

Report of External Evaluation and Review

New Zealand College of Business

Confident in educational performance

Confident in capability in self-assessment

Date of report: 12 December 2012

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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 College of Business (NZCB)
Type:	Private training establishment
Location:	15A Bishopdale Court, Bishopdale, Christchurch
Delivery sites:	Two: in addition to Christchurch, programmes are delivered at Unitec, Auckland
First registered:	3 May 2004
Courses currently delivered	<ul style="list-style-type: none">• Certificate in Business Administration (Level 4)¹• Diploma in Business Administration (Level 5)• Diploma in Business Administration (Level 6)• Diploma in Business Administration (Level 7)• NZ Diploma in Business¹
Code of Practice signatory?	Yes, students aged 14-17 years and 18 years upwards.
Number of students:	Domestic: nil International: 42 as at 12 October 2012; there are several intakes a year and total enrolments

¹ No students enrolled in this programme in 2012.

	average 200 EFTS (equivalent full-time students)
Number of staff:	20 full-time equivalents
Scope of active accreditation:	Approved and accredited to offer NZ Diploma in Business from 2011.
Distinctive characteristics:	Focus on providing pathways to New Zealand universities and institutes of technology.
Recent significant changes:	The college relocated from Christchurch central business district as a result of the Canterbury earthquakes; a delivery site was also opened on the Unitec campus in Mt Albert, Auckland.
Previous quality assurance history:	NZCB was previously quality assured by NZQA by audit in 2008. The report noted that the organisation had made significant efforts to address the requirements of the standard under which the audit was conducted. The report also noted, 'the audit provides reasonable assurance that the organisation has effective quality management systems in place and is substantially achieving its goals and objectives'. External moderation conducted on a NZ Diploma in Business course in April 2012 identified that changes were required to assessments. This programme is not currently being offered. NZCB hosted its first NZQA monitor visit in July 2012, but had not received the resulting report at the time of the external evaluation and review visit.

2. Scope of external evaluation and review

NZCB offers business programmes at its Christchurch and Auckland sites (Table 1 over page). Because the number of students is low, and a given member of staff may teach in several programmes, the evaluation team took a holistic view of the organisation's educational delivery rather than evaluating particular programmes.

Programme	Number of students in 2012*		
	Christchurch	Auckland	Both sites
Certificate in Business Administration (Level 4)	0	0	0
Diploma in Business Administration (Level 5)	14	3	17
Diploma in Business Administration (Level 6)	12	0	12
Diploma in Business Administration (Level 7)	5	8	13
New Zealand Diploma in Business (Level 6)	0	0	0
All programmes	31	11	42

*Enrolments in 2011 were significantly affected by the Canterbury earthquakes, with students withdrawing and anticipated enrolments not eventuating.

Governance, management, and strategy, and student services – including the organisation’s performance and self-assessment in respect of the Code of Practice for the Pastoral Care of International Students – were also in the scope of the external evaluation and review.

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-eeer/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 evaluation was conducted over 11 and 12 October 2012 by two external lead evaluators. Discussions were held with NZCB’s managing director, the academic director, the directors’ assistant, teaching staff, students, and members of the college’s advisory group. Staff and students in Auckland participated by teleconference at their respective sessions. Discussions were also held with the chair of the advisory group, who is a professorial member of staff at Lincoln University, and a telephone conversation was also held with the head of the School of Business at Christchurch Polytechnic Institute of Technology (CPIT).

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **NZ College of Business**.

NZCB provides business programmes at levels 5-7 to international students recruited principally from Chinese universities who intend to gain a business degree from a New Zealand university or institute of technology. To facilitate this progression to degree study, the college has entered into articulation agreements with Unitec, CPIT, University of Canterbury, and Lincoln University. Students who successfully complete NZCB programmes are admitted with credit to these organisations' undergraduate business degree programmes. Continuation of these agreements is predicated on the satisfaction of those institutions with a continuing supply of NZCB graduates with appropriate business knowledge and skills, who are familiar with the New Zealand educational system and its methods of instruction, and also with the New Zealand way of life. Letters from the universities and institutes of technology attest to the current suitability of NZCB's graduates for undergraduate degree study.

Rather than progressing to further education, some graduates gain employment on graduation (Table 4). A survey of a small number of employers indicated that graduates had the expected complement of business knowledge and were work-ready. For those students who do not complete their qualifications, the college provides certificates of attendance. These provide verification of overseas study which assists in gaining employment when students return to their homelands.

