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Report of External Evaluation and Review

Equilibrium by Elite Limited
trading as Evolution School of Beauty
and Massage

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 1 June 2016

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

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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:	Equilibrium by Elite Limited trading as Evolution School of Beauty and Massage
Type:	Private Training Establishment (PTE)
First registered:	2009
Location:	115 Cameron Street, Whangarei
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none">• Certificate in Beauty Consultancy (Level 3)• Certificate in Beauty Specialist (Level 4)• Certificate in Anatomy and Physiology and Swedish Massage (Level 5)• Certificate in Electrical Epilation (Level 5)
Code of Practice signatory:	Yes
Number of students:	Domestic: 39 equivalent full-time students, Māori 50 per cent (approx.), Pasifika 4 per cent (approx.) International: nil
Number of staff:	Four full-time and one part-time
Scope of active accreditation:	Programme accreditation as per course delivery above, and unit standards: <u>Beauty Therapy</u> 27639 Apply knowledge of basic beauty concepts to maintain personal presentation for a commercial

beauty salon (level 2)

7637 Maintain order and supplies for a commercial beauty salon (level 2)

27638 Provide client service and care and assist the operator to prepare for service in a beauty salon environment (level 2)

Salon Skills

25439 Demonstrate knowledge of sustainability concepts for a salon (level 2)

25436 Display products in the salon environment (level 2)

Distinctive characteristics: Beauty and massage programmes are primarily delivered face to face, but Evolution School of Beauty and Massage has approval to also offer distance learning to suit students' requirements. At the time of this external evaluation and review (EER), no students were engaged in distance study. Courses run for a range of different times, for example; the level 3 consultancy course and level 5 Epilation course are both 12 weeks, and the beauty and massage courses are 21-week courses. Students are able to exit early with the skills to gain employment in their preferred niche. This suits the Northland demographic, allowing students to re-enter the employment market after a relatively short time in study.

Recent significant changes: None

Previous quality assurance history: The most recent NZQA evaluation was in January 2013 and NZQA was Confident in the organisation's educational performance and Confident in its capability in self-assessment.

Evolution School of Beauty and Massage is audited by the international organisation ITEC¹ six monthly, along with ITEC examinations. Recent ITEC audit reports show a high level of compliance and approval from ITEC with only minor points for

¹ International Therapy Education Council offers a range of qualifications in 38 countries: <https://www.itecworld.co.uk/qualifications/>.

improvement noted.

The Hairdressing Industry Training Organisation (HITO), the standard-setting body in New Zealand for the beauty sector, has moderated Evolution School of Beauty and Massage' assessments against unit standards used in STAR² programmes with local high schools, and the three samples reviewed were 'Approved'. HITO provided some advice for further development of assessor practices, as Evolution School of Beauty and Massage has assessed very few beauty unit standards since gaining consent to assess from NZQA.

The Tertiary Education Commission (TEC) carried out an audit in April 2014, which identified a number of issues which have been addressed.

2. Scope of external evaluation and review

This evaluation included the mandatory focus area of governance and management, which provides an overview of the strategic and operational levels of the organisation.

All programmes currently offered were included in a single second focus area:

- Massage and beauty programmes levels 3, 4 and 5.

The programmes were considered as a single focus area because of the small number of students enrolled and the fact that all four programmes are essentially connected and contribute to an overall set of skills and knowledge for working in the beauty and massage industry.

² STAR - Strategic Tertiary Alignment Resource

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.

A phone interview was held with the owner-director prior to the site visit, to explore the scope and process for this evaluation. This provided a comprehensive background to the organisation and current courses. Evolution School of Beauty and Massage submitted a detailed self-assessment summary which included the organisation's analysis and critical reflections on its performance. This was supplemented with educational performance and demographic data. The lead evaluator sourced further information from the TEC, including the organisation's investment plan and the TEC's analysis of past performance, to confirm and validate information about the organisation.

HITO was also consulted prior to the site visit for their view on the quality of assessment.

On site, two evaluators spent one and a half days conducting interviews with the owner-director, manager, the two tutors, and one group of students recently enrolled on the massage programme. The evaluators reviewed an extensive range of the organisation's documents and records to confirm and validate the information gained from interviews. A list of external contacts was provided to the evaluators and a sample of these was interviewed by phone during the site visit and in the days following.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Evolution School of Beauty and Massage**.

The main reasons leading to this level of confidence are:

- Course and qualification achievement rates are consistently high in the four years to 2014, including New Zealand qualifications and the ITEC qualifications (see Findings 1.1).
- Māori students make up approximately half of all enrolments and achieve at similar rates to the overall group. Pasifika students are few in number but also achieve well (see Findings 1.1).
- Students and the community are gaining significant value from studying at Evolution School of Beauty and Massage. The knowledge and skills gained have enabled students to take up employment opportunities in New Zealand and in some cases overseas.
- Programmes and tutors stay current with industry practice, ensuring students are gaining up-to-date knowledge and skills and are familiar with changes in trends and products in the beauty industry, both in New Zealand and internationally.
- Teaching is effective. Teachers are appropriately experienced and qualified, undergo performance appraisals, have access to professional development, and relate well with the student group (see Findings 1.4).
- Assessment practices are regularly moderated, including six-monthly by the ITEC visiting examiners, providing a robust check on the validity of assessment.
- Student surveys, and graduates and stakeholders interviewed at this evaluation indicated very strong support for the school and consistently expressed strong appreciation for the value they gained, resulting in employment-related skills and knowledge and a recognised qualification (see Findings 1.2).

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Evolution School of Beauty and Massage**.

The main reasons leading to this level of confidence are:

- The organisation has well-established processes to track and reflect on its performance. The Certificate in Anatomy and Physiology and Swedish Massage experienced some variation in achievement between Māori and other students in 2015. The school is developing improved support and monitoring of Māori and Pasifika students (as a distinct cohort).
- Students' progress is monitored regularly and discussed with students on an individual basis; overall course completion and qualification completion rates are reviewed at the end of each programme (six-monthly).
- Staff meet monthly and these meetings are well minuted and reflect discussions on important matters for maintaining course currency and student progress and welfare.
- Student participation and achievement statistics have been collated and reviewed, and reported to the Ministry of Education and the TEC, as required. The organisation has recently taken a closer review of the relative performance of Māori and Pasifika students, noted above.
- The organisation uses its reflective practice to make ongoing improvements; for example:
 - appointing a stakeholder liaison staff member to maintain networks, develop industry connections and receive input from industry and other interested parties to continually improve programmes
 - updating and coordinating workbooks and activity books to improve clarity for students
 - developing STAR courses with local schools as a feeder programme into the organisation
 - working with a collaborative PTE group for benchmarking
 - extending peer moderation of teaching and assessment.
- The organisation could benefit from an overall review of the wording and implementation of its policies and procedures, including the clarity of information to students, and accuracy of staff records to ensure they maintain compliance with, for example, TEC funding and NZQA registration rules.

Findings³

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 **Good**.

Over recent years students are achieving consistently well in overall educational performance, ranking above other similar TEC-funded beauty and massage providers in three of the last four years (2011-2014). These results show clearly that students are completing courses and gaining the requisite skills and underpinning theory to gain a worthwhile qualification and meaningful employment in Northland. The employment rates detailed in Table 1 also indicate that students are gaining self-esteem, confidence and interpersonal skills. These are core employment (or soft⁴) skills.

Table 1. Educational performance data⁵

	2011 %	2012 %	2013 %	2014 %	4-year average %	2015 interim data
All students						
Course completions	92	93	89	95	92	No data available
Qualification completions	94	91	70	90	86	63
Māori						
Course completions	77	86	87	89	85	No data available
Qualification completions	94	92	68	91	86	71
Pasifika						
Course completions	No data Supplied	67	83	74	75	No data available
Qualification completions	No data supplied	93	80	89	87	1 of 2
ITEC exams	No data supplied	No data supplied	81	98	82	No data available
Employment or further training	No data supplied	No data supplied	69	85	79	No data yet

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁴ https://en.wikipedia.org/wiki/Soft_skills

⁵ TEC performance data as published. TEC data for 2015 was not published at the date of this EER, but the PTE provided interim data. ITEC data as supplied by the PTE.

A significant number of graduates gain employment or move on to further training. It is important to note that the Northland region has significant employment challenges, so this is an indicator of real achievement, strong industry connections, and consistent support for the students.

Evolution School of Beauty and Massage benchmarks its performance against other beauty and massage providers, primarily using the TEC published educational performance data. Achievement is also monitored year on year, and the previous four years, 2011 to 2014, were presented at this evaluation as part of the organisation's self-assessment which included an analysis of Māori and Pasifika student performance as noted above in Table 1. This data indicates strong and consistent achievement over several years, and very similar results for the international ITEC exams, which provides a valuable further benchmark for the New Zealand course and qualification achievement results.

The interim results for 2015 indicate a drop in educational achievement, although these figures are not yet finalised. This drop was mainly within the massage programme, but is a concern to the organisation and is attributed to a specific cohort of students with identified issues that are well documented in the self-assessment. A number of students from the 2015 cohort withdrew or failed to attend, and this had a significant effect on the 2015 achievement rate. Support was provided in various ways for personal and other issues impacting on students' achievement in 2015. A number of students withdrew or did not sit their exams in this particular cohort, reducing pass rates.

Staff meet monthly and review individual student progress, and this is discussed with students. Individual groups are relatively small and students receive one-to-one attention from the tutor, which supports student achievement.

The organisation's self-assessment capability in this area is strong, with achievement and attendance being closely tracked and reviewed at the end of each module, but it includes some challenges. While accurate achievement records are kept, reviewed and used to progress improvements, a 2014 TEC audit which included a review of the student management system identified some areas for improvement. These have subsequently been addressed to the TEC's satisfaction. The challenges are primarily in the organisation's ability to more deeply analyse and review achievement data to gain a full understanding of, for example, the relative achievement of Māori and Pasifika students.

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**.

Students gain significant value from completing programmes and graduating. Students succeed by not only graduating with the New Zealand qualifications, but also with the challenging ITEC examinations. This opens up opportunities to employment outside New Zealand, and some graduates are gaining such employment, for example on cruise ships. The six-month modules allow students to gain a credential in a relatively short time and re-enter the workplace in a region of high unemployment, thus providing income and independence from reliance on government benefits. Employment rates (see Table 1) have been consistently strong for the past three years. It is too early to determine the employment results for the 2015 cohort.

Graduates, employers and tutors interviewed at this evaluation noted that students made significant gains in employability skills, such as confidence and interpersonal skills as well as improving their CV and interview skills.

The organisation tracks graduates into employment and further training for a number of years. This is primarily through informal and social networks, with some graduates returning to talk about their work or being invited back as representatives of beauty product companies for demonstrations to new trainees and staff. This data could be more formally collated and analysed, for example to determine the added value, such as improved wages or the sustainability of employment. The current informal processes are providing Evolution School of Beauty and Massage with strong general information on the value of outcomes to graduates and the local community. The organisation's self-assessment processes, including regular face-to-face contact with employers and graduates, confirm that graduates leave with the right mix of current industry knowledge and skills for the employment gained. A number of graduates visit the school for ongoing updates to students and staff on new beauty techniques and products.

Students complete mid-course and end-of-course evaluations, and these indicate a high level of satisfaction with the training and results, with the vast majority happy to recommend Evolution School of Beauty and Massage to friends or colleagues. This was also noted in the phone interviews with graduates.

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 **Good**.

The organisation maintains the currency of industry knowledge and skills in the programme effectively through a broad range of networks in the beauty and massage industry. As noted above, some industry representatives are graduates of Evolution School of Beauty and Massage, who maintain close contact and provide product updates and demonstrations for professional development of staff. These activities help keep the programme current with trends, methods and products.

The programme is well paced to match the needs of trainees, with an appropriate mix of theory and applied practical experience, using client days where students practise techniques on each other as well as inviting friends and members of the public for a range of therapies.

At enrolment, students are asked to self-identify any particular learning needs or challenges, and staff noted that the combination of this and their observations in the early weeks of the programme provides a sound basis for adjusting the programme to match their needs. The programme completion and graduation rates indicate that these processes are largely effective.

The process of tracking students' progress at the midpoint and end of each module provides tutors and students with an opportunity to reflect on how well the programme and the activities are matching their needs.

The evaluators consider that there could be benefit gained from a more structured approach to identifying students' learning challenges at the start or early in the programme. The drop in course and qualification achievement rates in 2015, noted in Table 1, may be an indicator that more may be required to be done to identify student needs early in a programme. The evaluators accept that there are at times factors affecting student attendance which cannot be changed by staff support.

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**.

Teaching and assessment practices are highly effective. This is shown in the organisation's performance in enabling students to complete courses and graduate in the New Zealand qualifications as well as the international ITEC qualifications, and also in the graduates' employment rates. The two tutors have extensive industry experience, one recently joining from Australia with Australian adult

teaching qualifications appropriate for the level and style of programmes offered. The second tutor holds the minimum unit standards for assessing adults against competency-based assessment and the moderation of assessment. These meet the requirements of the standard-setting body, the Hair and Beauty Industry Training Organisation (CMR 0020). There may be some value in supporting all tutors to work towards gaining an adult teaching qualification. However, the student achievement results over recent years are one clear indicator that the teaching is effective.

Student surveys and comments made by students interviewed at this evaluation indicate that there is a good level of respect and rapport maintained between tutors and students, supporting an effective learning environment. Tutors discussed using a wide variety of teaching strategies, such as games, quizzes, PowerPoint presentations, activity books and reference texts, and linking the theory to practical sessions. (Evolution School of Beauty and Massage provides practicum experience on the training site, which includes practical session, with fellow students and open client days.) This combination provides the appropriate underpinning knowledge and the opportunities to embed it in practical sessions.

Students undertake a range of formative assessments, both theory and practical, to test their knowledge and skills prior to the summative examinations for the New Zealand qualifications. Those students who wish to are also able to undertake the ITEC international examinations. This enables students to have internationally recognised qualifications, and this has enabled some to gain employment outside of New Zealand, opening opportunities for travel and broadening their career prospects. Detailed and specific marking schedules were reviewed at this evaluation, and these provide clear guidance for assessment to students and tutors. Assessments are discussed between tutors to moderate their marking.

Improvements noted at this evaluation include improving the alignment of student activity and workbooks with the text, developing STAR courses with local high schools to better prepare secondary school students to enter the tertiary courses, Wi-Fi broadband available for students, and gaining programme approval from NZQA for distance learning to enable students who travel some distance to complete part of their course at home.

The organisation's reflective practice is strong in this area and includes student surveys, close tracking of student progress, teaching observations and professional development, and ongoing moderation of assessment with ITEC six-monthly.

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 **Good**.

Evolution School of Beauty and Massage is a small organisation with caring staff who have a good level of knowledge of its individual students. They take a

Final Report

personal interest in supporting students to overcome personal challenges and succeed in their programme. Students are given clear instructions around attendance expectations, and a suitable uniform is required to be worn, setting a high dress standard appropriate to the industry.

Students are provided with full information about the programme via the organisation's website and student handbook, as well as through an induction at the start of each programme. The 2014 TEC audit identified a need to improve the information provided to students, and this has been addressed. As noted in Findings 1.2, the organisation could take a more proactive or structured approach to assessing students for learning barriers such as study or learning strategies, or literacy and numeracy. This may provide a more complete needs assessment and pre-empt some issues arising later in courses. The evaluators acknowledge that one tutor is currently undertaking formal training in literacy and numeracy. The director and tutors have also recently completed training in special educational needs and disability, which is likely to add value to student guidance and support.

Student survey ratings and comments, and students interviewed at this evaluation, indicate a high level of satisfaction with the support and guidance provided.

Students have the opportunity to re-sit assessments and complete modules or parts of modules at a later date to support them towards graduating. This shows a genuine concern for students to gain the most from their studies.

The slight disparity in achievement between Māori and other students indicates that there may be a need to explore further support mechanisms, or adjustments to the learning environment to rectify this. The percentage difference noted in Table 1 needs to be seen in the context of the small numbers of students.

Self-assessment in this area includes the student surveys and receiving input from a student representative who reports any emerging issues to monthly tutor meetings. The evaluators noted the informal or undocumented nature of organisational review and analysis of support as fit-for-purpose for the size of the organisation currently. However, more analysis of the feedback from students, graduates and employers may add more rigour to the high level of reflective practice and provide evidence for future reflection on emerging patterns or trends.

