



Report of External Evaluation and Review

Concordia Institute of Business

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 5 April 2011

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MoE Number: 7664
NZQA Reference: CO4057
Date of EER visit: 8-10 February 2011

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

Location:	Head Office, 25 Federal Street, Auckland
Type:	Private Training Establishment
First registered:	July 2004
Number of students:	International: 264 (155 in Auckland and 109 in Tauranga) No domestic students
Number of staff:	37 staff 19 academic and teaching staff (12 in Auckland, seven in Tauranga) 18 support staff (14 in Auckland, four in Tauranga).
Scope of active accreditation:	<ul style="list-style-type: none">• Diploma of Business Management (Level 5)• Diploma of Business Management (Advanced) (Level 6)• General English (Level 3)• General English + Academic English (Level 3)• General English + IELTS Preparation (Level 4)• Domain Accreditation:• English for Speakers of Other Languages (to level 6)
Sites:	Two sites, one in Auckland City (in adjacent buildings) and one in Tauranga.
Distinctive characteristics:	Signatory to the Code of Practice for the Pastoral Care of International Students.

Recent significant changes: Concordia has had a significant rise in student numbers over past four years, from ten students in 2008 to 264 in November 2010.

Concordia's recent purchase of the New Zealand Language Academy included both staff and students which increased their numbers significantly. The increase in numbers was also due to the expansion of provision to a Tauranga site in 2009. Most of the students at the Auckland site are from India, Vietnam, and the Philippines. The Tauranga site currently has students from the Indian subcontinent only.

There was a change to the entry requirements for the Diploma of Business Management (Level 5), from IELTSs 6 to 5.5. The entry requirement was initially at 5.5 but, as a consequence of a review of the success rates, this was changed to 6.0. Subsequently, as a result of a review and a decision to provide additional English support within the curriculum, the entry requirement was changed back to 5.5.

Concordia is now able to accept under 18-year-olds under the Code, although at the present time the institute has no under 18-year-old students.

Previous quality assurance history: Concordia was previously quality assured by audit in 2008 and met all requirements for ongoing registration.

Other: In 2008, Concordia began to focus on delivering its own courses to international students. Concordia is part of the National Tertiary Education Consortium Limited (NTEC) which comprises the following TEOs:

- Concordia Institute of Business
- National Technology Institute (NTI)
- New Zealand Institute of Learning and Development (NZILD).

Each TEO is managed separately. NTEC is the holding company and provides the TEOs with shared student support services.

Each TEO has its own chief executive officer and chief operations officer.

2. Scope of external evaluation and review

The scope of the external evaluation and review included the following aspects:

- Diploma in Business Management (Level 5).

This course includes the main cohort of students.

- General English and IELTS preparation (Level 4).

This course includes a different cohort, level, and length of programmes. Because General English and IELTS are offered separately, they were evaluated as such but reported on as a single focus area.

- Tauranga Site.

The Tauranga campus was established in 2009 as a result of requests from agents responding to an increase of families from India living within the community and many family members wanting to travel from India to study in New Zealand. Student numbers have increased significantly in a relatively short period. The site was evaluated with regard to its governance and management, programme delivery and assessment, and guidance and support relative to the Auckland sites. The evaluation team's findings have been reported under Findings 1.1 - 1.6 and not as a separate focus area under Focus Areas 2.1 - 2.4.

The following mandatory focus areas were also included:

- Governance, management, and strategy
- Student support (including international students).

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 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 three-day site visit to the Concordia Institute of Business site in Central Auckland also included videoconferencing with Tauranga. The evaluators met with the chief executive officer and chief operations officer, directors, management, teaching staff, support staff, students, selected external stakeholders, advisors, and board members. The EER team consisted of an external lead evaluator, who led the review, and an NZQA lead evaluator.

Concordia Institute of Business has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Concordia Institute of Business**.

Concordia has a high qualification completion rate in the levels 5 and 6 business management diplomas and good progress and completion rates for the English and IELTS programmes respectively. Students also achieve increased personal confidence and well-being from developing their ability to express themselves competently, both socially and in the business community. An informed understanding from the management team of what is being achieved has directly influenced the decision-making, planning, and funding for new initiatives within Concordia.

High employment outcomes for 2010 are being achieved which show that 92 per cent of the level 5 diploma students have gained full-time employment, although initially not directly related to their qualification. Comprehensive, ongoing tracking of graduates shows that students achieve supervisory roles after nine months and, as attested by graduates, it was noted that they had started work in roles below their capabilities but had all moved into some form of supervisory role within the nine-month period.

