

External Evaluation and Review Report



New Zealand Defence Force

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 6 June 2018

New Zealand Defence Force (NZDF) at a glance

Type of organisation:	Government training establishment (GTE)
Code of Practice signatory:	No
Locations:	<ul style="list-style-type: none">• New Zealand Defence College, Hokowhitu Campus, Palmerston North• Devonport Naval Base, Auckland• Woodbourne Air Force Base, Blenheim• Whenuapai Air Force Base, Auckland• Ohakea Air Force Base, Manawatu• Waiouru Military Camp, Waiouru• Linton Camp, Palmerston North• Burnham Military Camp, Christchurch• Trentham Military Camp, Wellington
Courses	<p>NZDF has no NZQA-approved courses.</p> <p>The NZDF Learning Catalogue contains 1492 individual courses. Two hundred and seventy of these courses are common across the three services.</p>
Number of students:	Approximately 14,500 students, consisting of military and civilian personnel.
Number of staff:	949 instructors
Scope of evaluation:	<p>The focus areas for this external evaluation and review (EER) are:</p> <ul style="list-style-type: none">• Consolidation of the NZDF GTE• Junior NZDF Leadership Training contributing to nationally recognised level 3 business qualifications• New Zealand Certificate in Domestic Maritime Crewing (Level 3)• New Zealand Certificate in Aeronautical Engineering (Production Control) (Level 6)
MoE Number:	8033
NZQA Reference:	C26053
Dates of EER visit:	27 February to 2 March 2018

Summary of Results

NZDF GTE has developed a range of effective processes to ensure NZDF continues to provide effective military training that adds value to its staff and stakeholders and provides protection for New Zealand citizens.

Highly Confident in educational performance

- NZDF GTE provides clear direction and effective leadership for all NZDF training and has a comprehensive learning strategy.
- High levels of course achievement are maintained across each of the three military services.
- NZDF training enables its staff to develop a broad range of skills, knowledge and attributes of relevance to their military roles.
- The training courses are valued by staff, with successfully completed courses enabling them to gain promotions and increased remuneration. In addition, many military training courses are mapped against New Zealand Qualifications Framework (NZQF) qualifications, providing future civilian career pathways.

Highly Confident in capability in self-assessment

- Increasingly consistent and effective processes are being used across the services to ensure training is effective and structured to meet the needs of the students. Reviews are conducted to identify and action any areas for improvement.
- The low student-to-instructor ratios for most courses enhances student engagement. Effective support is provided outside the classroom.
- Overall, NZDF has a clear educational purpose and direction. The transition from three GTEs to a single NZDF GTE is a work in progress and there is some way to go before the benefits are fully evident. The transition is being managed effectively with good processes to maintain the quality of provision and processes for reviewing the progress of the transition and to make related changes as required.

Key evaluation question findings¹

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 **Good**.

Evaluative summary

Student achievement is very high. Most students successfully complete courses and, where pathways are available and appropriate, gain relevant New Zealand qualifications. Students gain skills, knowledge and attitudes relevant to their service roles. Most have opportunities to apply and further develop these in their employment. Non-achievement becomes a performance management and employment issue and is dealt with as such. The separate services and the GTE effectively monitor course satisfaction and relevance through student and impact surveys. Both Māori and Pasifika students achieve qualifications at the same rate as other students.

Supporting evidence

Student progression and achievement for all military training courses are monitored within each of NZDF's three services and results are collated through annual dashboard reports. Recent results show consistently high course achievement. Overall course completion rates for 2017 were 99 per cent for the Navy and Air Force and 95 per cent for the Army. However, these are not collated and summarised to identify completion rates for each training course to identify potential areas for improvement. Disaggregation of achievement data at the course level may provide further understanding of educational performance. While the proportion of students who do not successfully complete courses is low overall, for some individual courses it could be significant. Systematic analysis may be beneficial to identify trends/themes that relate to a particular training course and, as relevant, to the related NZQF qualification.

Some military training courses and training pathways are mapped against NZQF qualifications and are awarded through training agreements by the related industry training organisation (ITO). Such completions are verified independently by the relevant ITO to ensure requirements and standards have been met. External moderation by ITOs confirms the quality of assessment and they raised no concerns about this important area.

Many of the learning requirements are unique to each military service. Training courses provide students with a broad range of skills, knowledge and attributes that prepare them for their role in the service, as well as further study and career progression. Civilian recognition of the skills, knowledge and attributes developed by trainees is enhanced where NZQF qualifications are also gained.

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

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

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**.

