

Report of External Evaluation and Review

Multicultural Learning and Support
Services Incorporated
trading as MCLaSS

Confident in educational performance

Confident in capability in self-assessment

Date of report: 2 September 2015

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Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	Multicultural Learning and Support Services Incorporated trading as MCLaSS
Type:	Private training establishment (PTE)
First registered:	4 November 2013
Location:	Level 1 Ranchod House, 39 Webb Street, Te Aro, Wellington
Delivery sites:	Above, and Emmett Street, Newtown; 13 Constable Street, Newtown; 11 Heriot Drive, Porirua; Hutt Community Hub, Russell Keown House, 38 Queens Drive , Lower Hutt; all in Wellington
Courses currently delivered:	<ul style="list-style-type: none">• Beginner General English• ESOL Workplace Language
Code of Practice signatory:	No
Number of students:	Domestic: 173 equivalent full-time students International: nil
Number of staff:	12.8 full-time equivalents
Scope of active accreditation:	Consent to assess in: Domains: Work and Study Skills, Interpersonal Communications, Writing, Cleaning Skills, Service Sector-Core Skills Unit standard 497 <i>Demonstrate knowledge of</i>

workplace health and safety requirements.

Distinctive characteristics:	MCLaSS offers English language teaching for refugees and other migrants for whom English is another language. MCLaSS is the only provider in Wellington of course-based ESOL (English for Speakers of Other Languages) provision for absolute beginners (no English language). Other language education providers offer higher-level courses to migrants who already have beginner English language skills, and MCLaSS graduates are able to progress to these providers. The provision of language education in Porirua and Lower Hutt is aimed at those who have not been able to make sufficient progress to meet their own personal needs or to be able to seek employment. MCLaSS works closely with other organisations such as Red Cross Refugee Resettlement Services, WINZ and other English language providers to ensure that newly arrived migrants receive the language education and support they need.
Recent significant changes:	Recent approval (April 2015) for: Beginners Workplace Language and Pre-Employment Skills Training Scheme (Level 1). This programme is currently being trialled and will be delivered in the second part of 2015.
Previous quality assurance history:	MCLaSS was registered as a PTE in November 2013. It has not participated in any external moderation to date as it will only start delivering unit standard-based courses later in 2015.
Other:	MCLaSS has several sites in Wellington city, Porirua and Lower Hutt, enabling migrants to access language education in their own communities.

2. Scope of external evaluation and review

The focus areas selected for this external evaluation and review (EER) were:

- Governance, management and strategy. This is a mandatory focus area.
- Beginner General English. This is one of only two programmes the organisation delivers to refugees and migrants. This is a key course for the organisation and an example of a course only delivered at the Wellington

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site. It supports learners who start with little English and is key to their engagement in New Zealand society.

- ESOL Workplace Language. This is the other key course delivered at the Wellington, Lower Hutt and Porirua sites. This course develops numeracy and literacy and seeks to support learners to gain employment or develop in their employment skills through improved workplace English.

Both of the above programmes are government funded.

MCLaSS also delivers ESOL programmes for parents of school children (currently to Holy Cross School in Miramar, Wellington) to support them to support their children's education. This has not been selected as a focus area as it is a more informal course. Additional funding from government in April 2015 is enabling MCLaSS to extend this programme to other schools.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Two evaluators conducted the EER visit at MCLaSS sites in Wellington and Lower Hutt. Documents received by the evaluation team prior to the visit included:

- A self-assessment report
- Capability Development Plan
- Investment plan
- Funding and programme information

Prior to the visit, the lead evaluator interviewed the Chair and a member of the Board. At the visit, the evaluators interviewed:

- The manager and administrator
- Students at the Wellington and Lower Hutt sites, and graduates
- Employers
- Teachers
- Community stakeholders

Documents reviewed included: the strategic plan, student records and surveys, constitution, operational business plan, report on teacher meetings, course reports, Board minutes of meetings and reports.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Multicultural Learning and Support Services Incorporated trading as MCLaSS**.

MCLaSS provides English language education and employment services to refugees and migrants in the Wellington region. It caters for those with no English (the absolute beginners) to those with widely varying levels of language ability.