Benchmarking is undertaken against other tertiary providers offering similar programmes, and the Concordia comparative statistics of qualification completions show an average of 96.5 per cent over 2009 and 2010. This compares favourably with the 84 per cent average estimated by the Ministry of Education for international students studying at PTEs at diploma level from 2008.

Concordia actively engages with the migrant community and the various non-governmental organisations and councils that support migrant education. The organisation has a diverse advisory board with academics from various tertiary education organisations, owners, and/or directors of migrant services and business sector representatives. This group meets formally once a year but informally quite regularly as they are involved frequently in many discussions with the directors.

Programmes clearly meet the needs of learners and are delivered effectively by well-qualified and caring staff. The organisation is using valid and reliable assessment practices and has robust processes to check the validity of its assessment material and assessors' judgements and decisions. Concordia has an established process of internal and external pre- and post-assessment moderation involving subject expert staff and external subject experts from the polytechnic and ESOL areas.

The learning environment provided in both the Tauranga and Auckland sites is up to date, stimulating, and engaging for the learners. This was confirmed through interviews with staff and students and evidenced through the many initiatives that have been implemented over the past two years as a result of ongoing review.

A strong rapport is evident between the chief executive officer, management, staff, and students. The open-door policy and “family” tone provide a friendly and open environment. Students spoke very highly of management, teaching staff, and the support service staff, emphasising that they were well supported, from the start of their programme with a comprehensive orientation, during their study, and subsequently in taking up further training and/or employment. The organisation provides up-to-date resources and has committed teachers.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Concordia Institute of Business**.

Concordia has a systematic self-assessment framework which is clearly embedded within the organisation. Self-assessment is supported by a positive approach to evaluation and review by all staff. The staff attitude to continuous improvement is proactive and responsive and is continually being developed.

Concordia has a range of effective processes for recording, monitoring, and reviewing all aspects of its business and the performance of programmes and uses those processes to determine the contributing factors to areas of success or failure. Concordia records and monitors enrolment, attendance, retention, achievement of learning targets, and the progress of students to further learning or employment. The processes are reviewed and updated regularly. Evidence was outlined of how the management and board evaluate how well these processes are working and how the changes are supported by the self-assessment framework to ensure educational resources and outcomes are being maintained and improved. Examples of improvement include the frequently revised orientation programme, a new pronunciation initiative to support the personal and professional module, changes to resource materials and premises, the increased ratio of practical work to theory in the diploma programme, and changes to assessment and the re-sit policy following an evaluation of student learning.

A comprehensive process for progressively documenting and analysing students’ progress in their study is in place and is being upgraded further using a new database programme along with one-to-one teacher-student interviews, and with student, teacher, and peer review feedback. Many actions have been taken to address the withdrawal of students, failing students, and other barriers to success. Ongoing reviews of these actions give valuable data for the continuous improvement to the programmes and an analysis of what is or is not contributing to the achievement of outcomes for learners. This review data has also been used for the improvement of teaching skills and methods with the introduction of ongoing peer review and feedback sessions and resourcing for professional development for staff. Improvement initiatives are put in place when the feedback identifies a need or when the staff member feels they require upskilling or support in initiating a new teaching style.

Teaching staff, support staff, and management regularly meet to discuss what is working for the teaching and learning within the classroom. The organisation also reviews how well programmes are progressing and considers specific student issues and implements changes

to make improvements, together with following up on the success or effectiveness of the outcomes from previous changes.

A proportion of the content and teaching within each class is dedicated to the holistic performance approach of developing essential skills for personal and professional development and communication relative to the Western cultural context and involving conversation skills, business etiquette, and interpersonal business behaviour. These “discrete skills” are considered by the teachers and the management group to be indispensable prerequisites for students to progress to further study and employment and were initiated following an evaluation of what would make a student prepared for employment in New Zealand.

Findings¹

1.1 How well do learners achieve?

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

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

Concordia has a high percentage pass rate for courses and qualifications which has been benchmarked favourably against others offering similar programmes. In 2010 there was a 92 per cent pass rate for students graduating in the Diploma of Business Management (Level 5) programme.

It is evident that students also achieve increased personal confidence through the acquisition of greater business English and employment-related and discrete interpersonal skills involving professional work ethics and personal manners and conversation. Few students withdraw, and data collected by Concordia shows that these students do so for personal reasons unrelated to the quality of the programme.

