

# Report of External Evaluation and Review

NZ Marine and Composites Industry  
Training Organisation

Confident in ITO performance

Confident in capability in self-assessment

Date of report: 18 August 2017

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MoE Number: 8140  
NZQA Reference: C24367  
Date of EER visit: 6-8 June 2017

# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the industry training organisation's (ITO) performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, trainees, communities, employers, and other interested parties. It is also intended to be used by the ITO itself for quality improvement purposes.*

## Introduction

### 1. ITO in context

Name of ITO:	NZ Marine and Composites Industry Training Organisation (NZMAC ITO): <a href="http://www.nzmacito.org.nz/">www.nzmacito.org.nz/</a>
Location:	79-85 Westhaven Drive, Westhaven, Auckland
Gazette recognition date:	2010, and updated November 2016.
Gazette coverage:	<p>'Recognition of Boating Industries Association of New Zealand Incorporated as an Industry Training Organisation. Pursuant to section 5(1) of the Industry Training and Apprenticeships Act 1992, the Boating Industries Association of New Zealand Incorporated is recognised as an industry training organisation for the following industries:</p> <ul style="list-style-type: none"><li>• The design, building and manufacturing of yachts and boats from small dinghies to ocean-going motor and sail yachts up to an overall length of 120 metres (400 feet);</li><li>• marine oriented supporting activities such as the buying and selling of craft, maintenance and servicing of these vessels; and the sail making industry</li><li>• the distribution and retailing of marine products and services, marina operations, and the manufacturing of composites products (excluding aeronautical composites, which are covered by the Service Skills Institute).'</li></ul>
Number of qualifications	At the time of scoping the EER: New Zealand

registered on NZQF:	qualifications, 15; and National qualifications, 11
Number of standards registered on NZQF:	At the time of scoping the EER: 219. New unit standards are in development to support the New Zealand qualifications (approximately 30-40).  Standard-setting body responsibility for the domains Sail Making and Trailer Boat Systems is being transferred from MITO (Motor Industry Training Organisation) to NZMAC ITO (34 unit standards), so the number of unit standards registered will increase to approximately 280.
Number of trainees:	406 at 20 February 2017 (204 Standard Training Measures).
Number of staff:	Nine full-time, three part-time
Distinctive characteristics:	NZ Marine ITO arranges on-job and off-job training. It is a division of the NZ Marine Industry Association, and both are governed by the Boating Industries Association of New Zealand, the peak body for the boating industry.
Recent significant changes:	In the past 12 months, the ITO has employed additional staff to further develop the online learning curriculum material.  As above, the ITO is assuming responsibility for the domains Sail Making and Trailer Boat Systems from MITO.
Previous quality assurance history:	At the previous external evaluation and review (EER) in 2013, NZQA was Highly Confident in the ITO's educational performance and Confident in its capability in self-assessment. The EER report recommended that the ITO 'continue to develop its self-assessment capability so that its self-assessment realises its full potential; as part of developing its self-assessment capability, continue to consider and develop the skill sets and capacity of its very important field officers, including the consistency and effectiveness of best practice'.  For 2014-2016, NZQA moderated assessment samples for seven standards. Assessor decisions for 14 of 23 samples of student work were accepted (with three of nine samples approved in 2016). Assessments for three standards required

modification. In 2016, 23 learner results were reported to NZQA against 12 NZQA-managed standards not listed on the ITO's assessment plan.

Competenz ITO moderated assessment samples for four standards in 2017. Five of sixteen assessor decisions were not verified and NZMAC ITO provided an action plan to improve assessor decisions for the two unit standards.

Other:

NZMAC ITO has contractual relationships with Unitec, NorthTec, and Philip Bish Boat Builders for the provision/delivery of specialist off-job training block courses. These include specialist welding, lofting, petrol and diesel engine servicing, advanced composite, and general engineering.

The ITO's Consent and Moderation Requirements (number 0136) is under review.

