said helped them gain business skills along with practical computing skills.

The continuing high numbers of international learners who enrol with NZSE are indicative of the value that the training offers this group. NZSE does not see

immigration as a key outcome for its learners, although the type of qualifications it offers and the success of learners show that this is a valuable outcome. Around a third of learners that enrol with NZSE to enter into higher levels of study successfully complete the national diplomas and gain entry into AUT or Unitec to study at degree level. Around a third of Chinese graduates return home to study further or to seek career opportunities.

For all learners, the levels 3-6 programmes enable them to sit the external internationally recognised computer system exams for CompTIA systems+, Network+, A+, which the organisation facilitates with a voucher towards the cost of these exams. The organisation has not yet identified a need to provide the industry with Cisco (for Microsoft products) exams for learners because of the high cost and resourcing required, and responses from employers and students indicated that the current courses offer sufficient value and training for employment in the IT sector. Ongoing monitoring of employer feedback is not formalised by the organisation to analyse areas for improvement to ensure the diploma programmes offered continue to be of value to the sector.

To date in 2012, 38 per cent of all graduates from all levels went on to enrol in higher education and 15 per cent found employment. The employment is not a priority for many graduates of the level 3 computing certificate programme and learners usually go on to enrol in the level 5 computing diploma, around 57 per cent in 2012. Currently, overall destination data is not aggregated to identify trends for analysis. Anecdotally, however, the organisation tracks graduates through its Facebook page as this has the highest rate of success in engaging with current and previous learners, as well as employers looking for potential employees. In addition, the organisation's records show that 27 per cent of the National Diploma in Computing graduates pathway into the Diploma in Information Technology or enrol with external training providers. Those who wish to aim for a vocational pathway also choose to complete the level 7 Diploma in Computing.

Learners valued not only the practical skills and knowledge but also the confidence they gain in their abilities to study and find employment. Even after achieving the level 3 National Certificate in Computing, learners reported that they could help fix computers, and those gaining the level 5 diploma found work in network support, demonstrating that the qualification leads to viable outcomes in the IT sector. For many, it is the sense of achievement from gaining a formal qualification. This success encourages the learners' family members to enrol and expands their knowledge as well as their earning potential. In addition, learners gain attributes and attitudes to help them when in employment, such as interview techniques, CV support, and building their confidence to attend job interviews.

NZSE works within its communities to encourage people into training and education. An example is the contract the organisation has with the Warriors Rugby League team to provide education support for young players to help them with career options after they finish their playing career. NZSE is very much focussed on advertising the importance of education to the Auckland Māori and Pasifika communities through this arrangement, advertising that sport and education share

similar values such as taking responsibility, respect, discipline, teamwork, achievement, and overcoming adversity. NZSE is also using its position in the South Auckland area to help these groups to further their education and to pathway to university or polytechnic.

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.**

The programmes and activities are practically based, with individual tutor support provided to enable learners to achieve. Learners complete activities including presentations, videos, and practical and written assignments. A group learning approach is used at New Lynn, which enables learners to learn to work as a team and communicate in a business context, and also provides experience working within a multicultural environment. Manukau tutors have yet to adopt this approach.

An e-learning platform accessed through the organisation's intranet is used successfully to provide learners with review activities and resources, such as help with referencing and research practices for further study. The site also provides learners with a forum to seek help from tutors and peers to assist with assignments. Learners have access to labs equipped with computers and internet access at each site. The small but up-to-date library contains relevant texts and resources for study, and these are available for learners to request online. In addition, a public library is situated nearby the Manukau campus and is used by the learners.

The programme content is determined using input from tutors' own professional qualifications, industry associations, industry knowledge, and previous work experience. Current IT job vacancies and industry publications are also reviewed to understand employers' needs. The NZSE staff and management routinely engage with employers and other training providers, such as AUT and Unitec, to identify whether the course is matching their needs. In addition, feedback is sought from the NZSE advisory group. NZSE is currently reviewing the effectiveness of having one overarching advisory group and is moving towards establishing programme-specific advisory groups consisting of small-business IT employers and academic representatives. It has already established a focussed National Diploma in Business advisory group, run by the academic programme leader.

The Diploma in Information Technology was developed to assist learners' progress to higher qualifications at AUT and Unitec. NZSE has arrangements with these two training providers for recognition of 120 credits towards a Bachelor in Computing Science. This is particularly attractive to international students who wish to gain a university-level degree for work in New Zealand or in their home country.