Teaching staff are qualified to Master's degree level, and all administrative staff are also degree qualified. All teaching staff have a teaching qualification or are studying towards one. The college has aspirations of offering postgraduate programmes, which will require the development of a research culture. Accordingly, in a recently implemented initiative, staff are being encouraged to be involved in research that is related to their business discipline. The courses provided have academic and business practice components and are complemented by occasional field trips to industrial plants and business enterprises, as well as by visiting speakers from business, industry, and academia.

The college encourages its students to associate with students of the destination providers, facilitating events and activities, and also arranges for NZCB students to become external members of a university library. The college also offers additional informal assistance in conversational and written English language and computer-based instruction in aspects of academic writing at no cost to the students. The small class sizes mean that teaching staff are able to become aware of and address any learning needs of students on an individual basis. Dedicated and appropriately trained administrative and liaison staff facilitate accommodation arrangements, the finding of part-time employment for students, and visa renewals.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **NZ College of Business**.

NZCB is committed to self-assessment that leads to continued improvement in the content and currency of its programmes. In addition to internal self-assessment processes undertaken by staff and management, a university professor, who is the chair of the college's advisory group, provides valuable advice on programme design and revision and in the recruitment of new staff. The other members of the advisory group are drawn from the college's educational partners in Canterbury and China, and from suppliers of professional services within the local business community. The group critiques proposals from NZCB management and provides input to courses and programme development. Recent examples of changes resulting from the advisory group's activities are the introduction of occasional field trips to businesses and industry, the inclusion of the NZ Diploma in Business in NZCB's suite of programmes, and the expansion into postgraduate business education and concomitant development of a research culture within NZCB.

Students are surveyed on their perceptions of the quality of teaching and the course at the end of the teaching of each subject. All survey results seen by the team indicate high levels of satisfaction as confirmed in conversations with both Christchurch-based and Auckland-based students. Peer observation of teaching by other teachers and managers is practised as part of a formal staff appraisal process.

The quality of instruction and the appropriateness of content of programmes are indirectly assured by the maintenance of credit transfer arrangements. However, internal moderation of assessments and external moderation have identified areas for improvement. This suggested to the evaluation team that there would be merit in (i) more robust moderation arrangements, (ii) a comparison of performance between the Christchurch and Auckland delivery sites, and (iii) benchmarking the college's educational performance against that of another provider of comparable business programmes to international students.

Students are also surveyed annually to gauge their satisfaction with services and facilities. As a consequence of the Canterbury earthquakes, the college relocated initially to temporary premises before acquiring and refurbishing premises in the Bishopdale retail precinct and entering into an arrangement with Unitec in Auckland to secure teaching space and access to learning support and welfare services to students. These developments occurred as a result of self-assessment of immediate needs, and with a view to regaining enrolments from China and realising the prospects for expansion of recruitment of students from the Indian subcontinent.

Findings²

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 **Good**.

NZCB offers a range of business programmes at levels 5-7, for which the course completions in recent years are given in Table 2, and the qualification completion rates in Table 3.

Table 2. Educational achievement for NZCB, 2009-2012 (1)			
Level	Year		
	2009-2010	2010-2011	2011-2012
	Course completion rate		
Level 5	87.1%	84.4%	81%
Level 6	89.4%	90.5%	96%
Level 7	92.7%	87.2%	91%
All levels	89.1%	86.3%	90%

Table 3. Educational achievement for NZCB, 2009-2012 (2)			
Level	Year		
	2009-2010	2010-2011	2011-2012
	Qualification completion rate		
Level 5	82%	84%	90%
Level 6	100%	100%	100%
Level 7	100%	96%	83%
All levels	85%	90%	94%

*For period 1 August-31 July of each academic year

In 2011-2012, the qualification completion rates concur well with NZCB's performance indicator that, '85 per cent of students will successfully complete their course of study'. The college also expects that 50 per cent of its graduates will progress to higher levels of study and 50 per cent to employment. Table 4 shows that over 2009-2012 these expectations were met at levels 6 and 7, but not across the organisation.