From NZMAC ITO's 2017 newsletter: 'On the 8th December 2016, the New Zealand Marine and Composites Industry Training Organisation (NZMAC ITO) celebrated the graduation of 52 apprentices in the marine, composites, and marina industries. NZMAC ITO has hit a major milestone in apprenticeship training in 2016, with 400+ apprentices currently engaged in training. Marine and composites industries have shown steady growth. Sales of trailer power boats on the increase generating \$163.7 million in trade sales in New Zealand in 2014. Businesses are increasingly desperate for skilled staff. This has fuelled an increase in the number of companies investing in upskilling their staff through training programmes and apprenticeships with NZMAC ITO'.

## 2. Scope of external evaluation and review

Three focus areas were included in this evaluation. Together they cover the majority of apprentices and trainees registered with the ITO since the previous EER. They appropriately reflect the largest number of qualifications being undertaken by trainees and the larger industry groupings served by the ITO.

- Governance, management and strategy

- Alloy production boats qualifications. This focus area comprises a significant proportion of apprentices and is also an area of industry growth.
- Composites qualifications. In 2016 composites trainees comprised about 24 per cent of the total learners in training with the ITO. This is also an area of growth, much of it outside the traditional marine industry.

### 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 document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/for-providers/keydocs/index.html>) [Refer to ITO supplement]. 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.*

The lead evaluator made a pre-scoping visit to the ITO, and also attended part of the New Zealand Marine Industry Conference 2017. The ITO provided the evaluators with a self-assessment summary and other supporting documents prior to the on-site visit.

Two evaluators conducted the on-site enquiry phase of the EER. On 31 May 2017, the evaluators visited two boatbuilding companies and met an ITO field officer. On 6-9 June 2017, the team continued the evaluation at the ITO's office in Westhaven and visited two industry sites in Auckland. The evaluators met with:

- The board chair, executive director, general manager, qualifications and quality assurance team leader, all field officers, and other staff closely involved with the training.
- Apprentices, trainees and graduates at the various site visits.
- External stakeholders from industry.

Documentation considered as part of the evaluation included: elements of the quality management system and strategic planning documents; meeting minutes; self-assessment documentation, including monitoring and surveys; moderation reports; teaching materials and assessment activities; job descriptions; web-based material. This documentation was used to better understand the ITO's self-assessment strategies, educational processes and performance.

# Summary of Results

## Statements of confidence on ITO performance and capability in self-assessment

NZQA is **Confident** in the performance and **Confident** in the capability in self-assessment of **NZ Marine and Composites Industry Training Organisation**.

NZMAC ITO is thoroughly embedded in its industry, having established strong and dynamic networks over the years. This contributes directly to understanding and meeting stakeholder needs. The ITO is contributing value to a large, value-adding manufacturing and technology sector, reflecting significant employment and export earnings for New Zealand.

Trainees achieve well, although credit and qualification completions have fallen over the past two years. This is partially explained by the context of an industry that has undergone significant change, business closures and readjustment.<sup>1</sup>

The ITO has a relatively small, tight-knit team with strong, purposeful leadership, and a clear, documented strategy, with an evident aim of providing value for money to stakeholders. Resources are well stewarded, and there is currently significant investment in further improving the training materials and the interface with trainees, for example by rolling out a new e-learning portal and developing specialised training resources suited to an e-learning environment. Overall, this is an important area of the ITO's operation which warrants improvement and updating.

Since the previous EER, the ITO has developed a new suite of qualifications and assessment standards, and has also had new programmes approved by NZQA. The work effort towards the mandatory review of qualifications has been a major focus, and has possibly and understandably delayed some necessary updating of course material in a few cases. Industry sources and some trainees said there is misaligned content in some courses within the focus area programmes.

Some areas of assessment (such as timely integration with on-job learning as it relates to the sequence of mastering boatbuilding techniques) are robust and effective, but currently some assessment material is dated and has a 'unit-by-unit' approach lacking integration of topics. The quality of assessment is variable, but there are recent well-resourced and well-led actions to lift quality.

The self-assessment summary prepared for the EER provides a useful new model for further development. It uncovered some limitations in the provision of readily available, robust data and opportunities for further strengthening knowledge and

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<sup>1</sup> Areas of growth and importance at the time of the previous EER (super yacht building, for example) have reduced since the global financial crisis. Correspondingly, domestic and export production of alloy boats and the composites industry have grown markedly, with different skill requirements.

presentation of performance for team reflection. Some historical programme data recording was reportedly inaccurate, and so there were some limitations around accurate understanding of patterns of qualification completions.