NZSE staff travel to China to run a foundation course for potential learners to introduce them to English computing terms and to identify training needs. Overseas learners need to complete the organisation's own English language test to establish their equivalent International English Language Testing System (IELTS) scores, as learners require 5.5 IELTS equivalent to enrol in NZSE diplomas and a minimum of 6.0 IELTS by the end of their training to be accepted into a degree programme at AUT. The high retention rate for international learners indicates that these activities are effective in meeting international learners' needs.

Domestic learners predominantly enrol with the organisation initially to complete foundation training in basic computer skills then move on to qualifications for employment. Learners' needs are assessed at enrolment. The organisation's enrolment process has identified literacy as an issue, particularly for domestic learners enrolled in the level 5 diplomas at the Manukau site. The organisation is responding to this issue with the employment of a full-time literacy specialist to work with the current literacy tutor in New Lynn, to identify individual needs and provide targeted support to help the learners meet their employment goals. The site offers night classes to enable more people to attend alongside work and family commitments.

Staff are proactive in engaging the learners' interest in the sector, by featuring guest speakers from IT companies and graduates who have found suitable employment opportunities within the sector. NZSE has worked with Vodafone and iiNet to provide opportunities for the learners to gain internships for work experience.

The regular programme review and planning confirms the relevance of the programmes to students' learning pathways in ensuring content is current and resources up to date. The academic programme leader conducts an annual programme review and tutors receive reports of outcomes and any recommended changes to the programme content or delivery. Ongoing programme review is conducted at monthly cross-site tutor meetings using programme outcomes and student feedback. Tutors use this opportunity to share resources and different teaching strategies to address any issues. Tutors also review all programmes to ensure they continue to meet the entry-level requirements for AUT and Unitec, and they meet with AUT staff during the year to ensure programmes keep up with changes. The chief executive also has links to business leaders to help understand sector needs, and feedback is informally used to input into programmes.

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 **Good.**

NZSE's teaching sites foster an open, encouraging environment where students are engaged and motivated by their tutors to succeed. This is evidenced by high learner satisfaction with the teaching support (over 75 per cent) as well as feedback

from graduates on Facebook. The class sizes are small enough to allow tutors to support individuals to achieve their goals. Learners currently receive additional support with theory or practical tasks from the tutors, but those who have not been studying recently require more time and support within the class. The organisation has used peer mentors in the past with varying success and is in the process of establishing a position to provide a more one-to-one focus, which was identified as a need from learner feedback.

NZSE uses online surveys and classroom feedback to review tutors' teaching effectiveness, in addition to the course outcomes and peer classroom observations, and observations conducted by the programme leader. Issues with teaching practices are identified and recommendations for changes are documented and followed up by the tutors.

The organisation has not met previous or current national external moderation requirements in relation to computing assessment materials for a significant number of standards moderated. NZSE has subsequently developed, and NZQA has approved, an action plan that includes development of new policies, procedures and structures relating to assessment and moderation. The organisation has also responded to the adverse national external moderation results by upskilling tutors in moderation practices and engaging a moderation specialist to carry out moderation of assessment tasks prior to their use. Ongoing self assessment and review by NZSE and monitoring by NZQA will determine whether these improvements will bring about improved internal moderation and assessment practices as well as external moderation outcomes to help ensure the validity of the assessment results.

The organisation has employed tutors with relevant educational qualifications and experience. Tutors' professional development is encouraged and many of the teaching staff are studying towards or have completed Master's degrees in relevant fields. Tutors also come from a range of nationalities, which contributes to the cross-cultural environment and enables learners to feel comfortable to participate. Overall, learners were very positive about NZSE and the knowledge and skills of the tutors. Many comments from learners showed that they liked the small classes because it gave them better opportunities for learning. They also enjoyed the practical, hands-on learning and the atmosphere and social nature of the classes.

Tutors meet weekly to review learner progress and the effectiveness of different assessment methodologies. Any issues with learners' achievements are discussed and possible solutions identified. The tutors use tests to review learners' progress and provide feedback. In addition, the organisation has introduced a follow-up of learners' progress towards goals after nine weeks, and literacy tutors at both sites provide support to tutors and learners. However, areas that may need reviewing are the initial needs assessment and the duration and pace of the course, particularly where learners have no previous academic background or have only recently been introduced to computers.

