

Report of External Evaluation and Review

Dairy Training Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 22 October 2014

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	5
3. Conduct of external evaluation and review.....	6
Summary of Results	7
Findings	9
Recommendations	18
Appendix	19

MoE Number: 7699
NZQA Reference: C14827
Date of EER visit: 23-25 June 2014

Final Report

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:	Dairy Training Limited (Dairy Training)
Type:	Private training establishment (PTE)
Location:	Corner Ruakura and Morrinsville Roads, Hamilton
Delivery sites:	Dairy Training delivers training in a range of rented facilities located close to the students.
First registered:	5 August 2005
Courses currently delivered:	<ul style="list-style-type: none">• National Certificate in Agriculture (General Skills) (Level 2)• National Certificate in Farming Skills (General Skills) (Level 3)• National Certificate in Agriculture (Feeding and Pastures) (Level 3)• National Certificate in Dairy Farming (Animal Health and Husbandry) (Level 3)• National Certificate in Agriculture (Dairy Cattle Breeding) (Level 3)• National Certificate in Agriculture (Dairy Farming) (Level 3)• National Certificate in Agriculture (Level 4)• National Certificate in Production Management (Level 5)• National Certificate in Agribusiness Management (Business Planning and

	Financial Management) (Level 5)
	<ul style="list-style-type: none"> • National Certificate in Agribusiness Management (Physical Resource Management) (Level 5) • National Diploma in Agribusiness (Level 5)
Code of Practice signatory?:	No
Number of students:	830 part-time students in employment, of whom 11 per cent are Māori
Number of staff:	2.5 full-time equivalents, management and administration
	Five full-time equivalent tutors (comprising 37 individuals)
Scope of active accreditation:	Accreditation on the New Zealand Qualifications Framework (NZQF) to deliver: <ul style="list-style-type: none"> • Agriculture to level 6 • Occupational Health and Safety to level 2 • Science and Mathematics level 2 • Core Generic and Work Study Skills to level 3 • Humanities, Communication Skills and Interpersonal Communication to level 3
Distinctive characteristics:	Primary Industry Training Organisation (Primary ITO) contracts Dairy Training to deliver and assess the off-farm learning components (but not whole qualifications) for level 2-4 qualifications. The ITO assesses the on-farm learning component. It also enrolls and supports the students, provides key learning and assessment resources, and moderates the qualifications. The ITO is responsible for the overall completion of the qualifications. The students are learning while working in the dairy industry.
Recent significant changes:	Dairy Training has also delivered, for Primary ITO, the complete level 5 Diploma in Agribusiness qualification (it has no formal on-farm assessment). Dairy Training developed the learning and assessment resources. Over the past

two years, Dairy Training, in partnership with DairyNZ, Waikato Institute of Technology (Wintec) and Primary ITO, has been part of the Farm Business Project to improve dairy farm productivity by formal training of more farmers. The diploma was revised in 2013 following an independent evaluation using the internationally recognised Success Case Method¹ approach. The revamped 'pilot' approach is now the key method of delivery for the diploma and has the highest number of students enrolled. The students enrol with Wintec, with Dairy Training delivering off-farm training modules and the ITO providing student support. The programme uses Wintec Student Achievement Component funding.

Previous quality assurance history: The previous external evaluation and review (EER) took place in April 2013 and concluded that NZQA was Confident in the educational performance and Not Yet Confident in the capability in self-assessment of the organisation.

Dairy Training has received an industry-based quality mark called AgExcel.

Other: Dairy Training is a wholly owned subsidiary of DairyNZ and shares a common physical location. A DairyNZ board member and a senior manager are the two Dairy Training directors.

2. Scope of external evaluation and review

The scope of the EER was negotiated with Dairy Training management. The three focus areas and the rationale for their selection were:

- Governance, management and strategy – this is a mandatory focus area.
- National Diploma in Agribusiness (Level 5) – this is a high-growth area with 43 per cent of the total students enrolled, making it the PTE's largest programme. It is the highest-level qualification on the NZQF framework offered by Dairy Training. The programme involves a new strategic and funding relationship with Wintec. The evaluation of this course has provided a model for revising all other training delivered by Dairy Training.

¹ Brinkerhoff, R. O. (2003). *The Success Case Method: Find Out Quickly What's Working and What's Not*. San Francisco: Berrett Koehler Publishers.

- National Certificate in Agriculture (Level 4) – this is a well-established programme with 18 per cent of the total students enrolled. It is funded by Primary ITO and has the weakest educational results of the programmes offered.