As well as the self-assessment activities mentioned above and within this report, the ITO has recently re-instituted surveys gathering useful feedback from employers, apprentices/trainees and graduates. In addition, management provides detailed, accurate and actionable reports to governance, and the protocols around the relationship with the NZ Marine Industry Association are well documented and actively maintained. The sector groups making up that association are both a sounding board and a source of strategic direction for the ITO. Self-assessment is being actively used to monitor workstreams, update processes and materials, and improve performance.

# Findings<sup>2</sup>

## 1.1 How well does the ITO understand and meet the needs of industry, trainees and government?

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**.

NZMAC ITO has ongoing consultation and communication with government. The success of the ITO in presenting a case that meets government requirements led to their continued, stand-alone gazetted status when all ITOs were reviewed in 2013-2014. The ITO recently assumed responsibility for the domains Sail Making and Trailer Boat Systems from MITO, which further extends the scope of their responsibilities. The ITO has also been successful in obtaining Tertiary Education Commission funding for a pilot School to Work transition project. In the year to May 2017 this pilot involved more than 30 secondary school students from 22 colleges in paid workplace training with 30 companies for two days per week. Four of these had become apprentices, 12 were completing limited credit programmes (which may contribute to both NCEA and apprentice qualifications) and others had gained employment or decided that the industry was not for them. Self-assessment of this pilot is thorough, and the knowledge gained is being applied to further strengthen the project. The ITO demonstrates the ability to understand and respond to and lead change as they seek to meet the needs of industry, trainees and government.

The ITO has also led a high level of activity relating to the mandatory review of qualifications, particularly over the preceding two years. Numerous replacement or entirely new qualifications, assessment standards and new programmes were developed and approved by NZQA in the months preceding the EER. This work has been methodical, and the products reflect wide sector consultation and commitment. As these programmes are successively rolled out, the needs of trainees will also be better matched as some anomalies and outdated training aspects have or are being removed as expiring qualifications are replaced.

The ITO has continued with the model of field officers and an identified apprentice coordinator/trainer within each workplace. This is designed to ensure that apprentices and other trainees are supported/mentored during their learning. Practical and theory work is verified and checked by the apprentice coordinator/trainer to ensure that it meets the expected industry standard. Final verification of competency occurs only when the field officers deem it appropriate.

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

There is good communication and a supportive approach to ensuring that verification of competency is rigorous.

## 1.2 What is the value of the outcomes for employers and their trainees?

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**.

NZMAC ITO is playing a leading role in ensuring that the skill needs of the marine and composite industries are being met and retained. The training arranged by the ITO is clearly aimed at advancing the skills and capability within the industries they serve, and there is evidence that they achieve this outcome within the constraints of the ITO's size and the volatility of the industry.

The ITO has a research publication produced in collaboration with the Industry Training Federation<sup>3</sup> which provides a credible analysis of return to companies on investment in staff training. Companies visited during this evaluation described their demand for skilled staff, the shortage of such people, and the growth of their businesses. The evaluators also observed great value to communities in terms of employment and skills training (which are often 'lost' to other growth areas such as building and infrastructure development) in both city and provincial settings. The commitment to training by employers, and the success by ITO staff – particularly field officers – is attested to by the consistent numbers in training year-on-year even through industry lean periods.

The ITO points to the fact that apprentices and trainees contribute to 'over \$700 million [per annum] in exports of boats and related equipment and services'. This is a credible claim and a strong example of the commercial value to which skills training contributes. In December 2016, 52 apprentices graduated, and 'a milestone of 400 apprentices currently in training' was surpassed.<sup>4</sup> Over 80 per cent of employers who responded to the most recent ITO survey indicated that 'the training ... has an important role in increasing the productivity of the industry'. The ITO contributes to a skilled workforce that meets the needs of, and is valued by, its industries.

Graduates of the ITO have progressed in their careers within New Zealand and internationally. The most recent employment data showed that 92 per cent of 2016 graduates were in relevant employment. The number of graduates working in the composites industry (which includes non-boating related technology applications) is

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<sup>3</sup> *The return on training for boatbuilders*: <http://www.nzmacito.org.nz/wp-content/uploads/sites/11/2016/08/The-return-on-training-for-boat-builders-v1-4.pdf>

<sup>4</sup> At the first graduation in 2001 there were 22 graduates.

steadily increasing in parallel with these materials becoming more commonly used. Notable current examples, with links to ITO apprentices and graduates, are composite materials for space flight and America’s Cup boats.

The ITO also adds value to its sector through the trades challenges in boatbuilding and, from 2017, a new, advanced composite materials<sup>5</sup> challenge. They have also made awards and grants to promising individuals to advance their training and career progress.

### 1.3 How well do trainees achieve?

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

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

Overall credit completion rates for all levels of training at NZMAC ITO have declined from 2014-2016, as depicted in the table below.

**Table 1. Credit completion rates, 2014-2016**

	NZMAC ITO 2014	NZMAC ITO 2015	NZMAC ITO 2016*
Apprentices	96%	82%	76%
Trainees	78%	70%	48%
Total – NZMAC ITO	88%	79%	69%
Total - all ITOs	76%	80%	80%

Source: Tertiary Education Commission supplied data; \* 2016 data is provisional

The ITO attributes this decline to two main factors. First, the migration of some of the marine workforce into the construction industry in response to the construction and infrastructure ‘boom’ and the attraction it presents to those in the boatbuilding industry, even those in training, who have sought-after transferable skills. Secondly, the closure of a number of large employers in the super yacht building sector, which suffered a decline in sales from the global financial crisis; some business continue to do well in that sector. Survey data, intelligence gathered through field officers, and the sector connections of the ITO board support the validity of these claims. This context mitigates the degree of seriousness of this performance gap.

This decline is echoed in the programme completions rate. However, the small number of learners enrolled in numerous specialist qualifications (for example building wooden boats or marine rigging) – where small changes can skew the results – makes these rates a less reliable indicator of achievement. Limited or variable-quality quantitative data around educational performance has hampered the ITO’s analysis, for example for making comparisons of credit completion rates

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<sup>5</sup> In conjunction with Auckland University Centre for Advanced Composite Materials.

at the various levels of training. This is now being rectified with a project to improve data control and quality and its timely and accurate reporting.

Approximately 75 per cent of the ITO's learners are enrolled in apprenticeships leading to a recognised trade qualification at level 4 or above. The ITO offers a broad range of qualifications that match the needs of stakeholders for their diverse skills requirements. The industry recognises these qualifications, which promote mobility and advancement within the local and overseas industry.

The enrolment rate for various ethnicities, including Māori and Pasifika learners, is on a par with national census data. Together, Māori and Pasifika learners make up over 17 per cent of enrolments. Māori credit and programme completion rates (53 per cent and 47 per cent respectively) were exceeding the median for all ITOs, but these too have now declined. The ITO has identified a particular programme area – marine painting – which has made an impact here. Pasifika credit completion rates exceed 70 per cent and have improved dramatically since 2014.

#### 1.4 How effective is the training arranged by the ITO?

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

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

The ITO has an effective model of field officers and a dedicated apprentice coordinator/trainer within the workplace, with training materials supplied through the ITO's RudderLive online learning website. Regular scheduled visits allow field officers to advise candidates and mentor and assess individual apprentices, and also allows apprentices to check their understanding. The visits also provide a predictable series of milestones for completing theory work, and this supports progress through the qualifications. Apprentices interviewed spoke favourably of this approach, and were largely satisfied with the performance and knowledge of the field officers. Monitoring of performance, enrolments and progress has been stepped up by management.

The RudderLive website continues to be a useful platform for trainees to access learning material and assessments, monitor their own progress and interact with field officers. Apprentices commented that the field officers are also responsive through email or phone contact, which they appreciated. Currently the ITO is establishing a new online learning platform, and at the same time reviewing and improving the quality of training materials. Self-assessment is strong in terms of planning and monitoring these very timely improvements.

Some provision has been made by the ITO to support small study groups at sites or locations where there are sufficient numbers. In 2016, the ITO supported four study groups. Although these apparently meet a need, it was not clear through the ITO self-assessment how effective they have been. Trainees interviewed found these beneficial and wanted more. Similarly, although trainees are assessed using

the Literacy and Numeracy for Adults Assessment Tool, the use of this data and the overall focus on addressing learning needs as a result is limited. Given that the ITO has concerns about withdrawal rates and has recently established a review committee to better understand this, small group tutorial and other forms of literacy/numeracy support may warrant further consideration.

The ITO has worked collaboratively with a small group of other providers (including two institutes of technology/polytechnics, a private training establishment and a licensed contractor) to provide block-course training on specialist topics. While these have worked reasonably well over the years, and survey feedback from each course indicates general suitability, there has been variability and this is an area of uncertain performance so far as effectiveness is concerned. Changes to the block courses are currently being worked through: one polytechnic is no longer involved; and content will be better aligned with industry/apprentice needs and wants as the new programmes come on stream from 2017. Most of the apprentice training occurs in the workplace. This means that ensuring that the limited exposure to block-course training and assessment needs to be high value and highly effective. Currently it appears to be adequate.

### 1.5 What is the quality of the assessment being undertaken towards industry standards and qualifications?

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

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

Ratings under this key evaluation question reflect an overall picture of uneven performance. This is based on ITO survey feedback, performance under external moderation by Competenz and NZQA, feedback from industry and apprentices interviewed by the evaluators, and random samples of assessment (both marked and unmarked) appraised during this visit. Some areas of assessment (such as the timely integration with on-job learning as it relates to the sequence of mastering boatbuilding techniques) are robust and effective. However, some assessment material is dated and has a 'unit-by-unit' approach lacking integration of topics. The quality of assessment is variable. The recent creation of a resource and technical writing team, as well as the appointment of a communications officer, indicate that management is already taking action to strengthen the quality of materials provided to apprentices.

Practical and theory work is verified and checked by the employer to ensure that the apprentice meets the expected industry standard. Final verification of competency occurs when the field officer deems it so. Recently, more rigorous pre- and post-assessment moderation has been instituted at the ITO. A moderation schedule indicates that this will now be an ongoing improvement to the process.

According to data supplied by the Tertiary Education Commission, nearly 70 per cent of the ITO's non-expiring standards were due for review as at 13 June 2017. This is the third-highest proportion among the 11 ITOs. NZMAC ITO has an active review programme for all currently used unit standards and the newly transferred standards from MITO. According to the work schedule and programme of review, the ITO's review programme will be completed by quarter 3 of 2018 by the technical writing team. NZMAC ITO figures show that 41% are now updated, and 59% are scheduled for review. Unit standards have been prioritised for review by their current and proposed use in the new programmes under development. It was considered by NZMAC ITO to review the unit standards in line with the new qualifications, programmes, and modules to maximise resources in the most effective and timely way. Numerous replacement or new assessment standards have been developed by the ITO and approved by NZQA in the months preceding the EER, but the ITO has more to do here as it has an obligation to develop and maintain standards.

The work towards the mandatory review of qualifications has been a major focus for what was a small team assisted by some contract staff. This may have delayed some necessary updating of course material in a few cases. Industry sources and some trainees indicated that there is misaligned content in some courses within the focus area programmes. These gaps are being managed and do not raise major concerns about the overall validity of qualifications awarded, but do require resolution.

## 1.6 How well does the ITO's governance and management support the ITO to meet its statutory functions?

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**.

NZMAC ITO has a unique organisational structure. The overarching governing body is the industry peak body, the Boating Industries Association of New Zealand, and the ITO is an integrated component of that entity. This includes shared governance. The significant benefit to the ITO is a continual interaction with industry through site visits by staff, conferences and workshops, surveys and other interactions with sector groups within the New Zealand marine industry.

The ITO board points to significant unfunded (by government) training volume through the wider Boating Industries Association of New Zealand and their activities. In 2016, training delivery was 4 per cent higher than expected. This reflects a focus on providing value for money to stakeholders and careful stewarding of resources. The annual report by the ITO and the reporting to and networking with the various marine industry groups are examples of comprehensive self-assessment used to understand and monitor performance of strategic goals, and educational and financial targets.