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Type of graduate destination	Level 5		Level 6		Level 7		All	
	No.	%	No.	%	No.	%	No.	%
Join workforce	30	13%	55	52%	38	81%	123	33%
Progress to higher study								
Advance in NZCB	57	25%	12	11%			69	18%
To Unitec	38	17%	1	1%			39	10%
To Lincoln University	10	4%					10	3%
To University of Canterbury	6	3%					6	2%
To CPIT	48	21%	27	26%	3	6%	78	21%
To other institutes	27	12%	1	1%			28	7%
Total progression	186	83%	41	39%	3	6%	230	61%
Back to home country	8	4%	9	9%	6	13%	23	6%
Total	224		105		47		376	

The college has documented evidence that students who progress to other tertiary educational institutes perform comparably to students those institutes accept from their other international education partners. This success of progressing students is an important determinant of the maintenance of partner agreements with New Zealand universities (in particular, University of Canterbury and Lincoln University) and institutes of technology (in particular, Unitec and CPIT), and for this reason NZCB monitors educational performance closely to ensure that the knowledge and skills acquired by graduates meet the needs of 'destination' educational providers. They observe too that the small sizes of their classes (always fewer than 30) may enhance motivation.

1.2 What is the value of the outcome 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 **Excellent**.

NZCB maintains strong relationships with eight Chinese universities³, from which students are recruited, and with the principal 'destination' educational providers in New Zealand. For the latter, the value of the outcomes is in NZCB's supply of students who have an appropriate standard of business knowledge for credit transfer into degrees offered by CPIT (Bachelor of Applied Management), Unitec

³ Si Chuan University, South West Jiao Tong University, Central South University, Nanjing University, North University of China, Henan Agricultural University, Yunnan University of Finance and Economics, Hsiuping University of Science and Technology (Taiwan).

(Bachelor of Business), University of Canterbury (Bachelor of Commerce), and Lincoln University (Bachelor of Commerce), and who have had at least a year's experience of New Zealand culture and its education system before transfer. This experience is fostered by visits to local campuses, visits from university and institute of technology staff to NZCB to talk with students, and involvement of NZCB students in activities in the destination organisations. This undoubtedly contributes to the success of NZCB's students at New Zealand universities and institutes of technology.⁴ To assist in the preparation of students for employment, NZCB organises occasional visits to a variety of businesses and industries in Christchurch and Auckland. The value of the outcome to the students is a qualification that gives credit to degree study in New Zealand, or which leads to employment (see Table 4). A survey of a limited number of employers indicated that the graduates have appropriate knowledge and skills for entry-level positions in business and are work-ready.

The college advisory group includes representatives of the Chinese universities that provide the students, representatives of the New Zealand universities and institutes of technology to which many of NZCB's graduates progress, as well as representatives of the local business community, a representative of current students, and a representative of current staff (Table 5). Academic input to the programmes from this group is balanced by pragmatic business-relevant information to ensure currency of the programmes. This pragmatic advice includes providing updates to taxation and accounting practice requirements. Minutes of the committee demonstrate a continued commitment to academic developments and to ensuring that the programmes continue to have effective and valued educational and employment outcomes.

Academic		Local businesses (principally NZCB's professional service providers)	NZCB		
Chinese partner universities	NZ 'destination' universities and ITPs		Management	Teaching staff	Students
4	3	7	3	1	1
7			5		

The advisory group is consulted by management on new initiatives, and offers suggestions for enhancing practical aspects of the programme, including involving the local business community in field trips for students to industrial sites in

⁴ Of six students transferring to the University of Canterbury College of Business and Economics in 2011, the university commented, 'The academic performance of five of these students was significantly above the average for first year BCom students. This is a very pleasing result and reflects well on the study skills developed by them while studying at NZCB'.

Canterbury and Auckland. Members of the group considered that NZCB management both listened to and acted on their advice.

NZCB is committed to building and maintaining relationships within the local community, including fund-raising for local projects, and supports and participates in organisations such as the NZ Chamber of Commerce, the NZ Retail Association, and Christchurch Educated.⁵ Examples of commitment include the offering of several free places in modules of its programmes to WINZ clients to assist in their transition to employment, and the provision of a scholarship for a final-year student in the Bachelor of Applied Management at CPIT.⁶

Recognition that the value of NZCB's qualifications to learners could be enhanced through articulation arrangements led to the initial discussions and the eventual formal agreements between NZCB and providers of degree education. The academic advice received from the chair of the advisory group, and the performance of NZCB graduates are important to both the maintenance of existing agreements and the proposed instigation of further, similar agreements. The seeking of and gaining approval to offer the NZ Diploma of Business increases the number of degrees to which NZCB graduates could transfer, and together with reviewing subjects offered in order to increase the extent of possible credit transfer, are examples of authentic self-assessment directed to improving the educational value to both learners and stakeholders. However, the potential value to learners of these initiatives has yet to be realised.