The other Dairy Training programmes delivered were not selected as their educational performance appeared sound, and are lower-level qualifications on the NZQF framework and have a relatively fewer number of students enrolled.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The EER team consisted of two evaluators who spent two days on site in Hamilton. The lead evaluator also met the directors and management on the afternoon prior to the first day of the evaluation.

The team reviewed a wide range of documentation and data relating to governance and management and the two focus area programmes. Some additional documentation, relating to the level 4 qualification, was supplied and reviewed after the site visit.

The team also interviewed two Dairy Training directors, the operations manager, a management contractor, two administrative staff, a Wintec representative, four diploma tutors, a diploma class of six students, two diploma graduates, four level 4 certificate tutors and two Primary ITO representatives.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Dairy Training Limited**.

There is good evidence this organisation is meeting most of the key needs of the students and key stakeholders. Governance and management, needs analysis, student support and teaching are effective in producing generally strong outcomes. The key evidence for this conclusion includes:

- The module completion rates generally exceed the average completion rates for similar Primary ITO-funded programmes. The pilot diploma modules have considerably higher rates of completion. However, the overall qualification completion rates for the diploma are not yet available. The level 4 certificate achieves similar rates to the ITO programme.
- The PTE is providing its key stakeholders, including students, DairyNZ, Primary ITO and Wintec, with valuable key outcomes. The most important outcome is improved dairy farm performance due to students applying their new knowledge, skills and behaviour on the farm.
- The governance and management of the organisation has produced, in partnership with key stakeholders, some high-quality outcomes. The diploma programme is the flagship for a change process taking place across the organisation.
- The organisation has a comprehensive understanding of the needs of its students and key stakeholders. The foundation of this understanding is Dairy Training being embedded in the dairy industry. It is owned by a major industry organisation, its tutors are current farm owners or managers, and their students are working on dairy farms.
- Student support has been strengthened, resulting in more diploma students being engaged in learning and completing their studies. These changes are being progressively implemented across all programmes. The new learner support position provides a professional overview of these processes.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Dairy Training Limited**.

Dairy Training has made significant improvements to its self-assessment approach since the last EER of just over 12 months ago. A coherent self-assessment approach is progressively being implemented across the organisation. This has produced some improved outcomes and significant changes to some key contributing processes. The key points include:

- The National Diploma in Agribusiness was independently and robustly evaluated, including a survey of 120 non-competing graduates and case profiles of successful graduates. The findings identified the key factors causing non-completion. The result was delivery and learner support being substantially revised. These changes lead to average module completion rates more than tripling (from 22 up to 78 per cent) within one calendar year.
- The diploma evaluation identified five factors driving successful educational performance in this context: the tutor-student relationship, tutor-training advisor relationship, assessment deadlines, standardised delivery, and tutorial/study nights. These factors have now been used to formulate numerous changes across all training programmes. There are some early signs of improving level 4 certificate achievement as a result of these changes.
- Each training session is now evaluated and reported to the manager, providing good quality data on the key performance indicators of attendance, work submitted, and assessments completed. The tutor and students also provide feedback. This strengthened data collection and analysis is informing better decision-making. The implementation of an online data communication portal for tutors promises to enhance this capability.

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**.

The overall achievement of Dairy Training students is improving, and is generally strong and approaching exemplary for one programme (National Diploma in Agribusiness) as illustrated in Table 1.

Table 1. Average completion rates³ for 2013 (as at 30 June 2014)			
Qualification	Module/credit achievement result	Dairy Training targets	Primary ITO qualification completion rates (2012)
Diploma (Level 5) (modules) ⁴	22%	50%	43%
Diploma (Level 5) (pilot) (modules) ⁴	78%		
Certificate (Level 4) (credits) ⁵	28%	50%	24%
Certificate (Level 3) (credits) ⁵	74%	80%	57%
Certificate (Level 2) (credits) ⁵	76%	80%	71%
Source: Dairy Training, Primary ITO data			

The average completion rates for the diploma modules have more than tripled, from 22 per cent to 78 per cent with the implementation of a revised pilot approach. This result surpasses the organisation's target (50 per cent) and the average completion rate for all Primary ITO level 5 qualifications (43 per cent). Wintec views these module completion rates as strong relative to their other courses. However, qualification completion rate data is not yet available to provide conclusive

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

³ Dairy Training delivers only the off-farm training units of the level 2-4 qualifications for Primary ITO (not the whole qualification). It does, however, deliver the entire diploma qualification in four modules.

