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External Evaluation and Review Report

New Zealand Defence Force

Date of report: 18 October 2022

About New Zealand Defence Force

The New Zealand Defence Force (NZDF) is an amalgamated service (Army, Navy, Airforce, Defence). The associated government training establishment, managed through the New Zealand Defence College, provides NZDF personnel (learners) with opportunities to gain skills, knowledge and qualifications for military and post-military careers.

Type of organisation:	Government training establishment
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 1921 internal training courses that support the employment profiles of NZDF staff.</p> <p>NZDF has accreditation to assess a number of unit standards.</p> <p>New Zealand qualifications are offered through training agreements with Te Pūkenga subsidiaries, New Zealand universities and Transitional Industry Training Organisations (TITO).</p>
International Code of Practice signatory:	No
Number of students:	Domestic: 1686 students; 24 per cent are Māori, 6 per cent are Pasifika in 2022
Number of staff:	1000 instructors
TEO profile:	See NZQA website: New Zealand Defence Force
Last EER outcome:	Highly Confident for both educational performance and capability in self-assessment (EER 2018)

Scope of evaluation:	<ol style="list-style-type: none"> 1. Business qualifications pathway. Includes 2454: New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3); 2456: New Zealand Certificate in Business (First Line Management) (Level 4); 2459: New Zealand Diploma in Business (Leadership and Management) (Level 5); 4045: Bachelor of Applied Management (Level 7) 2. Physical Training qualifications pathway. Includes 3565: New Zealand Certificate in Freestyle Group Exercise (Level 4); 3563: New Zealand Certificate in Exercise (Level 4); 3564: New Zealand Certificate in Exercise (Level 5); NZDF Rehabilitation Instructor Course, MY0116: Bachelor of Sports and Exercise 3. 3642: New Zealand Certificate in Security (Foundation) (Level 3). <i>This focus area was evaluated for insight purposes only and does not result in a rating.</i> 4. Partnership Programme Agreements
MoE number:	8033
NZQA reference:	C47312
Dates of EER visit:	8-11 March 2022 (virtual)

Summary of Results

A strong understanding of the value of outcomes for stakeholders supports the development of relevant training, comprehensive learner support and strong achievement. The organisation undertakes regular reviews to ensure the programmes offered are purposeful and responsive. NZDF has rich sources of data; however, indications of its use to inform understanding of trends, strengths and areas of improvement could be improved.

Highly Confident in educational performance

Confident in capability in self-assessment

- Overall achievement is strong. Māori and Pasifika are achieving at parity and, when compared with external counterparts, NZDF learners are achieving at a higher level.
- The value of outcomes for the stakeholders is well demonstrated. NZDF learners positively recognise the value of gaining qualifications, providing a life-long learning pathway. However, understanding the use of skills and knowledge by personnel in later military employment could strengthen the understanding of value for recipient units and deployments.
- The New Zealand Defence College (NZDC)¹ regularly interacts with stakeholders to ensure learner needs are met and programmes remain relevant and current. Learning environments and activities provide NZDF learners with exposure to military and external working environments and ways of thinking.
- Learning support needs are identified early, and comprehensive learning and pastoral support services ensure wellbeing needs are met promptly.
- The organisation's purpose and direction are clear, and regular strategic review provides confidence that the programmes offered are purposeful and responsive. NZDF regularly collects rich sources of data. Regular meetings and reports allow analysis

¹ The New Zealand Defence College maintains the training strategic planning, processes, procedures, instructional staff and programmes for the New Zealand Defence Force.

to inform change to commence and/or occur where possible.

- Staff are valued, and the annual review of performance and professional development ensures they remain able to fulfil their roles in a changing and challenging environment.
- NZDF rigorously maintains its compliance accountabilities and supports those of its partner tertiary education organisations where they deliver on behalf of NZDF.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Robust policies and procedures provide a structure within which achievement can occur. Learners have the opportunity to gain a promotion by completing pathways comprising courses and qualifications, which supports strong achievement rates. Positive and regular internal and external moderation validates and supports these achievements.</p> <p>The course and qualification completion rates (achievement rates), across all NZDF courses is above 80 per cent.³ Māori and Pasifika learners achieve at a similar or higher rate.⁴ The majority of programmes of study completed support NZDF personnel military and trade roles. However, some New Zealand qualification programmes are only partially aligned to the compulsory military equivalent. In these situations, there is an option to not complete the New Zealand qualification. For all personnel who complete New Zealand qualification programmes, achievement is higher than for their civilian counterparts.⁵</p> <p>Overall, comprehensive achievement data and regular course evaluations are collected and reported on.</p> <p>Some withdrawals do occur and the reasons for these withdrawals are understood – learners are either being deployed, reassigned, or choosing to leave the service. Review of the reasons for withdrawal prompts NZDC to change programme offerings, delivery modes and the timing of delivery to reflect the changing circumstances.</p>

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

³ See Table 1, Appendix 1.