In 2009 Concordia noted that students who did not have 100 per cent attendance or who were regularly late to class were not performing as well as the other students. The organisation introduced an attendance monitoring system whereby students who were noted as absent and late were contacted by the head of department to ascertain their whereabouts. Students interviewed by the evaluation team discussed this process and noted that it ensured that they were attending class and on track with their studies. The monitoring system improved the students' attendance and punctuality, and the students are achieving better in their studies and are also aware of the necessity of good timekeeping practices for their future employment.

Concordia evaluates the success of students based not only on their graduation but also on their ability to gain employment. Concordia follow up on students through their workplaces via texts, phone calls, and visits, and students often visit Concordia to report on their success. This follow-up should be further strengthened because Concordia proposes to formalise the feedback received from graduates and employers regarding graduates' performance in the workplace which will enable Concordia to identify where there may be any weaknesses or gaps to be resolved.

Many of the General English students have enrolled to complete short courses and are not aiming to gain a specific qualification but to generally improve their English. Data for 2009 and 2010 shows that students made steady progress towards achieving a higher level of English. These students are encouraged to gain additional skills before going back to their countries. Some students choose to continue their English study at Concordia to achieve higher levels of proficiency and then transfer to the diploma programmes.

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

IELTS students are able to monitor their own achievement against set performance criteria with the weekly tracking of results. In future, these results will be translated into the Common European Framework (CEF) and the University of Cambridge Local Examining Syndicate (UCLES) standards. Every six weeks students are provided with a formal internal report which documents their progress and identifies their achieved English proficiency level.

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 **Excellent**.

The value of the outcomes for the students is confirmed by the employment of graduates or by students enrolling in further higher-level training. Concordia reports high employment and/or pathway outcomes including students choosing to continue to higher levels in the English course. Of the level 5 diploma graduates from 2010, 92 per cent are now working in New Zealand, although not necessarily in a management or supervisory role.

The diploma students are able to gain employment as a result of their study, although initially not at the level of their graduating status and capability. All students are international students and are able to get a work visa for one year. Concordia commented that some employers can be reluctant to take on or promote workers who may well leave after a year. However, the 2010 records of graduates show that, usually, after a nine-month period the graduates move into managerial positions, and this was further confirmed by the graduates themselves as they outlined their progression into supervisory positions within their workplaces.

The Concordia advisory group meets formally once a year and the industry committee includes the Tauranga site which is linked by videoconference. Feedback from the advisors noted management's positive approach to innovation and the quick, concise action as a result of feedback or internal review. Academics and industry advisors review the suite of business qualifications on an annual basis to give feedback on content and industry experience.

Feedback from students shows that the course improves their knowledge of not only their subject of study but also the personal and professional skill of timekeeping, social conversation, business etiquette, and Western protocol acquired during their study.

To enable Concordia to comfortably integrate the students into the New Zealand community, management works closely with various non-government organisations and immigrant support councils in Manukau and Tauranga. Students undertake work experience and make a positive contribution to the local community by completing work with voluntary organisations such as Migrant Support Services, and they are also involved with conservation work. Some insight into Māori culture is gained during the orientation week with students experiencing an overnight stay on a marae. This gives students exposure to New Zealand culture and an opportunity to improve their English skills.

Anecdotal feedback has been very positive from those businesses and volunteer agencies working with the Concordia students, and the students outlined their enjoyment and commitment to the placements.

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**.

Many of the managers and tutors at Concordia are migrants and/or past students, and having previously undertaken study in New Zealand, they are able to empathise with the students and have a clear awareness of students' and employers' needs as indicated by the decision to develop a personal and professional development module, integrated into every programme of study. This module covers the areas of professional work ethics, presentations, and basic business communication skills along with personal aspects of Western-style manners and conversation. Students and teachers note that personal and professional work skills are crucial to their ability to make presentations and converse easily with business people in the New Zealand context. Anecdotal feedback to Concordia from employers and students confirms the success of this module and of the students' ability to meet the needs of industry with regard to professional practice and cultural knowledge.

Students' feedback is used to analyse teachers' rapport with students, and whether the resources and coursework meet expectations. The organisation has analysed feedback from students and a high number report that the course has exceeded their expectations.