Evaluative summary

The outcomes of NZDF training are of considerable value to New Zealand. The primary outcome of NZDF is a military force that is ready and able to perform a variety of tasks and roles required by the New Zealand Government. Training also has valuable outcomes for individuals as they gain transferable skills that are recognised in the civilian context.

Supporting evidence

The NZDF's operational capability to deploy staff who are fully trained in their respective roles at any time is its priority and training is focused on this. Training contributes to the productivity, motivation, cognitive capability, intellectual skills, communication skills and ability to work in teams. Students develop the knowledge and skills required for their military service roles, although NZDF operations may affect the way these are applied.

Successful completion of NZDF training enables students to progress to higher-level training and is often a requirement for promotion and pay increases. Some training courses and pathways also enable the award of NZQF qualifications. NZDF is focused on students passing the services' own courses – gaining NZQF qualifications is often not a requirement for progression. However, gaining an NZQF qualification is seen as an additional value-add and external recognition of achievement which helps in subsequent transition to civilian life. This also helps with recruitment. NZDF balances these aspects with its operational needs and budget.

No systems are in place to collect, summarise and analyse or identify civilian employment. This would further support NZDF's claims about its wider contributions to New Zealand that are beyond its priority of operational capability to help keep New Zealand safe.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant 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**.

Evaluative summary

NZDF has a culture of learning from operational activity and has good processes to ensure this learning is used to ensure training is relevant and meets defence force needs. There are robust processes for evaluating courses and responding appropriately. Learning environments and course delivery are constructed to engage learners. There are effective processes to assure the quality of assessment.

Supporting evidence

NZDF's 'System Approach to Learning' provides a comprehensive and systematic process to ensure that courses remain fit for purpose. NZDF standard practice following any operational activity requires individuals to assess their own performance. Teams are informed by relevant systems to identify what aspects contributed to success and opportunities for improvement. These 'lessons learnt' inform future operational planning and training.

NZDF has created an Individual Training and Education Partnership project to enhance its relationships with external providers and ITOs, particularly in creating more pathways to NZQF qualifications. The effectiveness of these relationships was endorsed by interviews with ITOs who have worked with NZDF to map internal training courses to NZQF qualifications.

Each of the three services regularly reviews and updates its course delivery and content to ensure courses continue to meet specific needs. Each service has clear prerequisite requirements to ensure that students are at an appropriate point in their learning and career to undertake the course. Learning environments are well planned and structured to meet student and NZDF needs and are appropriately resourced.

Students are aware of the assessment schedule and understand what is expected of them through pre-course assignments, assessment activities, the learning outcomes, and the marking schedule. Instructors have regular peer reviews to validate assessment judgements, overseen by senior instructors. Together with external moderation and approval of qualifications by ITOs, these factors ensure assessment is valid. The central Performance and Evaluation team conducts surveys to gain student feedback on the key areas of importance in their training. The latest survey results show high levels of satisfaction across all three services. This provides one source of assurance that the needs of trainees are well understood and met. In addition, programmes and course delivery are reviewed by instructors at the end of each course. The three services have appropriate authorisation procedures to make course changes to support innovations in learning, quality instruction and graduate outcomes.

1.4 How effectively are students supported and involved in their learning?

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**.

Evaluation summary

NZDF has clear career pathways and training opportunities are aligned to these and the students' operational roles. Students are well supported in their study. Additionally, students value peer support and the opportunities that the inclusive environment on courses provides for them to develop networks within the NZDF.

Supporting evidence

Recruitment into the NZDF is a basic entry requirement for all courses. There are also clear requirements for entry and selection into courses required to progress along training pathways in each of the services. Entry requirements ensure trainees are prepared for successful study. NZDF has also introduced a strategy to strengthen literacy and numeracy to ensure staff can operate effectively, particularly in relation to workplace changes and demands. Once employed, all new recruits must undertake a literacy and numeracy assessment to identify those requiring support and training. This is tailored to individual needs as well as each service's work environment and operational requirements. NZDF is aware that undertaking subsequent, periodic literacy and numeracy tests could be beneficial to measure and support progress in such important skills. The effectiveness of the entry requirements and literacy and numeracy training supports the high levels of course completion across the services.

There are good procedures and resources in place across the NZDF to minimise barriers to students' learning and support them in their study. The learning environment is well structured to meet learner and organisational requirements. For example, classroom learning is reinforced by practical application of learnings within their own trades and professional contexts wherever possible. Students get useful feedback on progress from instructors, formative and summative assessments, course reports, and performance appraisals.

The learning environment across the services is very inclusive, and students have effective and mutually supportive relationships with instructors and peers. Instructors are well qualified and are recognised by students as role-modelling good practice.