NZQA has confidence in its educational performance because:

- A proactive Board provides a clear direction for the organisation and actively supports the manager and the business of the organisation.
- The introduction of a unit standard-based training scheme provides more opportunities for migrants to engage in vocational training.
- Students achieve English language competence within timeframes that enable them to achieve other positive outcomes of employment and further study and facilitate their integration into New Zealand society.
- The focus on individual achievement that guides teaching practice and monitoring successfully meets the diverse needs of migrants. The individual learning plans, the structure of the curriculum, and the finely graded levels of learning ensure that students are always able to participate in classes at the level appropriate to their needs. These processes contribute to the successful outcomes.
- MCLaSS has good information about student needs and progress which it uses to guide individual students and make improvements to programmes.
- MCLaSS is closely associated with other organisations with responsibility for the resettlement of migrants and is seen by them as an essential contributor to the resettlement process. Feedback from community stakeholders, including representatives of migrant communities, was consistently positive about the skill of MCLaSS in achieving positive outcomes of value to students and their communities.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Multicultural Learning and Support Services Incorporated trading as MCLaSS**.

Educational performance is strong, but a full understanding of the reasons for this requires an improvement in some areas of self-assessment.

MCLaSS has very good systems for the monitoring of student progress that enable it to understand how well individual students are achieving. Further analysis of performance information at a course level would provide a more comprehensive view of overall educational performance such as:

- Student achievement at the different levels of the Beginner General English class to provide information about the achievement of competencies at each level.
- Collation of other student achievement such as the portfolios of work that, with the above, produce comparative data over time. This information is not currently used effectively to improve programmes and provide an in-depth understanding of educational performance.
- Collation of employment and further study outcomes at the programme level to provide information about the results of each programme and to lead to an understanding of the sustainability of employment.

The manager regularly and effectively reviews teacher performance and provides support to strengthen individual teacher practice. However, the gaps in collated information relating to student achievement by class, appraisal outcomes and peer review limit the understanding of teaching effectiveness across different levels of experienced staff across all sites.

MCLaSS understands the needs of students and their communities very well, and the informal processes for understanding how well these needs are met are well supported by student surveys.

Overall, the evaluators considered that self-assessment, although anecdotal and informal in some areas, nevertheless reflects MCLaSS's commitment to continuous improvement and dedication to individual student progress.

Findings¹

1.1 How well do learners 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**.

The achievement focus is on students gaining English language core competencies that enable them to meet personal, social and work goals that support their integration into New Zealand society. The language ability of students at entry varies widely, reflecting their differing levels of spoken English, ability to read, and prior language learning in their countries of origin.

Students make progressive language gains across four levels of courses in the Beginner General English classes. These levels form a framework of expected competencies at each level, but the progress within each varies according to the needs of students, ranging from absolute beginners to those with some language ability. Although course completion and retention in programmes is monitored, MCLaSS views the individual student record as a more reliable measure of achievement.

The focus on individualised achievement guides the PTE's teaching, recording and monitoring, and self-assessment practices. As a consequence, MCLaSS does not collate and analyse data on overall course completions or the tests or results at each level, although some analysis of the pass and fail outcomes have enabled MCLaSS to identify trends in achievement that are influenced according to whether enrolment occurred at the beginning or part-way through a semester.

The evaluators understood the need for flexibility in the teaching of absolute beginners whose needs and progress are highly variable. However, as achievement of English language competencies is the main indicator of MCLaSS's educational performance, the evaluators considered that collation and analysis of achievements at all levels was needed to fully appreciate the extent of student achievement and the organisation's understanding of how well they understand achievement.

MCLaSS uses performance indicators that link student outcomes to educational performance measures as reported to the Tertiary Education Commission. These include data on programme outcomes such as further study or employment, attendance and satisfaction. Table 1 shows that the performance measures set by MCLaSS are consistently above the set targets for programme outcomes, attendance and satisfaction, and slightly below the target for retention in 2014. The

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

data is useful for analysing retention, engagement in learning and overall satisfaction.