⁴ Modules achieved of those enrolled.

⁵ Credits achieved as proportion of those expected to achieve in that year.

evidence. The completion rates for credits for the level 2 and 3 certificates are strong, being well above ITO rates for overall qualifications. The off-farm level 4 module completions are acceptable, just exceeding the ITO average, but below the organisation's aspirational target.

Māori students complete unit standard credits or modules at similar rates to other students for levels 2 and 5, and at lower rates for levels 3 and 4. There was no data presented on qualification completion rates for Māori students. Dairy Training is consulting with key partners who have relevant expertise to bring about improvements. No targets have yet been set for this area.

There is strong and comprehensive evidence across all programmes of students acquiring and then applying their new knowledge, skills and attitudes on the farm. Student feedback consistently states that the training provides substantive, applicable and relevant knowledge and skills, and a range of other stakeholders support this assessment.

There is a significantly strengthened and coherent self-assessment approach being implemented, which has produced some improved student achievement. The organisation's evaluation of the diploma surveyed 120 non-completing diploma students. It identified four key reasons for non-completion of training which were used to develop a range of pilot initiatives.⁶ This pilot resulted in the major improvement in diploma module completions stated earlier. The organisational learnings from this pilot are being progressively implemented in all training programmes. There are early signs of level 4 students achieving better results; students are submitting more work for assessment and achieving more unit standards. The PTE has identified and targeted students who have completed 80 per cent of their assessments; they are being given additional support to complete the programme.

The PTE is gathering and analysing better-quality data. Tutors now evaluate every training session (including student attendance and unit assessment progress). This is reported to head office to enable enhanced tracking of key performance indicators. A specifically designed online data management and communication portal (appropriately called DAISIE⁷) has recently gone live. This system is designed to improve collection, processing and communication of key information about student academic progress. It also provides tutors, working in a range of locations, with consistent updated resources. It is too early to be clear about its impact on educational performance.

⁶ See Findings 1.3 and 1.5 for further details.

⁷ DAISIE – Data Information Shared by Industry Educators.

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

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

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

Key stakeholders, including learners, report a high level of value from Dairy Training's courses and activities. The key and valued outcome is improved dairy farm performance due to the increased level of competency of the students. A survey of 75 diploma students found that over 80 per cent had made positive changes on the farm because of their training. For instance, one graduate prepared a business plan and obtained finance from a bank. Another successfully recruited a suitable person for a farm vacancy. At the industry level, Dairy Training is a key partner in the Farm Business Training project, contributing to the key objective that all dairy farm workers are completing formal training. Dairy Training contributes to the medium-term industry target of 1,000 diploma graduates by 2016. An independent evaluation projected that the future financial impact on farm performance from achieving this sector objective would be \$1 billion.

Dairy Training offers value to a range of stakeholders. It delivers important training outcomes for DairyNZ and has increased both the number and academic success of diploma students. However, the goal of industry qualifications that are seen as credible by the dairy farmer is still a long-term objective. Primary ITO reports that Dairy Training is 'one of their best providers' and is a key strategic partner in the dairy sector. The valued outcomes for Wintec are direct engagement in the strategic dairy sector and being part of innovative diploma pilot delivery, achieving high module completion rates. Feedback from farmers and some students indicates that they value the improved competency but not necessarily the qualifications.

Dairy Training continues to improve the collection and analysis of data about the value of outcomes. Students now provide richer feedback on the value of each training module, and this is used to make changes. For instance, students gained added value from a new initiative of a three-day block course as they particularly valued the intensive learning. The operations manager meets regularly with key stakeholders, such as Primary ITO, to ensure value is being delivered. Employers, students and graduates are surveyed to determine what value the training provides. The revamped diploma has added value to multiple stakeholders. It is being closely monitored to determine its various impacts on the sector.

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**.

Dairy Training's programmes and activities match the needs of the students and other key stakeholders well. The organisation is strongly embedded in the dairy industry. The PTE is a subsidiary of DairyNZ, the industry organisation representing New Zealand dairy farmers. The parent organisation, which shares a common location, offers industry expertise, research and relationships. For instance, DairyNZ provides up-to-date learning resources, which Dairy Training assesses and modifies to meet students' needs.⁸

The students rate highly the relevance of what they learn and use the knowledge and skills learned. The programmes provide opportunities for applying learning on the farm and sharing that experience in class. Training is delivered at times and locations to suit the students, given their seasonal workplace commitments.

There is a comprehensive self-assessment approach to better understand and meet the needs of students and key stakeholders. The clearest example is Dairy Training's participation in the Farm Business Training project to improve on-farm performance. This project commissioned an evaluation of the diploma which identified factors that support and inhibit students completing this valued training. Five key success factors were identified: strong tutor-student and tutor-training advisor relationships, standardised delivery of course material, effective tutorials/study nights, and a focus on clear assessment deadlines. These initiatives are the key explanation for the improved completions of diploma modules and positive feedback from students.

The pilot has been used as a model to bring about similar improvements across all courses. One of the first changes was to improve the consistency of delivery by providing tutors with data projectors and standardised presentations.⁹ This was effectively addressed on pilot programme. Tutor evaluations of training sessions now track performance and inform decision-making to better respond to student needs. Feedback captured to date is positive; attendance and the amount of work submitted for assessment are improving and completions appear to be rising. The new online portal promises more timely data and improved communication with the tutors.

⁸ Dairy Training developed the learning and assessment materials for the diploma, while Primary ITO provides the main resources for level 2-4 qualifications.

⁹ The tutor can still add content and develop their particular delivery approach.

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**.

The teaching offered by Dairy Training is generally strong. The tutors are current and experienced farm managers and/or owners who teach knowledge, skills and behaviour they use themselves. They are passionate about supporting students to apply their new knowledge and skills on the farm. Students value these experiences of applying their learning. The student are positive about the tutors, including about how they explain the objectives and assessments, allow time for clarification and support, work through the content, and provide relevant material. The collection and analysis of student feedback has improved, providing the manager with better-quality performance information. There is limited evidence presented of aggregate feedback and tracking of feedback over time. Primary ITO feedback is positive about the overall quality of the tutors.

A range of sound processes are in place to support teaching. Tutors meet regularly to moderate assessments and review their teaching practice. Primary ITO confirms that assessment and internal moderation is sound, and the PTE is proactively addresses any issues. The tutors also communicate by email and phone to support each other. Group professional development takes place at the twice-yearly tutor conferences. Tutors have or are enrolled in adult education and/or literacy and numeracy teaching qualifications. However, there are no clear targets set for this area. Senior staff observe the tutors at least once a year. Programme leaders have been appointed for all programmes and a chief moderator role been just been established. There is a systematic tutor induction process. The literacy and numeracy ability of level 2-4 students is assessed on day one of the training using the Tertiary Education Commission assessment tool. No data was provided on the progress students are making.

The self-assessment of teaching has been strengthened as a result of the experience of the pilot diploma approach. Each training session is now evaluated, including monitoring of attendance, and the progress of students is fed back to the head office team. This has contributed to improved attendance, more work being assessed, higher rates of completion on the diploma, and early signs of improvement on the level 4 certificate. The value of different modes of delivery is being explored, including blended face-to-face and online learning, block courses and one-to-one coaching versus the current fortnightly class structure. For instance, the students of the first block session identified that they were able to get the work completed in less time and more easily arrange time off the farm.

1.5 How well are learners guided and supported?¹⁰

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 support and guidance offered to students to engage with and complete their training is sound and there have been some marked improvements since the last EER. A learner support role has been established which oversees the assistance provided to students and tutors. Students who accessed the enhanced support rated the support as very useful. The key support mechanisms accessed were one-to-one and email discussions with the tutor, as well as attending extra tutorials. Tutorials are now being offered across all programmes after proving effective on the pilot programme. The survey of the non-completing diploma students informed a fundamental revamp of learner support (as well as educational delivery). This revamp has delivered some significantly improved engagement and educational achievement. Table 2 outlines the self-assessment that has and is occurring.

Table 2. Self-assessment process to improve completion rates		
Reason for non-completion	The organisational response	Key organisational learning
Poor time management, competing farm tasks; limited awareness of self-directed learning requirements	Improved information on learning requirements; pre-course phone call to students	The success of this initiative clarified the importance of: <ul style="list-style-type: none"> • Tutor-student relationship • Tutor-training advisor relationship • Assessment deadlines • Standardised delivery • Tutorial/study nights Organisational plan to implement broad and enhanced support
Enrolled to gain knowledge and not gain the qualification	Communicate importance of industry-recognised qualifications; graduates and others endorse qualifications; module completion required for progression	
Training resources and assessment requirements were confusing	Standardised materials; monitor attendance, work submitted and completions; more tutorials and study groups	
Range of personal issues such as moving farm or change in circumstances	New delivery options (e.g. online/blended, block); Primary ITO mentors offer more pastoral support	

¹⁰ The Primary ITO training advisors have a clear support and guidance role; Dairy Training works with and provides feedback to improve this support to the students.

These key and insightful learnings, based on sound data and analysis, are informing enhanced student support across the organisation. The gaps in support and guidance are most evident in the lower completion rate of the level 4 certificate unit standards. Changes are being progressively implemented. For instance, there are now consistent messages about assessment deadlines in the course publicity and learning materials, from tutors and from ITO training advisors. The key impact to date of various changes on level 4 is that the timeliness and amount of work being submitted is improving. It is too early to make further judgments.

Dairy Training has gathered and analysed achievement data about the Māori students. The PTE is developing partnership relationships with Te Wānanga o Aotearoa, Te Rūnanga o Ngā Maata Waka and Wintec. This is part of a process to provide effective support to Māori students. Students interviewed highly value the peer-to-peer learning of sharing experiences of applying their new knowledge and skills. This area warrants systematic self-assessment to maximise its impact.

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 governance and management of Dairy Training is effective in supporting higher levels of educational achievement progressively across the organisation. This improved educational achievement, and associated contributing processes, is a result of enhanced self-assessment capability that has been developed and implemented since the last EER 12 months ago.

DairyNZ has provided Dairy Training with a clear role in the long-term Farm Business Training project to improve dairy industry performance by building farmer capability. External expertise has been contracted to provide a more strategic and systematic approach. Through participation in an innovative partnership, income has increased, management capacity and capability has been strengthened, and some improved educational services and processes introduced. Individuals from within Dairy Training have been appointed to enhanced roles of lead tutor for each programme, and in one case, chief moderator. The new learner support role provides coordinated leadership in this area. Management has recruited and retained tutors who are passionate practitioners about their role and who feel valued by the organisation. The new operations manager provides professional and considered leadership.

The approach to self-assessment is coherent and comprehensive. However, it is still being implemented across the organisation. The review of the diploma was the lead project to drive this change. Some of the instances of enhanced self-assessment are:

Final Report

- Industrywide partnership to improve the impact of dairy sector training
- Independent evaluation, including a survey of non-completing diploma graduates and case profiles of successful graduates
- Identification and use of key barrier and success factors to strengthen practices
- Evaluation, monitoring and reporting of each training session.

Dairy Training has generally good-quality data to make sound evidence-informed decisions going forward. More robust decision-making has improved educational achievement of modules in the diploma, and there are some early signs of improvement in the level 4 certificate. However, these improvements are not currently yet wide-ranging or conclusive. The organisation has also gained some valuable insight into what drives educational performance in this industry context.

Focus Areas

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

2.1 Focus area: Governance, management and strategy¹¹

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: National Diploma in Agribusiness (Level 5)¹²

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

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

The completion of diploma modules has tripled in less than 12 months, based on high-quality self-assessment. This is a commendable result. However, Dairy Training did not present evidence of qualification completion rates. This data has particular significance as completion of this qualification is a key strategic objective for Dairy Training and the Farm Business Training initiative. Self-assessment of this qualification has been sound and systematic. However, the absence of the above data means the evidence of improved outcomes is not currently clear and comprehensive.

2.3 Focus area: National Certificate in Agriculture (Level 4)¹²

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

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

The completion of certificate-level programmes is slightly better than similar provision. However, around just one in four students are completing the qualification, which is low relative to other Dairy Training programmes and the PTE's own target. There are changes being implemented based on sound self-assessment and some early signs of improvement.

¹¹ The ratings for this focus area in the April 2013 EER were Good for educational performance and Adequate for capability in self-assessment.

¹² The focus area for the April 2013 EER was level 4 and 5 provision. The ratings were Adequate for educational performance and Poor for capability in self-assessment.

Recommendations

NZQA recommends that Dairy Training:

- Track and report qualification completions for the diploma, including the contribution of the PTE to the industry target of 1,000 diploma graduates by 2016.
- Develop a detailed plan with clear targets and processes for the outcomes of Māori as well as Pasifika students.
- Trial a regular and ongoing peer tutor observation regime.
- Aggregate and track over time feedback from the students.
- Systematically explore ways to maximise the impact of valued student-to-student learning.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz