



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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Report of External Evaluation and Review

NZ Bakels Limited
trading as Bakels Training
Organisation

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 17 May 2017

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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:	NZ Bakels Limited trading as Bakels Training Organisation
Type:	Private training establishment (PTE)
First registered:	1 October 2010
Location:	421-429 Church Street East Penrose, Auckland
Delivery sites:	21 Kelvin Grove Road, Palmerston North 234 Annex Road, Middleton, Christchurch
Courses currently delivered ¹ :	<ul style="list-style-type: none">• National Certificate in Baking (Craft) (Level 4); 54 students• National Certificate in Baking (Craft) (Level 4) with Cake strand; two students• National Certificate in Baking (Level 2); one student
Code of Practice signatory:	No
Number of students:	Domestic: 59 students; four Māori (7 per cent), one Pasifika (2 per cent) International: nil
Number of staff:	Three full-time equivalents

¹ As at 26 November 2016

Scope of active accreditation:	<p>Related domain and standards consents to assess. For details see: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=794594001</p> <p>Approved programmes (all level 4)</p> <ul style="list-style-type: none"> • National Certificate in Baking (Craft Baking) • National Certificate in Baking (Instore/Franchise) • National Certificate in Baking (Plant Baking)
Distinctive characteristics:	<p>Distance learning, block courses, workplace-based (on-job training). All trainees are signed on to a trainee agreement with Competenz as apprentices. Bakels' tutors deliver theory and practical training in block courses, and they also moderate on-job verifiers. Bakels' bakery advisors are mostly trained assessors and monitor trainee progress between block courses.</p> <p>Bakels also provides an international opportunity for trainees to train towards undertaking an advanced baker's course through the Richemont Craft Bakery School in Switzerland.</p>
Recent significant changes:	<p>The administrator role was made a full-time position in November 2014.</p> <p>A South Island-based tutor was employed in February 2015.</p> <p>An appointment had been made to replace the head tutor who was leaving Bakels at the end of 2016.</p>
Previous quality assurance history:	<p>At the previous external evaluation and review (EER) visit, conducted on 2 and 3 October 2012, NZQA was Confident in Bakels' educational performance and Confident in the organisation's capability in self-assessment.</p> <p>The EER report made three recommendations suggesting Bakels' tutors and sales representatives undertake specific teaching and assessment training, consider making the training school administrator position full-time, and</p>

consider the effectiveness and sustainability of the sales representatives' dual role of sales and mentoring.

Bakels has met all Competenz external moderation requirements in baking.

In December 2016, Bakels withdrew its application to deliver the New Zealand Certificate in Trade Baking (Craft) (Level 4) with strands in Bread, Cake and Biscuit, and Pastry, and consent to assess two related unit standards. This was at the suggestion of NZQA to enable Bakels to reapply addressing the matters raised in the previous application and NZQA's responses.

Bakels intends to deliver practical components of the New Zealand Certificate in Baking (Generalist) (Level 4) in collaboration with another private training establishment group in 2017.

2. Scope of external evaluation and review

The scope of the EER was discussed with Bakels. The following areas were agreed as focus areas:

- Governance, management and strategy. This focus area was chosen to include changes in personnel and roles since the previous EER – see Recent Significant Changes above for details. Bakels is also in the process of developing new training programmes arising from the Targeted Review of Qualifications which involved Competenz, management, tutors and the administrator.
- National Certificate in Baking (Craft) (Level 4). This focus area was chosen because most of Bakels' students are enrolled in this programme – 57 out of 59 for the year as at 25 November 2016 (54 as at 2 August 2016).

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.

Prior to the EER, the lead evaluator discussed and agreed the scope and agenda for the site visit. Two evaluators conducted the on-site visit over two days at Bakels' head office in Auckland. They interviewed members of governance and management, the advisory board, the administrator, trainees/apprentices, graduates, tutors, bakery advisors, an industry training organisation representative and employers. Bakels supplied several relevant documents before, during and after the visit.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Highly Confident** in the educational performance and **Highly Confident** in the capability in self-assessment of **NZ Bakels Limited trading as Bakels Training Organisation**.

Bakels is fulfilling its vision of operating a training organisation that ensures quality outcomes for trainees who actively and effectively contribute to the baking industry. Bakels is well served by its highly experienced governance and senior management team who provide sound leadership and guidance. Bakels is meeting all of the most important needs of its trainees and other stakeholders. It uses a range of practices to do this and to support individual trainees to succeed, including those with literacy and numeracy needs. Bakels not only supports trainees with identified literacy and numeracy needs but also supports such trainees to build their skills through delivery and resources that embed effective literacy and numeracy. At the time of the EER visit, most but not quite all tutors and advisors had completed their professional development in literacy and numeracy, and teaching and assessment. Despite this, Bakels is a very effective education provider comprehensively supporting on-job training which is well integrated and connected with block courses run by its own tutors.