Suggestions by staff or students for improvements to courses and programmes are reviewed by the management team and, if applicable, adjustments are made. Management, teachers, and students were able to cite examples of how course content and delivery methods had been changed as a result of feedback from the learners. Concordia staff related how students had suggested in their feedback different ways in which one of the courses could be taught in a more practical context. The theory/practice ratio was changed and the resulting feedback via subsequent student evaluations and peer observations has indicated a higher level of participation and satisfaction.

Students enter the General English short course with limited ability in English, and the evidence of their subsequent achievement confirms that the programme and its delivery are consistent with their needs. Students are very satisfied with the social and life skills they develop during the course. Students who enter the IELTS course have some proficiency in English and some have gained high qualifications in their own country. The current IELTS class is made up of mainly nursing students from the Philippines who want to gain a higher IELTS score which will assure them of employment either in New Zealand or back in their country of origin.

1.4 How effective is the teaching?

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

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

Students were very complimentary of the teachers and their ability to engage them in their learning with the integration of practice and theory and also in the use of relevant technology. Video clips are integrated into the learning frequently and Facebook is used by all staff and students to keep up to date with assignments, to send messages, and to communicate subject information online. Staff also confirmed the use of information technology and commented on the up-to-date resources available to them for their teaching.

Staff are engaged in systematic performance review processes which include student feedback, peer evaluation of teaching and planning, and formal classroom observations. The outcomes of these reviews are discussed with staff individually by the head of department and recommendations are made for professional development. Student feedback forms are continually improved to ensure students have a good understanding of the questions in the evaluation form to enable beneficial feedback for the organisation.

Teachers are supported with professional development. Teacher training seminars have been run in-house and from feedback received these have proved to be effective. A large number of the current teachers, including those already highly experienced and qualified in ESOL, are enrolled on the Certificate in Adult Education to enhance their capacity to deliver to adult students from diverse backgrounds. In addition to covering the fees for this study, Concordia offers monetary incentives for those teaching staff who finish the qualification in a timely fashion.

English teaching staff participate in weekly staff meetings where student progress, lesson planning and assessment, resourcing, and student extramural activities are discussed and reviewed.

Students in the English and IELTS courses have an entry test on arrival to establish their baseline level with reading, writing, listening, and speaking. These results are used as the basis for goal-setting and for noting specific areas of need. Students have pre- and post-learning tests each week to enable them to see their progress throughout the course.

Most staff have comprehensive industry experience, and teachers from both the Auckland and Tauranga sites provide actual, relevant, industry-specific case studies to the diploma students once a week. These are moderated by staff between the sites to ensure the consistency of the diploma programme across the sites. Classes often have guest lecturers to “make the learning more real”, and the lectures are structured to be streamed via internet to the Tauranga campus to ensure these students gain the same information and knowledge and feel part of Concordia.

Teachers at the Tauranga campus gave an example of good self-assessment with their teaching practice whereby a change from three submissions to two was made in the assessment resubmission allowance for the diploma programme. This came about as a result of staff being aware of students who took three submissions to complete their

assessments and were seen to be rote-learning their answers rather than understanding the information from their learning. Exams and tests in the diploma classes are taken at the exact same time and date in Tauranga and Auckland to encourage honest assessment practices.

Changes outlined as a result of student feedback show the proactive nature of the teaching teams. An example of this was given by both staff and students regarding changes to the method of delivery of a new teacher following feedback from students and a consequent peer observation.

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**.

Concordia is providing a safe and supportive learning environment for its students at both sites and keeps in close contact with students outside of the normal hours of tuition, such as regular visits to their accommodation and their work placement. A designated pastoral support staff member is available throughout the day, and 24-hour contact is available with the chief operating officer or campus manager at the Auckland and Tauranga sites respectively. Students confirm that they are well supported and provided with guidance, not only for matters directly related to the programme but also in finding accommodation, employment, and dealing with personal issues.

Concordia recognise that students who have shown past ability in their study often achieve better outcomes. Accordingly, the school has provided scholarships for those Concordia students who have performed well academically and have good English proficiency.

Students were very positive about their experiences at Concordia and reported that they are offered excellent academic and pastoral support including one-to-one learning support and a laptop and Sim card on arrival in New Zealand. It was evident during the discussions that the students regularly recommend the organisation to their friends, family, and colleagues.

Students made frequent mention of the comprehensive orientation week which included pick-up from the airport, organised accommodation, an orientation trip around the North Island, and an overnight stay on a marae. Orientation has changed frequently over the past two to three years, following feedback from staff and students, to ensure it meets the needs of students and has a “good fit” with a positive initial integration for students into New Zealand culture. Concordia encourages and arranges social activities such as the Diwali Hindu festival and end-of-term parties and movie nights.