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 **Good**.

The staff and management are highly effective in supporting student achievement and subsequent employment related to their study.

The evaluators consider that Evolution School of Beauty and Massage provides students and the wider community with well-planned and delivered programmes

Final Report

that are meeting clearly established needs, and providing graduates with highly valued skills and qualifications.

Evolution School of Beauty and Massage is a small, focused organisation with an entrepreneurial owner-director and four staff who display a genuine passion for both the industry they work in and for supporting their students to achieve. The organisation has a clear business plan, and actively engages with the beauty and massage industry through an advisory group to stay current with trends in styles and products. The school consults with members of this group on matters specific to their areas of expertise on an as-needs basis. This process provides an effective external input to the organisation at the management and programme levels.

The organisation's six-monthly involvement with ITEC, through their visiting examiner and associated audits, provides Evolution School of Beauty and Massage with an effective benchmark exercise, ensuring they stay up-to-date not just with New Zealand trends and products but also internationally. ITEC audit reports sighted at this evaluation indicate a high level of compliance with ITEC standards and a few recommendations for improvements. The school has applied to NZQA for programme changes to incorporate elements of distance learning for students requiring this, and these applications have been granted. This option is occasionally taken up by students who live some distance from Whangarei, to complete the theory modules of the programme at home. The practicums occur at the training site, as do all examinations.

Evolution School of Beauty and Massage is actively involved in its community, developing STAR programmes with several schools in Northland and engaging with other community and welfare groups. These activities include teaching hand massage to high school students who were able to use these skills at a rest home for a 'Random Acts of Kindness' day, and providing free manicures to Alzheimer's patients at a rest home.

The owner-director attends international conferences and expos, and maintains links with international employers and professional publications to stay current with international trends. The school manager and the stakeholder liaison staff member are appropriate appointments and are well resourced and supported to carry out their functions.

Programmes are reviewed at the end of each module (six-monthly), with teaching resources and practical resources being updated as needed. Monthly staff meetings address relevant teaching, learning and assessment matters, and compliance issues, involving all staff. This has the potential to provide additional assurance that the organisation maintains a clear focus on its compliance obligations.

The organisation has a quality management system appropriate for its size and complexity which is annually updated. There were some areas in the quality management system and other documentation that the evaluators noted could be

clarified and better aligned. This includes, in particular, the hours the school is open, and subsequently the total hours students are actually attending. Some documents reviewed at this evaluation showed a variation between the policies and procedures in the quality management system and attendance recorded, and the student handbook. The hours for attendance should be sufficiently clear to staff and students, and recorded in attendance checks, to align with programme approval documents.

The owner-director maintains a clear oversight of the organisation, being present three days a week, and has created an organisational culture of open communication and a caring, supportive workplace with a clearly stated focus on maintaining ethical and legal policies and practices. She has ensured the organisation is well resourced with appropriate teaching and administration staff, and ensures the beauty and massage product resources are regularly renewed and updated. The teaching and practical spaces are modern, well lit, attractive learning environments.

The organisation's reflective practice is well embedded and is fit for purpose for the size and complexity of the organisation and the levels of the programmes currently offered. As noted, there are a few areas requiring an increased focus on the completeness or accuracy of some policies and practices. In some areas, self-assessment reflections could be further or more completely documented and analysed to enable future objective review for recurring issues or emerging patterns or trends.

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**.

The rating for performance here is rated as good based on the commentary under 1.6. The gaps are not significant but have the potential to have some impact and are therefore considered by the evaluation team to be less than 'highly effective'.

2.2 Focus area: Massage and beauty programmes levels 3, 4 and 5

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

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

Recommendations

NZQA recommends that Evolution School of Beauty and Massage:

- To conduct a structured review of all documentation and quality management system policies and processes to ensure they all align and meet programme approval documents (see Findings 1.6).
- Explore the benefits of all teaching staff working towards completing formal training in adult teaching theory and practice, beyond the minimum training in assessment and moderation of assessment required by the Consent and Moderation Requirements (CMR 0020).
- Explore the value of developing or purchasing needs-assessment tools or other processes to assess students' learning barriers (e.g. literacy, numeracy, study skills, etc) at the time of students' enrolment.

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/>.

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