During the EER, Bakels provided clear evidence of very effective systems and processes which clearly contribute to learning and the achievement of other important outcomes. The value that Bakels' block course training adds for trainees and their employers is clearly very strong and a point of difference. Although there are some areas where Bakels could further improve its educational performance, these are relatively minor and insignificant.

Bakels has solid course and qualification completion rates, consistently at least 80 per cent. Because trainee numbers are small, Bakels focuses on individual learner achievement. It tracks individual trainee progress and identifies and addresses any barriers to completion. Bakels uses individual programme and unit standards data to inform programme design and teaching effectiveness.

Trainees gain highly useful knowledge and skills which owners/employers consider have contributed significantly to their business success. Bakery owners confirmed trainee and graduate views that trainee bakers experience significant improvements in their technical skills and gain new skills from the training at Bakels.

There is also value for Bakels' graduates as they often become a highly integral and significant part of their employers' business. Bakels' graduates very commonly

become supervisors within their own bakeries, responsible for training and mentoring other apprentices.

The tutoring staff of Bakels are highly qualified and experienced bakers. Trainees train in fully equipped, commercial-grade kitchens. This combination provides an ideal environment for trainees to learn and develop their technical knowledge and skills in baking. Bakels' tutors have begun to undertake observations of each other to ensure there is consistency of teaching and that standards of practice are high.

Bakels' advisors² support the trainees by acting as mentors while the trainees are further developing their skills on the job in their workplaces. Since the previous EER, Bakels' tutors and advisors have been undertaking formal training in adult teaching, assessment and moderation, and mentoring, which is developing their effectiveness.

Self-assessment at Bakels is purposeful, effective and ongoing. Findings are used to make useful improvements. These include developing how Bakels responds to feedback from trainees by further improving support and intervention strategies by developing the capability of an increased number of advisors. Making the administrator a full-time position has increased the effectiveness of administration at Bakels.

Bakels has identified, developed and implemented strategies that reflect an improved level of self-assessment which is contributing to higher levels of educational performance. Development of new tools for the gathering and use of graduate and employer feedback has been relatively recent, and the value of the tools and outcomes are not yet fully evident. That said, this initiative is already further strengthening Bakels' knowledge and understanding of its educational performance and is further enhancing the value of the training for employers and industry. Bakels has addressed the three recommendations made in the previous EER report. The implementation of one of the recommendations was delayed because tutor and advisor professional development in teaching, assessment and literacy and numeracy was not quite complete at the time of the EER visit. However, this professional development has been largely completed since the visit.

² Previously regional sales representatives. Bakels' bakery advisors are responsible for customer service and sales within a designated sales area. They regularly visit bakeries within their area to mentor the apprentices, to answer questions, and to liaise between the apprentice and Bakels.

Findings³

1.1 How well do students achieve?

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

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

Bakels could readily confirm that its programme and qualification completions are consistently at least 80 per cent. Bakels monitors Māori and Pasifika completions. The number of Māori and Pasifika learners is low. Although this reflects the makeup of the industry workforce, it presents a challenge to Bakels if it wishes to increase trainee numbers for these groups.

Bakels closely monitors individual progress and achievement and shares this information with trainees regularly. The NZQA Record of Achievement summary is emailed to each learner after a block course to help them stay up-to-date with their progress. The summary of their unit standards achieved to date can then be compared with their training programme to see what remains to be completed. Where additional support or intervention is required, the administrator shares the information with tutors, advisors and management as appropriate. This contributes to the high achievement rates. Bakels reports results and credits to Competenz in a timely manner.

Bakels' systematic individual learner record-keeping, assessments and robust internal and external moderation give the evaluators a high degree of confidence in the reliability of the individual achievement data. Bakels supports a range of local, regional and national competitions which its trainees regard as another opportunity to achieve, which some do with considerable success.

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 **Good**.

Trainees are employed full-time in a bakery as a prerequisite for enrolment on training agreements with Competenz, and are required to maintain full-time bakery employment for the duration of their training as apprentices. Trainees who train

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

with Bakels live the experience of being work-ready bakers every day, whether on block courses, distance learning theory, or on-job with Bakels' guidance and assessment throughout their training. Graduates get paid more, gain promotions more readily, and have other employment opportunities such as progressing to management.