⁴ See Table 2, Appendix 1

⁵ See Table 3, Appendix 1

Conclusion:	Achievement is strong. Comprehensive information is collected and used in self-assessment; however, how data analysis contributes to a greater understanding of achievement and leads to related decisions and actions is unclear.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The New Zealand military gains highly trained personnel who can apply relevant skills and knowledge to the numerous operations the NZDF is required to undertake.</p> <p>NZDF training is a structured pathway where programmes of study increase the skills and knowledge of the NZDF learners so they can fulfil the various roles available within an industry-relevant workplace, as well as encourage leadership promotions and help learners gain external credentialing, providing a post-military pathway of employment. Behavioural, satisfaction and destination evaluations are used to measure the success of each programme, with related comprehensive reports supplied to the relevant chains of command. NZDF has indicated that feedback is positive, and any areas of concern are investigated. Subsequent recommendations from the NZDC evaluation team are sent to the relevant commanding officers.</p> <p>The acquisition of additional skills, such as effective time management, communication skills and literacy – as well as attributes such as resilience and confidence – provide NZDF with personnel able to cognitively and practically engage with their work and the community.</p> <p>Defence personnel families or whānau gain value through gaining access to study through the ‘Forces 4 Family’ scheme. Programme partners speak to the mana and credibility that providing training to NZDF personnel brings. Industry representatives speak of the high calibre of the personnel. Currently anecdotal evidence from ex-Service personnel provides insight into the value of outcomes for this group of stakeholders. Formalised documentation capturing these insights would strengthen NZDF’s knowledge of the effectiveness of supporting personnel to gain qualifications recognised beyond the NZDF.</p>

Conclusion:	The value of the outcomes can be clearly articulated for and by stakeholders. Regular evaluations are completed and used for review purposes. The formal capture of evidence supporting the value of providing civilian qualifications for military personnel and the effect on later career opportunities would strengthen related reviews.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZDF provides programmes written by the services that provide the necessary training for the military personnel to meet their operational duties. For trade and leadership-related training resulting in New Zealand qualifications, programmes are provided through partnerships with another New Zealand tertiary education organisation (TEO). The relevance of this diverse programme portfolio is maintained through regular meetings with internal and external stakeholders.</p> <p>The learning environments are embedded in the trades each learner is employed within. This ensures learners are engaged in work-relevant activities with immediate applicability on return to their relevant unit. End-of-module evaluations and low student-tutor ratios ensure that needs are recognised and addressed promptly. Academic integrity is maintained through plagiarism detecting software and direct observation of practical elements.</p> <p>Formative assignments and pre-moderated summative assessments occur regularly, with prompt marking and feedback given in accordance with the assessment and moderation policy. For learners requiring resits, individual performance plans are created to direct support to areas of need. Generally positive internal and external moderation supports the consistency and validity of the assessment process. Moderation feedback is actioned as part of the programme review process.</p> <p>Review of programmes is ongoing with each programme iteration. End-of-programme reports collate the module and programme-level achievements, observations, evaluations and experiences. These feed into quarterly reports to individual services and to NZDC, which in turn assists the annual</p>

	programme and alignment reviews undertaken with programme partners, as well as supporting the programme partners in their review processes.
Conclusion:	NZDF provides qualification opportunities through partnerships and robust processes that meet learner needs and maintain relevance for stakeholders. Comprehensive moderation and evaluations support regular reporting and reviews.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Support within NZDF commences just after recruitment when literacy and numeracy capabilities are assessed. This forms the basis of the support available as personnel complete qualifications for their trade. To date, uptake of literacy and numeracy support has been limited, which resulted in NZDF completing research to understand the mechanisms for improvement. NZDF has developed an online tool that provides strategies for each stakeholder to apply to an individual's learning journey. Response to this tool has been positive.</p> <p>Because people join NZDF to undertake a particular trade, the learning goals of each individual are understood. A set pathway of training is linked to each trade, and personnel are provided with the necessary study information when needed. The low learner-instructor ratio helps tutors to identify and respond to learning concerns and needs quickly. Learners attested to also turning to fellow learners and forming social media groups as alternative support and networking. Local adult learning tutor teams and qualification advisors provide further individual, group, and extra workshop support. Learner access to this support can be affected by their availability and schedules when on deployment or after returning to their unit. Continuing to develop better access to learner support could strengthen uptake and successful completions of New Zealand qualifications.</p> <p>NZDF consciously provides holistic support for their service personnel. Examples of this include extensive pastoral support services, recognising and incorporating cultural needs and beliefs into the training, providing scholarships for areas of study</p>