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**.

Most students at NZCB are focused on obtaining entry with credit to a New Zealand university or institute of technology. The high qualification completion rates of NZCB programmes and the significant progression rates to these educational destinations (Table 2) is clear evidence that these needs of learners are well matched. The maintenance of articulation agreements with providers of degree education, coupled with the affirmations of the preparedness of NZCB graduates for degree-level study, indicates that the needs of these providers for a supply of international students who are likely to succeed academically are also matched.

⁵ An organisation promoting Christchurch as an educational destination for international students: <http://christchurcheducated.co.nz/?q=learn>

⁶ <http://www.cpit.ac.nz/study-options/scholarships-and-awards/scholarships/chunhui-spring-sun-scholarship>

NZCB had the future needs of its students firmly in mind when it developed the articulation agreements. The college continues to review these agreements and their associated credit transfer arrangements with a view to (i) modifying the subjects taught in order to enhance the extent of credit transfer from its own programmes, and (ii) broadening the opportunities for further study by its graduates by introducing the NZ Diploma in Business, for which all New Zealand universities give transfer credit. For the small number of students who do not complete the qualification for which they are enrolled, NZCB provides certificates of attendance. These certificates provide verification of overseas study which, the evaluation team was advised, assists non-graduating students in gaining employment when they return to their homelands. In doing this, NZCB demonstrates a proactive awareness of the needs of its less successful students. Although the college follows up non-completions where possible, this seems to be focused on addressing the needs consequent on non-completion, rather than effecting changes that minimise non-completions.

NZCB also recognises the need for students to become familiar with the New Zealand way of life and business practices. An active engagement with students' associations and organisations in the region's universities and institute of technology – fostering involvement of NZCB students in wider student activities – and a Māori welcome are means of matching the first of these needs. Providing occasional trips to local businesses and industries is a means of matching the second.

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**.

Students commented favourably to the evaluation team about their teachers and the course, and the teaching survey results seen indicate high levels of satisfaction with the teaching, the material used, and the teaching style. Teachers report engagement in self-reflection on their teaching, and written evidence was provided of their receiving feedback about their teaching practice from observations by peers and members of the management team. The staff use the usual range of teaching methods and technologies to engage learners' different learning styles, also paying attention to increasing students' familiarity with and effective participation in working in groups, which is an approach to learning increasingly used in undergraduate courses at university.

All teaching staff engaged by NZCB have a minimum of a Master's degree in a business discipline, and either have or are acquiring a teaching qualification. NZCB meets the tuition fees of staff undertaking such qualifications. In recognition of NZCB's aspirations for introducing postgraduate programmes, the first steps towards developing a research culture within the college have been made,

encouraging greater familiarity with emerging business trends and knowledge through the conduct of research. The evaluation team considers that the professional development through research that is envisaged by the college needs to be complemented by a structured programme of professional development for teaching staff. While earlier progress towards this was disrupted by the Canterbury earthquakes of 2010-2011, it is understood that the college is currently considering prospects for doing this in association with its New Zealand educational partners.

NZCB's programmes are based on UK business programmes which have been modified to suit the New Zealand educational and business environment. The college does not currently benchmark its programmes against those of other educational providers offering comparable programmes; rather, it relies on the acceptance of its graduates for undergraduate study with credit transfer as its principal indicator of quality. Internal moderation of assessments has identified some areas requiring attention. The introduction of the NZ Diploma in Business in 2011 triggered moderation by NZQA in 2012. The issues raised appear likely to be rectified with little difficulty but, more importantly, this type of external moderation will provide a good opportunity for NZCB to enhance its self-assessment of the effectiveness of learning and teaching.

There is regular contact between staff teaching in Christchurch and Auckland, which encourages the sharing of teaching practice. Currently, NZCB does not explicitly compare educational achievement between its delivery sites in Christchurch and Auckland, but the evaluation team considers that doing so would provide a useful internal benchmark of educational performance.

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 **Adequate**.

Students indicated that most of their knowledge of NZCB before enrolment was obtained from family and friends, and that NZCB had provided education and associated services in accordance with their expectations.

All teaching staff maintain office hours during which they are available for additional tutorial support to students. The small class sizes mean that teachers are generally the first to identify students in need of assistance. Non-attendance at class or lack of achievement in assignments or assessments of which administrative staff become aware is signalled to the teaching staff for intervention. Attendance at class is not only a legislative requirement for international students, but also a clear predictor of academic success. Accordingly, the administrative and liaison staff take attendance seriously, following up non-attendance with home visits and interviews and warning letters as appropriate. The college also monitors student attendance at its premises by a secure fingerprint authentication system.