Students provide regular feedback using a very good online system. Feedback is well managed and is dealt with appropriately and in a timely manner. Feedback consistently shows high levels of satisfaction with the training, and where issues are identified appropriate action is taken. Students interviewed clearly expressed the value of the training in developing academic, professional and collegial networks among their peers.

1.5 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**.

Evaluative summary

NZDF GTE has a clear purpose and direction. The transition to a single GTE is being well managed and care has been taken to ensure the ongoing quality of training and the GTE's services during this period. Effective processes are in place to monitor the transition and to respond to identified issues. Recruitment and development of NZDF staff is continuous.

Supporting evidence

Training in the services was consolidated in 2014 with a single NZDF GTE replacing the previous three separate GTEs operated by the Army, Navy and Air Force. This consolidation is ongoing. There is a clear organisational purpose and direction, and related organisational structures are in place to review progress with the transition and make any required changes. NZDF has maintained the quality of delivery and oversight of educational activity during the transition. While each service has ownership of lower-level training, this is also being consolidated within the context of NZDF's strategic plan.

Of particular importance to military training was the development of the NZDF Individual Learning Strategy, which is intended to develop high quality learning across the three services leading to 'joint operational excellence'. A number of initiatives and projects have been created to support this strategy. One is the Joint Instructor Excellence Project, which is intended to enhance instructor training, capability, training resources and a related common training policy that was recently introduced across the services.

Many new initiatives remain a work in progress and are being monitored and reviewed to ensure their effectiveness and make appropriate changes. The timeframes for completion have recently been revised to match the availability of resources.

Completing the consolidation has been a challenge due to the cultural and contextual differences of the three services. However, all services are aware of NZDF's strategic direction and are working towards realising the benefits for education and training. The central Performance and Evaluation team is a current strength which can be built on to provide better information to support improvement in education and training.

The GTE has appropriate policies, processes, and related requirements in place to ensure that the recruitment and development of staff is highly effective. New Zealand Defence College² staff and instructors across the three services are recognised for their expertise and are valued by students and their peers. Instructing staff are valued by the organisation. For example, Army instructors are in the role for two years, and this is seen as a valuable posting for career development.

² The college provides support services to NZDF GTE including policy development, evaluation and maintaining relations with external bodies such as NZQA and ITOs.

1.6 How effectively are important compliance accountabilities managed?

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**.

Evaluative summary

Overall, NZDF GTE is aware of its educational compliance responsibilities and has effective systems in place for managing these.

Supporting evidence

Because of the nature of its internal military training, academic compliance accountabilities are not always of direct relevance to NZDF GTE. Programmes and NZQF qualifications that students may enrol in are managed by external providers or ITO partners who are responsible for quality assurance and reporting results. NZDF has a centralised moderation system for documenting and reporting unit standards results to the relevant standard-setting bodies and ensuring assessment is at the required standard through internal and external moderation. The GTE engages with the related ITOs to keep them informed of any changes to their training courses to ensure alignment is maintained with related NZQF qualifications. Recent external moderation results provide confidence with NZDF's unit standard assessment. NZDF also has comprehensive policies and procedures in place to meet its health and safety requirements.

Focus Areas

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

2.1 Focus Area 1: Consolidation of NZDF GTE

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

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

Evaluative summary

NZDF has a clear strategic direction to guide high quality military training across its services, which has been supported by the introduction of a number of related initiatives and projects. Although full consolidation is still in development, progress to date indicates that NZDF GTE is focused on maintaining consistently high levels of educational performance. Overall, while some areas are making better progress than others, no significant issues were identified. This indicates that the consolidation of the three services is likely to be beneficial for NZDF GTE, its students and stakeholders.

Supporting evidence

NZDF GTE's primary focus is to provide on-the-job training and educational courses for employees within the NZDF to ensure it can deploy appropriately trained military and civilian personnel in specialised roles. NZDF GTE has NZQA consent to assess relevant unit standards which enables instructors and workplace assessors in military units and training establishments to support individuals to gain standards that contribute to NZQF qualification completions. From November 2014 to June 2017, NZDF uniformed and civilian employees completed 11,338 qualifications from the NZQF. This included qualifications in maritime, aeronautical and mechanical engineering, construction, distribution, business, security and intelligence, adult education and training, and outdoor recreation. ITOs support these completions by quality assuring the mapping of NZQF unit standards and qualifications against NZDF programmes, supporting additional content as required, signing up staff to training agreements, assessment and/or moderation, credit reporting and certification administration.