Training, including highly interactive block courses, helps trainees develop communication skills and reliability, and increases their confidence which extends beyond the workplace to also include family and community. As mentioned, Bakels' graduates commonly become supervisors within their bakery, responsible for training and mentoring other apprentices. Bakels has also trained a few bakers who have gone on to make a difference in the baking industry in New Zealand and internationally through their knowledge, innovation, creativity and professionalism.

Feedback, collected by the administrator from employers of graduates in 2016, indicates that 75 per cent of them agreed or agreed strongly that the content of the training was relevant to the baking industry. Seventy-five per cent also agreed or agreed strongly that the course met their business/bakery needs. To strengthen this feedback, other mechanisms to obtain feedback from employers are being developed with evaluative questions that seek to identify whether the training is currently meeting employers' expectations and needs. This feedback will be sought during re-enrolment of a learner at subsequent levels.

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

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

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

Bakels' trainees experience block courses, distance learning of theory, and on-job guidance and assessment throughout their training. These approaches provide opportunities for the trainees to participate in discussion, interact with peers, use self-directed learning, experience hands-on practical learning, and receive guidance and mentoring from Bakels' advisors, workplace managers and supervisors. Bakels has recently been collecting more feedback systematically from trainees and employers, and working with Competenz which also provides relevant information. This feedback indicates a high level of satisfaction with the relevance and value of the training and areas for improvement, as mentioned elsewhere in this report.

Bakels schedules block courses and their length in the interests of trainees and employers. Feedback from students and employers showed that block courses⁴ are valuable for learning. They allow students to slow down from the speed of work required in their own workplace and connect theory to what they do and how they do it in the workplace. Trainees seek answers to questions, participate in discussions, 'trouble-shoot'⁵, and contribute to hands-on learning and demonstrations. The block courses expand apprentices' experience, knowledge and skills beyond their workplace which also benefits the employer. Feedback from trainees indicated that some bookwork in block courses was repetitive, so Bakels has developed appendices and learner handbooks which have significantly reduced repetition on block course assessments. Feedback from block courses is discussed at quarterly self-assessment meetings by tutors and management, and effectively responded to.

In addition to the generic training programme of 287 credits, Bakels customises other training programmes to match the needs of employers where their business has a specialised range of products, such as commercial plant bakeries. Trainees who have previously completed one or two strands and wish to become qualified in all strands are offered a training programme that continues with the existing qualification or transfers to another accredited qualification.

Employers said the topics covered in the training programmes for the existing qualification have met the needs of the baking industry, and this has been taken into consideration in developing the training programme for the new qualification. When surveyed, 100 per cent of graduates in 2016 felt that their training met their professional and educational needs.

As part of the Targeted Review of Qualifications, Bakels has been in discussions with the qualification developer for the new baking qualification, the New Zealand Certificate in Trade Baking (Craft) (Level 4) with strands in Bread, Cake and Biscuit, and Pastry. Feedback on written resource material has been received. This feedback is currently being considered in the writing of new resource material for unit standards which are contained within the new baking qualification.

⁴ Feedback from block courses is collated, summarised, and circulated promptly among management and tutors following each block course. Any items requiring attention are actioned immediately. The feedback is discussed further in the next quarterly self-assessment meeting.

⁵ For example: 'Based on taste, what's missing, what do we need to add?'

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 **Good**.

Bakels' tutors who teach the block courses at the three Bakels training centres are highly experienced and qualified in baking.⁶ Their hands-on experience and baking industry knowledge provide trainees with highly effective baking knowledge, skills and techniques. Trainees commented that tutors explain the finer details of baking in ways that are readily understood and applied. They observed that being able to apply their learning immediately on the block course and then when they return to their respective workplaces helped consolidate and accelerate their learning.

Block courses benefit trainees by providing a learning environment in which they can engage and interact with tutors and peers. Block course learner numbers are restricted to six which enables individual learning and tuition facilitated by the tutor. Trainees have provided feedback which supports the small class sizes and how this provides the opportunity to ask questions and be involved in discussions as well as fully participate in practical learning. Trainees are encouraged to bring their bookwork to scheduled block courses or free workshops if they have any questions they need help in answering.

The small classroom environment also enables trainees to network among themselves, share contacts through social media, and develop friendships with their peers. This is being taken into consideration in developing the training programme for the new baking qualification to be delivered from 2017. Continuous learning takes place in the learner's workplace while applying baking theory and science in a real-life setting. Trainees are well supported by Bakels' advisors who also act as mentors. The advisors assist trainees with their work-course assignments and also conduct assessments. All advisors are qualified bakers and are fully familiar with the course content. Trainees' on-job assessments verified by the employer are sent to the head tutor for marking and assessment of overall performance. The bakery advisors⁷ are also available to verify trainees' assessments, to help with answering questions, and to provide support if needed. This results in the learner being assessed at multiple levels: employer (as trainer and verifier), bakery advisor (as verifier), and tutor (as assessor). This approach also gives trainees several points of contact they can access to provide support where needed. Bakels' internal moderation – conducted by the head tutor and well supported by the administrator – is thorough and robust. Positive Competenz

⁶ Since the previous EER, all tutors have unit standard 4098 and adult teaching and learning qualifications or are in the process of gaining these.

⁷ Advisors do not carry out assessments until they are qualified to do so, as Bakels builds its capability.

external moderation results confirm the thoroughness of Bakels' assessment and moderation.

The administrator records and monitors individual achievement and progress, the timeliness of learner interventions, and assessment and moderation. Not all trainees undertake both the initial and a subsequent literacy and numeracy assessment. This is not a barrier to trainees' learning because, as previously mentioned, the initial assessment is used well to identify and address literacy and numeracy needs. It does in some instances though limit the feedback Bakels has to determine whether trainees have made progress with their literacy and numeracy skills. Some tutors were not yet fully equipped to support trainees who have literacy and numeracy issues at the time of the visit but this has been largely resolved since.

Bakels provides very useful feedback to trainees on their assessments. This is important to their learning as well as assessment success, including when they need to be reassessed. As mentioned, Bakels is responsive to feedback from trainees, tutors, advisors and employers. It identifies and promptly addresses issues when they arise, including those with resources and assessment materials. It was noted by some trainees that some assessment questions were difficult to understand. Bakels rectified this promptly.

The Bakels advisory board has educational expertise which benefits the effectiveness of teaching and learning. Post-course student evaluations are recorded and analysed by the administrator and discussed by Bakels' management team to identify areas for improvement. Trainee evaluations are very positive. Bakels continues to implement initiatives to further improve teaching effectiveness. These initiatives include tutor peer observations and consistency reviews of block course delivery, although it is too early to fully confirm their effectiveness. It is also too early to see full evidence of the effectiveness of literacy and numeracy initiatives that are being implemented at each level 2 block course within the first year of training. The results are distributed to inform the tutors of trainees who may require additional support for completing bookwork, and Bakels is developing tutors' capability to do so. Periodic free hands-on workshops in Christchurch around themes such as Christmas and New Year are the icing on the training cake for those who can attend.

1.5 How well are learners guided and supported?

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

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

Bakels provides trainees with clear and useful written and oral information and a handbook. Bakels informs apprentices of the required length of assignments and

regularly reminds them of this and other information. Bakels provides strong and appropriate individual guidance and support to all apprentices throughout their training.

Bakels has 11 bakery advisors nationwide. Except for one bakery advisor who is currently completing the baking qualification, all other Bakels' advisors are qualified bakers with many years' experience in the baking industry. Most bakery advisors have completed unit standard 4098 *Use Standards to Assess Candidate Performance* to enable them to support trainees with on-job assessment.⁸

The bakery advisors support and mentor trainees⁹ by visiting them at their bakery approximately every eight weeks or as needed.¹⁰ This is a variation from the Bakels quality management system, but gives advisors greater flexibility in whom they visit and when to best match learner needs. Following each visit, advisors complete a student pastoral care form and submit it to the administrator for collation and follow-up where required.¹¹

Bakels supported one Māori trainee to achieve in 2015-2016 by providing the opportunity to re-sit assessments. In addition, the employer encouraged the trainee's training, the bakery advisor was very supportive and encouraged attendance at the free workshops, and the tutor identified that literacy and numeracy training and additional coaching were required. The trainee subsequently graduated.

Four Pasifika trainees all employed at the same plant bakery enrolled in a training programme in 2015 that was developed to meet the needs of their employer's business. Three of those learners completed their lower-level qualification prior to progressing. They were supported to overcome language barriers, staff movement within their workplace, and on-job opportunities to learn and be assessed. The fourth trainee was completing at the time of the visit.

The opportunity to re-sit assessments is available to all trainees who do not succeed at their first (or subsequent) attempt. Following assessment of a learner's

⁸ As mentioned, advisors do not carry out assessments until they are qualified to do so, as Bakels builds its capability.

⁹ A monthly report from the administrator is sent to the bakery advisors, copied to management, tutors and the advisory board, updating current news, events and issues within the training school. It lists trainees who have graduated that month, those who have withdrawn and the reasons for withdrawal, current enrolment numbers, and the distribution of student numbers across sales areas.

¹⁰ Competenz also visits trainees regularly.