Document control has been strengthened at the ITO, and the quality and integrity of data recorded about apprentice progress is also being improved. As the ITO reports in their self-assessment summary, these were needed improvements.

The NZ Marine Industry Association, which incorporates NZMAC ITO, has strong, effective links with the wider marine industry in New Zealand and internationally. These interactions involve ongoing consultation, advocacy and co-operation with government bodies (for example, New Zealand Trade and Enterprise and Tourism New Zealand). Strategic planning and setting of strategy for the ITO is well informed and effective (see also reporting under 1.1).

# 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 ITO performance is **Excellent**.

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

The key reasons for this rating include:

- The NZ Marine Industry Association, which incorporates NZMAC ITO, has strong, effective links with the wider marine industry in New Zealand and internationally.
- Setting of strategy and planning is well informed and effective. The ITO has purposeful leadership who understand the sector and have consistently developed strategy based around meeting skills needs and providing value for money to stakeholders.
- The ITO demonstrates the ability to understand, respond to and lead change as they seek to meet the needs of all key stakeholders. This is most recently demonstrated in their review of qualifications and further development of e-learning.
- There is currently significant investment in further improving the training materials and the interface with trainees.
- The detail, accuracy and usefulness of reporting provided from management to governance, and the protocols around the relationship with the NZ Marine Industry Association are well documented and actively maintained. Self-assessment under this focus area is particularly strong.

## 2.2 Focus area: Composites qualifications

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

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

### 2.3 Focus area: Alloy production boats qualifications

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

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

Delivery of training under each of the qualification-related focus areas (2.2 and 2.3) are generally matching industry needs, completion rates are good, and current improvement processes will re-align content to changing industry needs and strengthen assessment. Self-assessment is being used to understand performance and plan for change. Some changes and improvements are still at an early stage.

# Recommendations

Other than potential improvements highlighted within the report, there are no recommendations resulting from this EER.

# Appendix

## Regulatory basis for external evaluation and review

*In 2009 NZQA introduced the evaluative approach to quality assurance in the tertiary education sector, consisting of self-assessment and external evaluation and review. This is applied in the quality assurance of programme approvals and accreditations under sections 249 and 250 of the Education Act 1989, as well as for training schemes (section 251), consents to assess against standards (section 252) AND PTE registration under Part 18 of that Act.*

*The NZQA Board also published policies and guidelines for the conduct of external evaluation and review of ITOs on 27 May 2010. NZQA relies on ITOs to build the self-assessment and external evaluation and review model into their infrastructure. ITOs will be evaluated on their infrastructure and use of the model in the following ways:*

- Advising Ministerial recognition of an ITO under the Industry Training Act, 1992*
- Accepting arrangements for monitoring and assessing of industry training under section 10 of the Industry Training Act 1992*
- Registering standards on the Directory of Assessment Standards*
- Awarding consents for ITOs (or their assessors) to assess against standards on the Directory of Assessment Standards under section 252 of the Education Act 1989*
- Applying programme approval criteria where ITOs are course owners.*

*External evaluation and review is also used by NZQA as a monitoring and evaluation tool, with the outcomes of these processes informing Tertiary Education Commission decisions relating to re-recognition of an ITO. In addition, external evaluation and review reports are one contributing piece of information in determining future funding decisions in relation to an investment plan agreed between an ITO and the Tertiary Education Commission. The understandings and expectations for the implementation of ITO quality assurance are set out in a protocol to the Memorandum of Understanding between NZQA and the Tertiary Education Commission.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the policies and criteria approved by the NZQA Board. The report identifies strengths and areas for improvement in terms of the ITO's performance and capability in self-assessment.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*Information relevant to the external evaluation and review process is summarised in the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*. Two other documents explain how the process is applied to ITOs: *EER Policy and Guidelines – ITO Supplement* and *Evaluation Indicators for Industry Training Organisations*. These documents are available at:  
<http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-for-eer-ito/introduction/>*

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