Qualified counsellors are available for those students who require counselling, and students have access to same-language counsellors if they feel they need them.

The newly created pastoral care team supports Concordia’s commitment as a signatory to the Code of Practice for the Pastoral Care of International Students by ensuring all staff are conversant with the Code and by making sure there is comprehensive, ongoing support for students with concerns and problems with any of their academic or personal issues.

An example was given of Concordia going well beyond what would reasonably be expected in providing pastoral care and support by offering extensive, ongoing, daily support to a student requiring hospitalisation and aid with returning home.

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

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

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

Concordia has grown considerably over the last three years, and the management and administrative structure has expanded in response to this growth. A chief operating officer position was created early in 2010 to manage the growth in Auckland and at the Tauranga site. The policies and practices of the organisation have been strengthened by a database systems upgrade, good financial management, and additional personnel to manage and support this growth.

Educational achievement and employment for students is the primary focus of the chief executive, the chief operating officer, and the management team. Support for educational achievement is evident in the changes being made and in the ongoing, active self-assessment for continuous improvement. Management closely monitors the programme attendance figures along with the feedback from students and acts quickly when changes are required to policy, staffing, or funding for resources. The team ensures there are minimal barriers to learning with the appointment of well-qualified staff, modern teaching facilities and classrooms, and comprehensive investment in hardware and systems.

Students' progress is discussed at a weekly management meeting and final course results are tabled and discussed by the academic board. Scholarships are offered to those students who perform well academically and who wish to further their study with Concordia. Updates of graduate students' work status are also discussed to gain an overview of their progression in their work.

Change is managed strategically. The chief executive officer and directors readily support and fund initiatives that will assist students to be more employable. Needs are identified through an ongoing system of evaluations and have brought about many changes including a move to larger premises and expansion to a Tauranga branch. The expansion of the organisation has been supported by considerable financial backing in order to have a well-resourced institute and to maintain a quality environment in which students can study. Regular meetings by the chief executive and management with staff ensure that required resources are identified and implemented without unnecessary delay. The chief executive and the board support changes to programmes via financial support for resourcing and acquiring highly skilled full-time, part-time, and contract staff. Staff are supported in their teaching, with all being offered professional development and incentivised study. Those staff with good feedback from students and complimentary peer reviews receive an annual bonus.

The strong rapport between the directors and management and staff and students ensures everyone is actively involved in the day-to-day operations of the institute. The chief executive, the chief operating officer, and managerial staff have an open-door policy. It was noted by both students and teaching staff they could comfortably approach management with queries and comments. The overall management style is very open and transparent and welcomes input from the staff and fully supports and values all the self-assessment activity and its outcomes.

Both the directors and the management team ensure ongoing commitment and engagement with the community and have a network of employers and contacts willing to offer work experience or jobs to students. Advisors from various other tertiary providers are asked for, and have input into, strategic and academic issues and offer support regularly. The directors support the integration of students into the community by way of involvement with the non-governmental organisations, Phoenix group and Anti Violence in the Home, and in supporting volunteer work. The management team is presently working with staff on an initiative with Auckland Regional Migrant Services involving the teaching of pronunciation and communication to the students to help make them more employable, together with a scheme to support paid work experience.

The directors and management team have an active engagement with migrant communities both in New Zealand and overseas. One example was given of Blue Dragon, which is a Vietnamese organisation where children and teenagers are taken off the street and educated by sponsors. During a trip to Vietnam last year, the chief executive officer visited Blue Dragon, and as a result Concordia has sponsored three boys to come to New Zealand to study at Concordia. They are currently enrolled in the level 5 diploma programme where it was noted that they are all progressing well with good attendance and pass rates.

During the evaluation, and from the various videoconferences held with Tauranga management, staff, and students, it was evident that there is a solid connection between the two sites whereby the management, administration, teaching, and learning and support services are comparable.

Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Focus area: Governance, management, and strategy

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

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

2.2 Focus area: Student support (including international students)

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: Diploma in Business Management (Level 5)

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

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

2.4 Focus area: General English and IELTS preparation (Level 4)

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

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

The General English and IELTS preparation were being offered separately in 2011 and as such were evaluated separately but reported on as a single focus area.

Recommendations

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

Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

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 courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria 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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