High course achievement has continued since the merging of the three services. An effective centralised system for gaining student feedback on their progress is managed through the New Zealand Defence College. Areas for attention and improvement are subsequently raised with the related service training managers. Survey results viewed showed high levels of satisfaction. As noted in 1.2, NZDF GTE has ensured that the training courses delivered, and their connections to related NZQF qualifications, continue to be of value to military staff as well as key stakeholders and the people of New Zealand.

2.2 Focus Area 2: Junior NZDF Leadership Training contributing to nationally recognised level 3 business qualifications

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

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

Evaluative summary

For this focus area academic leadership is effective across the three services and the New Zealand Defence College. The training effectively develops the skills, knowledge and attitudes that contribute to effective team performance and the potential to be an effective leader. Programme evaluations and reports are being developed and used to understand educational performance. However, collation of achievement data could be improved to understand any potential trends of educational underachievement. New Zealand Defence College staff and instructors across the three services are recognised for their expertise and are valued by students and their peers.

Supporting evidence

The training content at this level is common across all three services. However, each service has developed its own programme to meet specific operational needs. The learning outcomes for each of the programmes has been mapped to the New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3).

Completion of the NZDF course is part of a structured pathway to opportunities for promotion in rank and related pay rises. Gaining the NZQF qualification is not required as part of the NZDF career pathway. Army and Air Force students³ who have undertaken the junior leadership training courses value the opportunity to gain nationally recognised qualifications without additional assessment. However, the uptake of the NZQF qualifications has been consistently lower in the Navy over the past year.⁴ The Navy agrees that Competenz ITO worked hard to persuade students to take up the NZQF qualification. The NZQF qualification is voluntary, otherwise this would be of concern. Course mapping has identified that additional assessment is required to gain the new NZQF qualification, and this will be addressed by Competenz and the Navy. Additionally, Navy trainees expressed some frustration with the lack of written information about pathways and the length of time it takes to gain higher-level qualifications.

NZDF GTE has worked with relevant ITOs to ensure the training is mapped to the NZQF qualification in accordance with the ITO's requirements and is regularly reviewed. Credits towards the qualification are awarded by the respective ITOs on completion of documentation that verifies that individuals meet the requirements.

At the completion of the course, students are provided with an end-of-course report which provides recommendations by instructors to support students in their progression through

³ Army and Air Force students are supported by The Skills Organisation and Navy students are supported by Competenz.

⁴ Four cohorts of 30 totalling just over 100 students.

the armed services. This report is valued by graduates. The purpose of training in the organisational direction and goals is clearly understood by students and staff.

2.3 Focus area 3: New Zealand Certificate in Domestic Maritime Crewing (Level 3)

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

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

Evaluation summary

The Navy's leadership and management teams are focused on ensuring the Navy training needs are met, with sufficient resources provided. The Navy is currently enhancing its evaluative processes to improve, analyse and use its own data better, and increasingly the data provided by the New Zealand Defence College.

Supporting evidence

The Navy's compulsory Basic Common Training courses provide all graduates with the skills and knowledge required to undertake safe operations of vessels and ensure health and safety. Results for 2017 show consistently high overall achievement rates (ranging from 97.2 to 99.95 per cent) for each Navy course including the basic training. Basic Common Training course components have been mapped by Competenz against relevant unit standards contributing to the New Zealand Certificate in Domestic Maritime Crewing qualification. Achievement of this qualification is validated and verified by Competenz, who confirmed no issues arising from external moderation.

Assessment results and related student progression are recorded and monitored by each naval branch. While most students successfully complete naval courses, including the Basic Common Training, anecdotal reasons provided for non-achievement varied. Therefore, summarising this in a more systematic way may help to identify trends and potential areas for improvement.

Successful completion of the basic training provides graduates with a range of professional and personal values as well as essential operational skills. As well as facilitating transition to further training within the Navy, successful course completion also enables graduates/employees to gain promotion and better pay. Feedback from a recent graduate survey by Competenz about the qualification's graduate outcomes showed generally positive responses and clear improvement in skills and knowledge. One area for improvement suggested by students was a reduction in the time between completing the training and applying the skills and knowledge learned. This gap could sometimes be 12 months or longer. The NZQF maritime qualification provides future civilian career pathway opportunities.

Instructors are trained appropriately for the teaching and assessing they undertake. This contributes to the consistency of training and assessment. Most courses are delivered to small cohorts of students (e.g. 10-12) enabling full participation and engagement. Graduates interviewed confirmed that formative assessments provided valuable support

and preparation for summative assessments. In addition, course working groups and collegial relations among students provided further support to enhance their learning.

2.4 Focus area 4: New Zealand Certificate in Aeronautical Engineering (Production Control) (Level 6)

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

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

Evaluative summary

Instructors and students are clear about their role and the organisation's vision and how the training matches these. Training is well resourced both in equipment and well-qualified and enthusiastic instructors. The development of the pathway to this qualification is a good example of innovation and an organisation responding to provide additional value for staff. Accountability to ServiceIQ is well managed through the New Zealand Defence College.