The college recognises the importance of English language skills to tertiary study. Where necessary, students are directed to providers of English language programmes; students are also offered free on-site informal tuition in English in academic and conversational contexts, but this opportunity is only taken up by a small number of students. In addition, the college provides free computer-based instruction in aspects of academic writing, e.g. referencing styles and plagiarism. For those students who wish it, the college arranges and pays for external membership of the University of Canterbury library in order to facilitate their wider use of texts and other learner resources and to increase familiarity with the university learning environment. This familiarity is also achieved through the participation of NZCB students in wider student social activities, which is arranged by NZCB.

The college provides a comprehensive handbook to enrolled students and a welcome pack on arrival (including phone cards for calls home), and organises a variety of trips and social events (including those marking dates of Chinese⁷ and Indian⁸ significance). Although a local agent is used to source homestay accommodation for students when this is required, college administrative staff assist students in the transition from homestay to flats, as required. They also advertise part-time employment opportunities which are notified to the college, assist in finding internships for graduates and former students, and facilitate access to Student Job Search.

In summary, NZCB takes a student-centred approach to guiding and supporting its students in adjusting to New Zealand life, its educational environment, and to employment. This commitment extends to providing advisory services to students wishing to extend their visas, for which two members of staff obtained the appropriate qualification through Massey University along with formal registration. The college is currently compliant with the Code of Practice for the Pastoral Care of International Students, reviews its compliance annually, attends code workshops, and updates its practices to satisfy changing immigration requirements.

The college provides students with the opportunity to give feedback on its services through surveys, but is sufficiently small that informal feedback is also possible and welcomed. Self-assessment is pragmatic and focused on continual enhancement of individual student experience. This is an effective approach while the organisation remains small, but would need reconsideration should college numbers increase and are distributed over the two delivery sites.

⁷ Most students at the Christchurch delivery site are Chinese or Korean.

⁸ Most students at the Auckland delivery site are Indian.

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 management of NZCB is strongly focused on providing programmes for international students that lead to enrolment with credit at New Zealand universities and institutes of technology, and has been assiduous in developing articulation agreements to facilitate this process. The college continues to review ways of extending that provision, most recently through the inclusion of the NZ Diploma in Business and an articulation agreement with Lincoln University. The college also has aspirations of extending its activities into postgraduate programmes.⁹

The college has assembled an advisory group which represents academic and business aspects of the programmes, and is chaired by a university professor who provides expert guidance on academic staff recruitments, the design and content of programmes, professional development for staff, and the initiation of a research culture. The college is appropriately resourced in terms of teaching and computer facilities, and has adequate library facilities. Administrative and teaching staff are all tertiary qualified, and management both supports and incentivises their activities.

The college responded appropriately to disruption of its activities caused by the Canterbury earthquakes. As well as relocating its premises in Christchurch, the college leases teaching space at Unitec in Auckland. The college is looking for permanent premises in Christchurch, perhaps in association with other educational providers, and intends to maintain its presence in Auckland.

Although student numbers are currently small (Table 6 over page), the management of the college has resumed offshore marketing initiatives in preparation for future growth.

⁹ The college is proceeding towards having a Postgraduate Certificate in Business Management (Level 8) and a Postgraduate Diploma in Business Management (Level 8) approved and accredited by NZQA.

Table 6. Enrolments at NZCB, 2009-2012

Level	Year			
	2009-2010	2010-2011	2011-2012	2012
Number of enrolments				
Level 5	263	398	139	17
Level 6	95	158	158	12
Level 7	137	86	65	13
Total	495	642	362*	42†

*After the 2011 earthquake, several groups of students who were expected to transfer from partner universities did not enrol at NZCB. Some students in Christchurch transferred to other providers outside of Christchurch.

†Includes students enrolled at the Auckland educational delivery site on the Unitec 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: 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 **Adequate**.

2.3 Focus area: Business programmes

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

In addition to those recommendations expressed or implied within the report, NZQA recommends that New Zealand College of Business:

- Benchmark its programmes against other similar business programmes, as an indicator of quality that complements the recognition of credit transfer into university programmes.
- Compare the performance of programmes offered in Auckland and Christchurch as a regular component of its self-assessment.
- Develop a programme of professional development in teaching and of research in business disciplines in association with one of its New Zealand tertiary education partners.

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/>

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz