

Report of External Evaluation and Review

New Zealand Institute of Studies

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 22 September 2016

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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 Institute of Studies (NZIoS)
Type:	Private training establishment (PTE)
First registered:	2006
Location and delivery sites:	Levels 5, 6 and 12, 155 Queen Street, Auckland
Courses currently delivered:	<ul style="list-style-type: none">• Diploma in Business (Advanced) (Sustainability/Productivity) (Level 7)• Diploma in Business Management (Level 7)• New Zealand Diploma in Business (Level 6) (NZDipBus)• NZIM Diploma in Management (Advanced) (Level 6)• NZIM Diploma in Management (Level 5)• Certificate in University Preparation (Level 3)• English Language Development for ESOL Students (Level 5)
Code of Practice signatory:	Yes
Number of students:	Approximately 1,000 international students per annum. The total number of students each year has been stable for the past three years, although the proportions per programme changed during that period (steady decline in NZDipBus countered with a gradual increase in Certificate in University Preparation and the level 7 business programmes).

Number of staff:	28 full-time and 32 part-time staff
Scope of active accreditation:	<p>In addition to courses currently delivered, NZIoS holds accreditation for the following programmes:</p> <ul style="list-style-type: none"> • New Zealand Certificate in English Language (Academic) (Level 3) • New Zealand Certificate in English Language (Academic) (Level 4) • NZIM Certificate in Management (Level 4) • New Zealand Diploma in Business (Leadership and Management) (Level 5) • NZIM/ATTTO Diploma in Tourism Management (Level 5) • Teaching English as a Second Language (TESL) (Level 5)
Distinctive characteristics:	<p>NZIoS offers a Certificate in University Preparation programme in partnership with Rotorua Boys' High School, and delivers NCEA level 3 to international students at NZIoS premises on behalf of the school. This provides international students, who have at least completed the equivalent of Year 12 education overseas, a pathway to undergraduate programmes at New Zealand universities.</p>
Recent significant changes:	<p>The sub-contracting arrangement with Rotorua Boys' High School for delivering NCEA level 3 courses in Auckland was approved by NZQA. Delivery began in 2013. NCEA assessments are moderated by Rotorua Boys' High School with an NZIoS sample included in every national moderation submission to NZQA.</p> <p>NZQA approved NZIoS's application for accreditation for its local level 7 programme (Diploma in Business Management) in May 2015. Delivery began in July 2015 and NZIoS is in the process of teaching out remaining students on the Diploma in Business (Advanced) (Sustainability/Productivity) (Level 7) programme, which is no longer offered to new enrolments.</p> <p>The previous principal died suddenly in 2013. A part-time academic quality manager has supported the general manager and operations manager to</p>

run the PTE, as a replacement principal could not be secured at the time.

In July 2015 an academic and quality assurance director was appointed providing strategic leadership in the business department, and in September 2015 a programme development manager was appointed to lead the NCEA and English departments.

Previous quality assurance history: The previous external evaluation and review (EER) of NZIoS was conducted in December 2011. The report published in March 2012 stated that NZQA was Confident in both the educational performance and capability in self-assessment of NZIoS.

NZIoS met the 2014 NZDipBus national external moderation requirements with 10 out of 11 assessment samples meeting the required standard. After the on-site EER, the 2015 results showed three out of three assessment samples meeting the required standard. NZQA recognises NZIoS's improvement in national external moderation results for NZDipBus since 2013. NZIoS has undergone NZDipBus monitors' visits in 2014 and 2015. Recommendations made in the monitors' reports have been carried out.

NZIoS met national external moderation requirements for English for Academic Purposes standards 22750 and 22751 in 2015.

Other: NZIoS does not receive any funding from government agencies.

2. Scope of external evaluation and review

Governance, management and strategy is a mandatory focus area. In addition, the following focus areas were also selected:

- Certificate in University Preparation

NZIoS requested that this programme be one of the focus areas for this evaluation, as it is relatively unique among PTEs and considered by them to be a special feature. The evaluation team agreed. In 2014, there were 128 learners studying this certificate.

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

This is a longer-term programme and has the highest number of learners enrolled: 518 in 2014 within NZIoS. This programme was also one of the focus areas in the previous evaluation.

The following programmes were not selected. As stated above, the level 7 business programmes are in a state of change. The Diploma in Business Management has only recently begun, and there were no enrolments in 2014. The Diploma in Business (Advanced) (Sustainability/Productivity) is being discontinued and there are no new enrolments – there were 53 learners studying for this qualification in 2014. NZIoS reports that the NZIM Diploma in Management (Level 5) programme will be replaced with new New Zealand qualifications. The NZIM Diploma in Management (Advanced) (Level 6) had 153 learners enrolled in 2014. The ESOL (English for Speakers of Other Languages) programmes were reviewed at the previous EER and had 177 learners enrolled in 2014.

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.

Self-assessment materials were delivered to NZQA to inform the scoping of this EER. Prior to the scope being finalised, the lead evaluator met with representatives of NZIoS to agree on the focus areas and logistics of the on-site visit.

The evaluation team comprised two evaluators. The on-site visit was conducted over three days. The evaluation team interviewed the general manager, the academic and quality assurance director, the quality and compliance manager, the operations manager, the programme development manager, the head of NCEA studies, the head of business level 7 studies and research, the acting programme leader for NZDipBus, 18 teaching staff, 23 students, and 10 staff from the marketing and administration team. Fourteen stakeholders (graduates, members of the local advisory committee), including the principal of Rotorua Boys' High School, were also interviewed. A range of documents and records were reviewed.

The synthesis and the closing meeting were completed on 2 November 2015, five working days following the on-site visit. The closing meeting was conducted by telephone conference. An NZQA assessment and moderation facilitator participated in two of the three days, and their findings and opinions have been taken into consideration by the evaluation team.

Subsequent to the on-site visit and prior to the release of the draft report, NZIoS and their legal representative requested and were granted a meeting with the evaluation team. This occurred on 14 December 2015, and at this meeting NZQA agreed to receive additional achievement and other information.

NZIoS then submitted a document bundle on 19 December 2015, supported by a written submission sent on 19 January 2016.

The evaluation team considered the information contained within the documentation bundle and submission, reviewed the synthesis and provisional findings, and progressed the NZIoS evaluation with all submitted information taken into consideration alongside evidence collected at the October on-site visit.

Summary of Results

Statement of confidence on educational performance

NZQA is **Not Yet Confident** in the educational performance of **New Zealand Institute of Studies**.

The key reasons for this judgement are:

- Learner achievement across NZIoS is inconsistent. While the Certificate in University Preparation students are achieving well in both NCEA level 3 and University Entrance, achievement in the NZDipBus programme declined over 2012-2014 and was performing below the NZQA national benchmark.¹ NZIoS is unable to convincingly demonstrate improved educational performance in its largest programme.
- External moderation results and internal moderation processes have improved since 2013. Based on sampling, the evaluation team found moderation practice in the business department was inconsistent with NZIoS's own policies and practice (see Findings 1.4).
- Graduates of the new Certificate in University Preparation programme have been offered a place at a university in New Zealand (91 per cent in 2013 and 100 per cent in 2014), meeting their primary goal to pathway to further study. Outcomes for graduates of the NZDipBus do not have sufficient evidence to support NZIoS's view that needs are being met and outcomes are highly valued.
- NZIoS has a mutually beneficial relationship with key stakeholder Rotorua Boys' High School. The PTE's local advisory committee has clear functions. An increase in membership and meetings in 2015 has increased engagement in a more meaningful way in relevant activities such as programme design and review.
- NZIoS is improving and strengthening academic processes and monitoring and reporting of achievement. The organisation's structure and functions have been reviewed and strategic resourcing implemented.

As this summary indicates, NZIoS has some areas of good performance, and has implemented plans to address identified points of weakness. However, there is not enough evidence to show that the most important needs of learners are being met. It is also too soon to know whether recent changes will in fact improve educational performance.

¹ <http://www.nzqa.govt.nz/qualifications-standards/qualifications/business-qualifications/nz-diploma-in-business/statistics/>

Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **New Zealand Institute of Studies**.

- NZIoS is improving its processes and practices and some progress was evident at the time of the EER. However, the impact on learner outcomes in the NZDipBus was still limited.
- Strategies put in place to lift achievement, enhanced local advisory committee involvement, and strengthened moderation have not yet been sufficiently embedded.
- There is limited evidence to indicate understanding and meeting of needs of students and the value of outcomes on the NZDipBus.
- The effectiveness of avenues used to collect feedback about teaching quality and its use for improvement is not clearly evident.
- There is no follow-up to see whether learners' initial study objectives have been met at the end of the programme.
- The Certificate in University Preparation programme has mechanisms to gather useful information. There is generally sound monitoring and review, especially with input from Rotorua Boys' High School. The quality and validity of the PTE's self-assessment information is variable. There are important areas, such as achievement and value of the outcomes, where quality and validity need to be strengthened. However, the quality of processes across programmes is not consistent. This is important in that it limits the use of findings to make or measure performance improvements.
- Self-assessment is generally not sufficiently comprehensive. There is no clear evidence of systematic analysis in a robust manner for the NZDipBus programme. There is evidence of some effectiveness in using findings to make improvements, such as in the review of the Certificate in University Preparation programme, where changes to English language requirements and subjects have occurred.

Overall, NZIoS was unable to provide sufficient evidence of the effectiveness of contributing processes to demonstrate its capability in self-assessment.

Findings²

1.1 How well do learners achieve?

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

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

Learner achievement at NZIoS is inconsistent. The comparatively low rates of achievement in the programme with the largest number of enrolments, the NZDipBus, do not conclusively show the upward trend NZIoS believes has recently begun.

Table 1. NZDipBus prescriptions overall pass rates, 2012-2014

	2012	2013	2014
NZIoS performance	80%	78%	70%
NZQA national benchmark	85%	87%	85%

Source: Performance figures supplied by NZIoS, verified by the evaluation team against raw data records supplied by NZIoS; NZQA national benchmark figures as published online: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/business-qualifications/nz-diploma-in-business/statistics/>

As shown in Table 1, the NZDipBus achievement results declined over the three years 2012-2014. NZIoS explains the declining rate of achievement as in part due to improved and tightened internal moderation. While external moderation results have improved, the evaluation team sampled and found NZIoS's own internal moderation practice in the business department had instances of deviation (refer Findings 1.4), indicating that the recent strategies to strengthen NZIoS moderation are still in development. The widening gap between NZIoS performance and the NZQA national benchmark for NZDipBus is a concern.

NZIoS analysis of NZDipBus achievement data is confusing. NZIoS anticipated an increase in the rate of NZDipBus achievement for 2015. The evaluation team did not receive consistent evidence to support this view.

Achievement rates for the Certificate in University Preparation for 2013³ were 43 per cent achieved NCEA level 3 and 57 per cent achieved University Entrance. In 2014, 78 per cent achieved NCEA level 3 and University Entrance – both results are close to the national average. Internal moderation with Rotorua Boys' High School, and external moderation by NZQA of the school's assessments (which

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 Figures provided by NZIoS are annual school year-based figures.

includes a sample from NZIoS) is a robust process which validates these achievement results. NZIoS is establishing a foundation for comparison and review of the performance of this programme through regular internal monitoring and annual benchmarking against NZQA published figures on NCEA achievement. The academic processes being embedded and implemented to support the programme are sound.

NZIoS has implemented a number of strategies in an attempt to improve learner achievement across all programmes. Strategies include acceptance onto programmes only with approval by the academic programme leader, compulsory attendance at tutorials, an increase in the number of academic support staff, and a focus on addressing plagiarism. However, NZIoS's self-assessment does not have targeted mechanisms to review the effectiveness of these strategies. As such, the positive impact of such initiatives, if any, is inferred.

NZIoS has strengthened many of its academic processes – specifically, formal reporting to discuss and monitor achievement was evident. However, the overall outcome in terms of improved learner achievement through effective academic processes and meaningful review is still to be demonstrated.

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

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

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

Graduates and learners interviewed said educational success will provide them with a pathway to further study at tertiary level. Evidence of the most valued outcomes for learners and the extent to which this need is met is not comprehensively demonstrated across the NZDipBus.

Evidence of how systematically graduate outcomes data has been collected and comprehensively used in a meaningful way in the longstanding NZDipBus is not convincing. Inconsistency in the presentation and explanation of this information – including sample size, response rate, and how representative the employer and graduate surveys were – affected the credibility of the findings presented. The analysis and use of the collected data is rudimentary, and there is limited meaningful analysis, making it difficult for NZIoS to draw conclusions and useful findings.

Some graduates go on to further study and pathway to university. A minority are employed in a related field. NZIoS self-assessment information did not show the extent of the value of outcomes of the NZDipBus programme through this process. NZIoS has very recently begun a more systematic approach to gathering graduate data, and is beginning to provide a baseline of data, but as yet it is not yielding substantial findings.

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Graduates from the 2013 and 2014 cohorts in the Certificate in University Preparation programme were offered a place of study at a university in New Zealand: 91 per cent of 2013 and 100 per cent of the 2014 graduates. NZIoS confirmed this with follow-up phone calls and texts to the students. This is very pleasing as it indicates the primary goal of study for these learners has been well met.

Overall, the self-assessment activities NZIoS uses to understand the value of the outcomes to learners and stakeholders are in development. There is insufficient evidence to support NZIoS's anecdotal perception that outcomes for its NZDipBus graduates and stakeholders are highly valued.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

NZIoS is providing relevant programmes and pathways for learners.

The ESOL pre-term 2 programme is an option for learners to precede the Certificate in University Preparation programme. The introduction of level 7 programmes in 2014 provides an option for NZIoS graduates from level 5 and 6 business programmes. As a result, the structure of NZIoS programmes well matches the needs of the learners. The primary indicator for NZIoS that the NZDipBus programme and associated activities match the needs of learners is through successful achievement of the qualification. The view of the evaluation team is that the rate of achievement claimed – specifically a beginning upward trend from 2014 as suggested by NZIoS – is inconclusive, as explained in Findings 1.1. NZIoS was unable to present any compelling evidence in support of this claim.

Membership and terms of reference of the local advisory committee, including key functions, were revitalised and formalised in the third quarter of 2015. This may provide the basis for the local advisory committee to become an effective advisory group for NZIoS. The committee has identified strategic themes and begun to contribute to programme design. It also monitors achievement and learner survey results, and is taking part in programme review. It is too soon to tell how effective the committee is, given that the EER was conducted in October 2015. This is important as the local advisory committee provides stakeholder perspective and objective review of the NZDipBus which has had inconsistent performance.

NZIoS demonstrates good understanding of the needs of the target market for its Certificate in University Preparation programme. Information on achievement, as well as feedback from learners, teachers and agents, is used to review and revise the subject offerings in this programme.

1.4 How effective is the teaching?

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

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

NZIoS has strengthened its academic processes and the relevant documentation. NZIoS has recently introduced new strategies to lift achievement, enhance input from the local advisory committee and strengthen moderation. Not all processes are fully embedded as yet, and there is insufficient evidence of their effectiveness. It is recognised that this improvement, which is focused on internal moderation, is organisation-wide and occurring across all programmes.

Oversight of the Certificate in University Preparation is through the programme leader who is a registered teacher and has a good working relationship with Rotorua Boys' High School. NZIoS is responsible for the teaching quality and appropriate oversight of non-registered teachers delivering NCEA subjects. Rotorua Boys' High School supported NZIoS in the professional development of teachers by providing four 30-minute professional development sessions in 2015, and some mentoring is provided to NZIoS NCEA staff by Rotorua Boys' High School teachers when requested, and professional ongoing engagement between both is anticipated. The level and quality of the engagement is variable. NZIoS uses assessment material designed by Rotorua Boys' High School, which also advises NZIoS of the appropriate reference material required for each subject, ensuring they are appropriate and relevant to the subjects. The quality and effectiveness of the teaching is demonstrated through the learner feedback and achievement and through the results of internal and external moderation, indicating that teaching and assessing are to the required standard.

The NZDipBus teachers are qualified and experienced, with access to sufficient and relevant materials and resources. Most teachers reported having undergone an observation of their teaching. NZIoS has several avenues to collect feedback about the quality of the teaching, including through learner surveys, exit forms and a suggestion box. The effectiveness of these processes in providing useful information was not clearly evident. Analysis of these processes and evidence of use to improve outcomes are limited or not compelling. This is important as NZDipBus is the most significant programme at NZIoS. The programme supplies learners for other programmes at NZIoS and is where the changes to academic processes and practices have been primarily focused.

NZDipBus internal moderation processes have been strengthened and their effectiveness is reflected in the improved NZQA national external moderation results for 2014 and 2015. NZIoS is confident that robust assessment is reliably occurring. The evaluation team is cautious in agreeing with this view for the following reasons. At the time of this EER, NZIoS's plagiarism policy was considered by the evaluation team to be too generous. NZIoS has since

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strengthened its policy. In addition, a small sample of internal moderation was viewed by an NZQA assessment and moderation expert, who found that NZIoS was not fully adhering to its own internal moderation policies. One level 6 assessment sampled was delivered as a group assignment. When it passed pre-assessment moderation as an individual assignment, the error was not detected by NZIoS. Recommendations made by the external moderator to NZIoS have not been implemented. NZIoS says it considered the recommendations and made a deliberate decision not to implement them, and says the external moderator agreed with this decision. However, evidence of communication with, and support from, the external moderator is still to be provided.

The NZDipBus monitor's annual recommendations have all been actioned.

1.5 How well are learners guided and supported?

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

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

The activities of NZIoS meet the Code of Practice requirements for the pastoral care of international students, and there are sufficient staff to support learners in their study. NZIoS completes the annual self-review and attestation, and staff have attended workshops to reinforce their understanding of and obligations under the Code of Practice.

NZIoS offers academic and other support services, such as the provision of information around accommodation, banking and transport, a 24-hour emergency contact number, support to develop a CV, practising interview techniques to support learners into part-time employment, and 'risk registers' to support students. One-to-one support of learners is provided as needed, and there is a clear complaints process. Learners interviewed were satisfied with the pastoral support provided by NZIoS and said these activities were effective and improved their wellbeing.

Attendance has had an increase in focus in the third quarter of 2015, and NZIoS reports making a concerted effort to implement tightened processes around monitoring attendance, and is making better use of the student management system in this regard. NZIoS believes attendance has improved, and some students interviewed agreed. Having clear indicators to measure attendance expectations and targets would provide useful information to understand the effectiveness of strategies and their impact on attendance – a key contributor to successful achievement – per programme and organisation-wide.

Self-assessment of the support and guidance of learners appears to be of an acceptable quality. There are a number of self-assessment mechanisms NZIoS uses to understand the quality of the pastoral care provided to learners. These include evaluations by survey each term or semester, one-to-one discussions, a *Final Report*

suggestion box, and random selection and sampling of students to complete an exit form. There are changes occurring as a result such as change to contracted cleaners and a broadband system between floors. The collation and any analysis of the information gathered is not shared widely within NZIoS. The self-review cycle is incomplete; for example, learners' study objectives are asked at entry but are not reviewed during or at the end of study. Sharing the findings of self-review with appropriate staff and completing the process of review would enable NZIoS to use information and findings in a more meaningful way.

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**.

There is a clear direction set by the general manager, who leads the organisation and briefs the director. The general manager is guided by NZIoS staff, and he is confident staff are competent in their contribution and support decision-making in academic and compliance matters.

NZIoS has been purposeful in recent recruitment to progress the plan to grow the PTE. As a result, changes have occurred in the structure and function of the organisation. From the second half of 2015, these include the formalising and establishing of an academic committee which includes programme leaders and management, and revitalising the local advisory committee. There is also evidence that management and departmental meetings are occurring more systematically with a purpose. Changes such as moving the authority to approve student enrolment from marketing to academic staff has improved the likelihood that learners enrolled meet the prescribed entry criteria. This change reflects a positive commitment to education and may potentially improve the outcomes of NZIoS learners. Indications are that the above groups are beginning to meet systematically and report and record their activities. Their functions and decision-making are becoming clearer, although they are yet to be embedded as business-as-usual, organisation-wide practice.

Leadership at NZIoS is generally effective. Business, risk and management plans are in place and a SWOT analysis by the academic committee and revised local advisory committee have generated strategic themes. The direction from the strategic themes has informed the structure and recruitment over recent months.

Performance appraisal of the general manager by an external consultant has occurred; the professional development and performance appraisal of all staff has not reliably been undertaken. Resources are sufficient to support learning and teaching. Learners and teachers have benefited from investment in two new computer laboratories in 2014, leasing an additional floor to increase space for

classrooms, increasing the number of staff computers, and providing access to online journals.

Overall, the evaluation team found NZIoS governance and management has made significant efforts and investments into improving its operations and the quality of its delivery, which has been more convincingly demonstrated since July 2015. If these initiatives are sustained, they will enhance the educational performance and outcomes of NZIoS in the long run.

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: Certificate in University Preparation Programme (Level 3)

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

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

2.3 Focus area: New Zealand Diploma in Business (Level 6)

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

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

Recommendations

NZQA recommends that NZIoS:

- Systematically begin/continue to collect useful information for review.
- Collate and effectively analyse this information so findings are authentic and can be used in a meaningful way.
- Provide clear parameters and a plan to review the composition and effectiveness of the local advisory committee.
- Ensure self-assessment activities are transparent and effective.

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