	interest, and procuring external sources of expertise to support persons with learning disabilities. The effectiveness of the support provided across NZDF is evaluated regularly, and end-of-programme reports incorporate the results for review purposes. Issues arising from the feedback received are acted on.
Conclusion:	Comprehensive, holistic support throughout service and training is available to NZDF personnel. Evaluations and reports inform review, and actions are taken to address areas of concern.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZDC's strategic plan articulates clearly the purpose and direction for training. The five-year plan is reviewed annually, with regular reporting and meetings with stakeholders to inform any changes made. To ensure a continuous knowledge base throughout the five-year plan, NZDF has changed the composition of the governance team from military-only to include civilians.</p> <p>Since the previous EER, a number of projects have been completed to address issues that have arisen from analysis of the data received through NZDC's evaluation mechanisms. Examples of actions undertaken to allow improvements are:</p> <ul style="list-style-type: none"> • The amalgamation of the services, resulting in the use of common partnership programmes. • A comprehensive learning management system to enable service personnel to engage with programmes in an online environment. • A centralised programme management system providing a repository for programme development, lesson planning and delivery resources. <p>Stakeholders attest to the positive nature of these actions.</p> <p>NZDC staff are employed for their qualifications and experience to guide the strategic direction and actions of the college. Military instructors are chosen for their trade experience, knowledge, and</p>

	<p>qualifications. Evaluations and annual performance reviews led to a project culminating in the Instructor Capability Framework – a pathway of study for trainers of adults. The effectiveness of this project is still to be determined.⁶</p> <p>Covid-19 has had a significant impact on NZDF and NZDC. Programmes have been delayed or deferred due to lockdowns, staff have been deployed to provide security in managed isolation and quarantine (MIQ) facilities, access to military bases has become limited for contractors, and staff have been reassigned regularly to cover roles elsewhere in New Zealand or overseas. Programme and resource delivery has been reviewed and shifted to enable NZDF personnel continued access to study when able to do so.</p>
Conclusion:	Comprehensive strategic planning and review ensures NZDC’s purpose and direction remains clear and academic leadership remains effective. Academic staff are valued and guided to specialise. Understanding the effects of increased deployments and decreased staff coverage is reflected in NZDC’s programme development, delivery and review processes.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>As a government entity, NZDF must meet numerous government policies and requirements. All agreements and statutory actions are overseen by policy and legal teams to ensure alignment with ministry guidelines. Regular internal meetings, a workplan and an extensive Defence Manual of Learning⁷ ensure all compliance and accountabilities are monitored and met in a timely manner.</p> <p>NZDF needs to log only annual statutory declarations with NZQA, which it does in a timely manner. As a government entity it is not subject to the domestic section of the Code of Practice;</p>

⁶ Due to Covid-19 and the subsequent operations and reassignments faced by NZDF, the action phases of this project have been delayed.

⁷ The Defence Manual of Learning contains all policies and procedures for training completed by military schools and in partnership with external tertiary education organisations.

	<p>however, they have familiarised themselves with the Code to ensure they are providing equivalent support for their learners.</p> <p>NZDF supports its programme partners to meet their accountabilities. An example of this is the provision of skills or knowledge application and moderation information to support their partners' consistency review requirements. Annual review of the training agreements held with each partner ensures NZDF retains awareness of and can manage its support of compliance accountabilities.</p>
<p>Conclusion:</p>	<p>NZDF has robust systems in place to effectively manage its compliance accountabilities in a legal and ethical manner.</p>

Focus Areas

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

2.1 Focus area: Business qualifications pathway; includes New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3); New Zealand Certificate in Business (First Line Management) (Level 4); New Zealand Diploma in Business (Leadership and Management) (Level 5); Bachelor of Applied Management (Level 7)

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The business pathway of qualifications is aligned and embedded in New Zealand business qualifications, with the leadership pathway of training completed by military personnel working towards promotion to a higher rank.</p> <p>As the levels 3 and 4 New Zealand qualifications are no longer a direct match⁸ with their military equivalents, additional work placement, assignments and verification of activity is now required. This occurs over the months following the promotion course. This extra learning experience is negotiated with the relevant standard-setting organisation and is annually benchmarked for alignment to the respective qualification.</p> <p>Learners attested to the difficulty of undertaking after-course and additional study while deployed to military operations or new roles. NZDF understands the effect of deployment on the achievement of the New Zealand qualifications and has shifted delivery and resources to better meet emerging needs. Understanding the value of receiving the externally recognised qualifications for future roles could strengthen self-assessment.</p> <p>The New Zealand Army and the Royal New Zealand Airforce complete business qualifications as part of their leadership pathway.⁹ Feedback from the instructional staff attests to the quality of the resources for the instructors. Current learners</p>

⁸ National qualifications were unit standard-based, enabling a match of military training learning outcomes to the required evidence outcomes of each standard.