¹¹ The pastoral care form was introduced to facilitate better communication between administration, tutors and bakery advisors. The bakery advisor comments on the need for additional support, a follow-up visit, or a phone call.

work, the employer, bakery advisor and tutor are sent the assessment feedback form that is also emailed to the learner. This supports learning and increases the likelihood of reassessment success.

Bakels sends all trainees and employers a monthly email. It aims to encourage contact between the learner and Bakels. The emails often prompt trainees to reply to the email and make contact. Tutors' mobile numbers are provided to enable trainees to text the tutor if they wish. Otherwise, the tutor will arrange to phone the learner if a more in-depth discussion is required.¹²

The administrator contacts trainees who fall behind in their training and assessments. The administrator advises the bakery advisor and/or tutor and a time is arranged to discuss the reasons with the learner and employer in more detail and provide support as needed. In this way the learner can feel supported, receive help, and get back on track or arrange an extension. Bakels responds promptly to learner feedback and evaluations which relate to guidance and support in areas such as pastoral care.

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

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

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

Bakels' purpose and direction are clear and its leadership is effective. It trains baking apprentices to become qualified bakers who have a passion for their craft and contribute to the baking industry in New Zealand. Gaining relevant, useful and technical knowledge and skills throughout their training at block courses and on-job also gives trainees the opportunity to enhance personal qualities that contribute to success in their occupation and career goals as well as family and community life. Bakels' tutors, bakery advisors, advisory board, management, the administrator, as well as employers and the industry training organisation all contribute to apprentices achieving their learning outcomes.

Bakels' recruitment and development of staff is effective. For example, the head tutor who has recently left has been replaced by someone with very similar and excellent experience and qualifications. Bakels is supporting the professional development of tutors and advisors to increase their capability. There are 11

¹² Advisory board members have given positive feedback about the regular communication they receive from Bakels.

advisors¹³ throughout the country where previously there were only two with that title, although sales representatives previously had advisory roles. The development of tutors and advisors in adult teaching and learning, assessment and moderation, and literacy and numeracy, were well advanced but not yet complete at the time of the visit. Completion of staff development will enable Bakels to maximise its capability to support trainees within the comprehensive range of interventions it provides as well as throughout all the training. The administrator makes a significant contribution, enhanced by professional development and the position being made full-time.¹⁴ A recent application for programme approval and consent to assess was withdrawn due to significant work still being required. This raises the possibility that Bakels does not have the specific expertise in-house to meet the required criteria and enable the application to gain approval. Bakels' staff appraisal system supports the performance of tutors, advisors and the administrator, and helps them identify relevant professional development and courses or training to attend.

Bakels allocates appropriate resources to support effective learning and teaching. This includes its kitchens and rebuilding its Christchurch facilities. Following feedback about its Palmerston North site, Bakels moved quickly to address the issue by removing outdated stock and ensuring all training school equipment was clean and ready for use.

Self-assessment meetings are held quarterly, with attendance by management, tutors and the administrator. As mentioned, achievement data and trends are not systematised, but along with feedback are discussed and changes implemented where required. Minutes of the meetings are distributed to management and tutors. All governance as well as management meetings, including advisory board and administration meetings, are well minuted and documented by the administrator.

Bakels' agreement at the time of the visit to deliver practical components of the New Zealand Certificate in Baking (Generalist) (Level 4) for international students with another private training establishment group in 2017 appeared to have been carefully considered. Bakels considered that it has the capacity to deliver the practical components without compromising its success to date with domestic students. According to Bakels' governance and management, Bakels is taking up an opportunity that will not compromise its core vision and business but rather support and increase its capability to achieve it.

¹³ The bakery advisors periodically attend advanced baking courses run through the Richemont Craft Bakery School of Switzerland. These courses are held in the Auckland training school and teach advanced baking skills and techniques.

¹⁴ The administrator has attended workshops in 2015 and 2016 run by NZQA and independent education consultants. The workshops have been beneficial in learning the processes around EER, self-assessment, moderation, and consistency reviews.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: National Certificate in Baking (Craft) (Level 4)

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

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

Recommendations

NZQA recommends that Bakels Training Organisation:

- Develop the expertise in-house or seek external advice to manage processes such as applications for approval to deliver post-Targeted Review of Qualifications programmes and related consents to assess.
- If conditions change, including for trainee numbers related to delivering practical components of a programme for international students, ensure that the training quality for domestic students is maintained, and review the international students' arrangement as needed.
- If trainee numbers increase, reconsider the value of aggregating cohort or year-to-year achievement data to provide information that contributes to performance and ongoing improvement.

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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Final report