Supporting evidence

The New Zealand Certificate in Aeronautical Engineering (Production Control) is awarded in recognition of the skills, knowledge and attitudes gained through Air Force training and service. The Air Force has worked with ServiceIQ to map the training to the qualification and to specify the requirements for the award based on demonstrated achievement. Credits towards the qualification are awarded by ServiceIQ on completion of documentation verifying that individuals meet the requirements. The Air Force provides training to staff as part of their employment; pass rates are very high for this in-service training – in 2017 the average pass rate was over 99 per cent.

Trade trainees study components related to the certificate throughout their trade training, in specialist courses, and in on-job training. Completing the requirements for the qualification takes about eight years of service. Throughout this time trainees are applying the skills being developed through their trade, and their performance is assessed through the Air Force's performance appraisal system. The skills gained are essential for the safe operation of aircraft, ensuring supervision of aircraft maintenance and repair to the required standard and the documentation of requirements. This New Zealand qualification is not required for the progression of staff. However, it is valued by staff as additional, external recognition of staff achievement that translates to the civilian context.

The Air Force has robust processes to ensure the training remains relevant through a trade validation process and advice from their training advisory boards. Additionally, training staff regularly review flight incident reports and use this information to improve training. The first external moderation of the qualification is planned for later this year. However, there is a regular quarterly review by ServiceIQ (no issues have been identified to date) and an effective process for internal moderation.

Trainee evaluations of component courses identify issues for improvement. Surveys of trainees and workplace supervisors are used to measure the transfer of learning to the workplace. The results are used to monitor the delivery of training and to inform provision.

Trainees are very well supported in their study, and the learning environment is well structured to meet both trainee and organisational requirements. Individuals gain useful feedback on their progress throughout the courses and in course reports and performance appraisals.

Recommendation

Recommendations are not compulsory but their implementation will improve the quality and effectiveness of the training and education provided by the tertiary education organisation. They may be referred to in subsequent EERs to gauge the effectiveness of the tertiary education organisation's quality improvements over time.

NZQA recommends that NZDF:

- Continue to develop measurements of the effectiveness of individual course offerings by, for example, duration and ethnicity.

Appendix 1

About NZDF GTE

Distinctive characteristics:

The primary focus of NZDF GTE is on-job training and education courses to enable NZDF to achieve its operational outputs. Training underpins all NZDF activities as these capabilities cannot be delivered or deployed without the support of appropriately trained military and civilian personnel.

NZDF has a catalogue of 1492 courses delivered across the three services, but does not hold programme approval for any qualifications listed on the NZQF. However, the GTE has relationships with various ITOs, institutes of technology and polytechnics and external training providers which support staff to achieve qualifications listed on the NZQF.

The New Zealand Defence College supports single service training establishments with the analysis, design, development, implementation and evaluation of training courses. The college also provides planning, scheduling and qualification support and maintains the GTE's relationship with NZQA. Individual services (Army, Air Force, Navy) deliver the training.

Recent significant changes:

In November 2014, the following GTEs were amalgamated to form NZDF GTE:

- 7203 Naval Training – HMNZS Philomel
- 7204 New Zealand Army GTE trading as ArmyQual
- 8249 RNZAF Training Group.

With the amalgamation, existing unit standard consents to assess were consolidated and retained.

Previous quality assurance history:

Previously, separate EERs were conducted for each of the service's GTEs. The last EER for the Air Force was conducted in December 2012 and the last EERs for both the Navy and Army were conducted in April 2014. Each of the three GTEs received a rating of Highly Confident for educational

performance and Highly Confident for capability in self-assessment.

NZQA Monitoring and Assessment has reported that NZDF has been meeting NZQA moderation requirements for the past two years.

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.

Four NZQA evaluators visited NZDF GTE over four days and visited the New Zealand Defence College in Palmerston North, Linton Camp, Woodbourne Air Force Base and the Devonport Naval Base. The evaluators reviewed documentation provided by NZDF GTE and held interviews with staff responsible for managing the GTE, GTE staff, senior instructors and instructors, students, graduates, and external stakeholders such as relevant ITOs. The evaluators also met with the NZDC's External Relations and Qualifications team who manage the operation and quality assurance requirements of the NZDF GTE

Prior to the site visit the lead evaluator agreed on the focus areas with the GTE. Information provided by NZDF GTE was used to inform the selection of focus areas and planning the evaluation.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁵*

⁵ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

Appendix 2

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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