Programme leaders report monthly to Heads of Programmes who then report quarterly to the chief executive on resources, achievement towards educational performance indicators, and the outcomes of any initiatives. The CEO reports monthly to the board of directors, which involves a high level of data analysis. This type of self-assessment activity helps the organisation to improve its retention and qualification achievement rates further. The organisation ensures that learners' successes are celebrated with a formal presentation of certificates and diplomas at a graduation ceremony, and ongoing contact is made to assist learners to achieve their employment goals.

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.**

NZSE practices exemplary support, embedded into the organisation's manaakitanga practices, encompassing all that it does for the learners. This stems from the whole-of-organisation focus on providing all learners with a 'total student experience'.

The learners reported to the evaluation team that the organisation has a very family-like atmosphere and many graduates maintain a link back to the school even after they move on to employment or further study elsewhere. Learners' feedback shows that the staff, including the chief executive, are very accessible and learners feel comfortable asking staff for assistance. There is also a learner representative on the academic advisory board who has input into ensuring the needs of learners are met.

The organisation's student support team is based in New Lynn and provides support to meet the social and personal needs of international and domestic learners by organising activities such as trips to Warriors matches, sports days, picnic outings and shared lunches, and arranging homestays for international learners. The support team also conducts site visits every seven weeks to motivate and engage the learners. This helps the learners keep in touch with what is happening within the organisation. It is noticeable that there is high interaction between domestic and international learners on site. This multicultural environment is promoted by the team approach to learning and the multicultural backgrounds of staff.

The organisation has a careers advisor to assist learners to create effective CVs and find employment during and after their course. There is a high success rate in finding employment for graduates. This is achieved through the organisation's innovative Facebook page where the learners 'like' to gain support, which it has found is the most effective way of engaging the learners. The careers advisor is currently establishing weekly visits to the Manukau team to offer the same level of support face to face.

Staff discuss with learners the best study options prior to enrolment and refer potential applicants to other local providers if their needs cannot be matched. A recently introduced literacy strategy has begun to address the needs of learners, particularly at the Manukau site. The organisation also assesses international students' or residents' English language abilities to determine whether they need language classes before they enrol in the computing or business courses. Pre-intermediate and intermediate English language courses are delivered by NZSE.

There is also comprehensive information about courses and the organisation on the NZSE website. The organisation recently reviewed its systems and networks to provide learners with better access to information about their courses and remote access to e-learning.

Learners are required to attend class five days a week and attendance is closely monitored by the staff and management team to identify any issues learners may have with the course or in their personal circumstances. This has helped to contribute to the high retention rate of learners at Manukau and the high level of engagement of international students. Although the organisation does not formally review how effective the student support system is specifically, the NZSE management team uses learner and staff feedback to monitor progress and satisfaction with the teaching.

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.**

The two directors who established the organisation in 2006 initially focussed on providing courses for domestic learners; however, a change in funding policy led them to include international learners. The organisation now has over 50 per cent international learners, mainly from China and India. The chief executive was employed in January 2010 to bring in a new perspective to manage the change in focus and increased enrolments. The feedback from learners shows that this strategy has been successful in continuing to provide valued programmes and learner success.

The NZSE management team, guided by the chief executive, is fully supportive of learners' success and is carrying out the organisation's vision of a cohesive approach to providing a total learner experience to provide employable people for the IT sector. The management team ensures that there are sufficient physical resources for learners to achieve, including a recent upgrade of its server to better provide for online support tools, such as e-learning and an online library ordering system.

Key activities are planned yearly, and this enables the organisation to maintain its programme review and compliance activities throughout the year. Progress

towards these is reviewed at monthly board meetings where progress towards meeting targets for student numbers and tertiary Education Commission objectives are monitored, such as increasing female participation in IT studies and better success for under 25-year-olds.

NZSE has established ongoing partnerships with two universities in China and memorandums with AUT and Unitec to provide pathways for learners to progress to further studies in IT and business. The organisation has developed links to the community and other providers to achieve these goals. An example is the recent partnership with Southern Cross University in New South Wales, Australia which will promote IT careers for women through visits to local high schools.

Overall, the organisation has demonstrated that it has a good understanding of industry needs, enabling learners to achieve employment and further qualifications through its links with universities, polytechnics, and other key stakeholders. However, NZSE also realises that it needs to develop better learner employment and literacy support at the Manukau campus.

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 **Excellent.**

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

2.3 Focus area: Certificate in Computer Servicing (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 **Excellent.**

2.4 Focus area: National Diploma in Computing (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.**

2.5 Focus area: Diploma in Information Technology (Level 6)

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

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

Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/

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