⁹ For those personnel wishing to undertake higher-level study in leadership and management, the New Zealand Diploma in Business (Level 5) programme is available in addition to the leadership pathway.

	<p>commented that they would benefit from an upgrade to technological capabilities and resources.</p> <p>The Bachelor of Applied Management is available to all NZDF staff requiring this further education to better fulfil their roles. Recognition of prior learning is completed by the programme partner, and learners complete the remaining papers either totally online or by attending on-campus. As this is a new programme, with the first cohort starting in 2020, most learners are still to complete. However, most appear to be on track to do so. Evaluations and support are completed by the external provider, with summary reports provided to NZDF for progress purposes.</p>
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2.2 Focus area: Physical Training qualifications pathway; includes New Zealand Certificate in Freestyle Group Exercise (Level 4); New Zealand Certificate in Exercise (Level 4); New Zealand Certificate in Exercise (Level 5); NZDF Rehabilitation Instructor Course, Bachelor of Sports and Exercise

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The New Zealand Certificates in Exercise are aligned with the core physical training courses which are mandatory for role completion and promotion. Annual benchmarking ensures the alignment is moderated.</p> <p>Because the alignment is only partial, physical training instructors can choose to opt out of completing the New Zealand qualifications, which requires a reflective journal and the completion of a business module. Evidence shows that those who choose to complete the New Zealand qualifications achieve at a high rate. Those completing the after-course study are supported through regular contact with a qualifications advisor, and this is attested to be valuable.</p> <p>The rehabilitation instructors' programme of study enables physical training instructors the opportunity to engage with other primary health care professionals within NZDF to support the rehabilitation of personnel. This has only recently been introduced as a course that the trade school will regularly deliver as a response to the reducing number of rehabilitation specialists within the trade, and the growing need for their presence. As this course is specialised, only personnel wanting</p>

	to move into the field apply. The achievement rate within this course is high. Working alongside health professionals in the rehabilitation of service personnel provides a valued outcome to learners and NZDF.
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2.3 Focus area: New Zealand Certificate in Security (Foundation) (Level 3)

<i>This focus area was evaluated for insight purposes only and does not result in a rating.</i>	
Findings and supporting evidence:	<p>As a result of the Covid pandemic, Operation Protect commenced during the latter half of 2020. This placed military personnel into MIQ facilities as security. In order to acknowledge the skills and knowledge these personnel used whilst deployed and to credential them for this activity, NZDC in partnership with the Skills Organisation created a blended delivery programme leading to the qualification, New Zealand Certificate in Security (Foundation) (Level 3).</p> <p>The first cohort enrolled in 2021, and to date no one has achieved this qualification. About a third have withdrawn and a large number are on hold or needing to complete face-to-face workshops.¹⁰ The reasons for the withdrawals and the non-completions are known, some of which are common across all NZDF courses, while others are unique to the MIQ and pandemic environment. NZDF’s understanding of these extraordinary external factors informed subsequent programme development, delivery and review.</p> <p>The resources and activities for this programme are well designed and have been aligned and pre-moderated. Post-course evaluation of their effectiveness in engaging students will occur on completion of the programme.</p> <p>The programme is supported by the NZDF qualifications advisor. Self-reflection has been completed, but until qualification completions occur, post-assessment moderations cannot occur, so programme review presents a challenge. NZDF recognises the difficulties inherent in this programme and has made preliminary efforts to assist completions. However,</p>

¹⁰ As military bases have been locked down during the pandemic, the external specialist contracted to deliver the face-to-face workshops has been unable to enter. This is one reason completion of the qualification has been delayed.

	<p>without the full programme review, little can be substantiated or addressed appropriately.</p> <p>With no learners completing the programme to date, there is insufficient evidence on which to evaluate achievement, the valued outcomes to learners and other stakeholders, and whether the programme meets stakeholder needs. The goals of the programme currently have not been achieved because of the many external factors beyond the control of NZDF.</p>
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2.4 Focus area: NZDF Partnership Programmes

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZDF has chosen to partner with other tertiary education organisations (TEOs) for the delivery of vocational qualifications. This provides NZDF personnel recognition for developed skills and knowledge through the award of a civilian qualification which in turn could provide credentials for post-military employment.</p> <p>The programmes of study offered through these TEOs are:</p> <ul style="list-style-type: none"> • Aligned New Zealand qualifications such as those gained through apprenticeships (for example, the military engineers building apprenticeship where the New Zealand Certificate in Construction (Level 4) is gained). • Partially aligned New Zealand qualifications to existing military courses necessary to develop personnel within their trades (for example, the New Zealand Certificate in Freestyle Group Exercise (Level 4) where learners complete a self-reflection journal after their basic instructor course to complete the New Zealand qualification).¹¹ • Additional New Zealand qualifications that provide service personnel with additional advanced skills and knowledge to fulfil the senior roles available across NZDF (for example, Bachelor of Applied Management).

¹¹ Additional after-course study is often required. This is developed in collaboration with the qualification's developer and annually reviewed for moderation and the meeting of stakeholder needs.

	<ul style="list-style-type: none">• Quarterly consultation between NZDF and the TEO provides achievement, evaluation and support data for review purposes against the annual strategic plans made with each partner. This ensures emerging learner and NZDF needs are met promptly. It also informs the annual review of the partnership agreements where current and potential programme offerings are discussed.
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Recommendations

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

NZQA recommends that New Zealand Defence Force (NZDF):

- Increase and strengthen data analysis to inform more in-depth understanding of achievement trends across all demographics.
- Formalise the capture of the feedback received from NZDF personnel to inform a better understanding of the value of providing civilian qualification opportunities and the contribution made to a career in the NZDF.
- Continue the development of access to learner support on return to units or deployment to strengthen the uptake and successful completion of New Zealand qualifications.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix 1

Table 1. NZDF qualifications data 2018-21

Qualification	Enrolment	Completion	Continuing	Withdrawn
All*	23,476	18,695 (80%)	1,716 (7%)	3,065 (13%)
Certificate in Business (Introduction to Team Leadership) (Level 3)	2,126	1,685 (79%)	164 (8%)	277 (13%)
Certificate in Business (First Line Management) (Level 4)	472	408 (86%)	42 (9%)	22 (5%)
Diploma in Business (Leadership and Management) (Level 5)	351	257 (73%)	12 (3%)	82 (23%)
Certificate in Group Fitness and Exercise (Level 4)	141	120 (85%)	8 (6%)	14 (10%)
Certificate in Exercise (Level 5)	5	5 (100%)	-	-

*Includes data for all NZDF training

Table 2. Māori and Pasifika achievement 2018-21

Qualification	Enrolment	Completion (NZ Euro, Māori, Pasifika)	Continuing (NZ Euro, Māori, Pasifika)	Withdrawn (NZ Euro, Māori, Pasifika)
All*	6445	4631 (72%)	1008 (16%)	806 (13%)
	2027	1523 (75%)	274 (13%)	230 (11%)
	568	424 (75%)	90 (16%)	54 (10%)
Certificate in Business (Introduction to Team Leadership) (Level 3)	937	748 (80%)	111 (12%)	78 (8%)
	259	212 (82%)	23 (9%)	24 (9%)
	83	67 (81%)	6 (7%)	10 (12%)
Certificate in Business (First Line Management) (Level 4)	229	195 (85%)	27 (12%)	7 (3%)
	43	31 (72%)	8 (19%)	4 (9%)
	10	8 (80%)	2 (20%)	0
Diploma in Business (Leadership and Management) (Level 5)	57	18 (32%)	5 (9%)	33 (58%)
	16	5 (31%)	3 (19%)	8 (50%)
	3	0	0	3 (100%)
Certificate in Group Fitness and Exercise (Level 4)	21	12 (57%)	3 (14%)	4 (19%)
	16	9 (56%)	5 (31%)	2 (12.5%)
	1	0	0	1 (100%)
Certificate in Exercise (Level 5)	2	2 (100%)	-	-
	2	2 (100%)	-	-
	0	0	-	-

*Includes data for all NZDF training

Table 3. Civilian to military comparative completion rates 2018-21

Qualification provider	2018		2019		2020		2021	
	Civilian	Military	Civilian	Military	Civilian	Military	Civilian	Military
The Skills Organisation	-	-	75%	75%	67%	72%	-	-
Competenz	-	-	70%	85%	68%	88%	-	-
Skills Active	-	-	78%	88%	57%	77%	-	-
Universal College of Learning (UCOL)	83%	100%	86%	98%	84%	99%	85%	99%
Open Polytechnic of NZ	-	-	75%	92%	76%	91%	-	-

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. 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 fraud¹²*
- *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.*

¹² 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.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including TITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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