Table 1. MCLaSS performance measures, 2013-14			
Beginner General English programme, delivered in Wellington in 4 levels			
	Programme outcomes	Attendance	Retention
Measure	Graduates of top level go on to further study or employment	Attendances are frequent enough for learners to make progress	Learners enrolled at the beginning of each course complete the course, or if they leave early it is for employment or a higher-level course
KPI*	60%	Average of 75%	80%
2013	100%	Average of 80%	83%
2014	84%	Average of 83%	77%
Workplace Language programme, delivered in Wellington in 1 level and Hutt and Porirua in 2 levels			
	Attendance	Retention	Satisfaction
Measure	Attendances are frequent enough for learners to make progress	Learners enrolled at the beginning of each course complete the course, or if they leave early it is for employment or a higher-level course	Learners surveyed at the end of each course report that they are happy or very happy with their learning experience
KPI	Average of 75%	80%	90%
2013	Average of 82%	85%	100%
2014	Average of 80%	76%	98%
Data supplied by MCLaSS *Key performance indicator			

MCLaSS's self-assessment is based on high levels of monitoring of individual needs, which is fit for purpose. Teachers and the manager use this information and feedback from the end of the course and the six-monthly student surveys to make changes to course content, such as the inclusion of more verbal and listening skills.

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

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

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

The outcome of most value to students is their increasing competence in English language.

The high level of student satisfaction is an indicator of the value gained when considered together with strong attendance and student feedback to the evaluators. Nearly 100 per cent of students surveyed in 2013-2014 said they were very happy with their learning experience at MCLaSS. Graduates interviewed by the evaluators said their current employment resulted from the language education, mentoring and employment advice they received at MCLaSS.

The outcomes of MCLaSS language education are also of value for the contribution made to the business of other community organisations. For example, Red Cross Refugee Resettlement Services regards MCLaSS as 'indispensable' to the resettlement of migrants. Red Cross commented on the skills of the teachers, flexibility of provision, and the contextualisation of learning to individual needs. They described how many students unable to speak or read English a year to 18 months previously were moving into employment, thereby assisting their integration into New Zealand society.

Ethnic communities benefit from having an increasing number of English language speakers able to function independently and to support others in their families and communities. MCLaSS provides additional value to these communities through informal programmes such as its ESOL programmes for parents of school children so that they are better able to support their children's education.

Workplace Language students gain language skills contextualised to the New Zealand workforce in a realistic learning environment. Students interviewed by the evaluators said how much they appreciated the teaching and the value of learning specific employment-related skills, and the confidence gained from part-time employment.

Students are awarded certificates of attendance that detail the language competencies gained. These not only provide a useful record for students but also valuable evidence for employers and agencies of language capabilities.

MCLaSS has a very good understanding of the value of its language education programmes from its student surveys and informal feedback. Board membership that includes representatives of different ethnic communities and close collaboration with other language providers, community groups and local councils ensures that MCLaSS is able to balance its language education with other social and community needs. While self-assessment is largely informal, it was clear to the evaluators that the manager and teachers clearly understood the language

difficulties and challenges for refugees and new migrants and the value to be gained from competence in English as they start new lives in New Zealand.

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

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

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

MCLaSS has a range of strategies for making sure that their language education options are well matched to the needs of students and other stakeholders.

An initial diagnostic assessment is thorough and establishes a profile of language-specific needs for each student, and an understanding of personal, family or cultural factors that may have an impact on learning. The individual learning profiles lead to the enrolment of students in courses that match their needs (or they are referred to another provider). Progression to another level is dependent on a number of factors, such as the results of tests, reasons for lack of achievement, and an evaluation of the student's readiness for further study. MCLaSS's teachers and manager are thus able to make informed decisions about progress and ensure that students continue in the programme that matches their needs.

The fine grading of levels of language learning acknowledges the needs of 'absolute beginners' as well as those with more developed language skills, and is fundamental to matching the complex language needs of students to the appropriate level of learning. MCLaSS's skill in meeting these needs was commented on by many stakeholders, including representatives of migrant communities. Students considered that the wide variety of learning activities matched their particular needs to the point where they felt confident about using English in most situations and were able to progress to higher-level language or vocational study at another provider.

As noted in Findings 1.2, MCLaSS matches the needs of organisations that are responsible for implementing the government's refugee and migrant resettlement programmes. MCLaSS specialises in meeting the needs of new arrivals with no English language, and that are not able to be met by other organisations. The increasing language competence of migrants means they can participate in other resettlement activities and employment.

The decision by the Board and management to seek approval for unit standard-based programmes is intended to match the needs of migrants wanting to progress to other standards-based vocational training. The need for students to have non-ESOL achievements was identified in consultation with employers and students. The new training scheme builds on the ESOL learning and is intended to lead to outcomes that are relevant to many employment contexts.

The training scheme trial includes skills for likely employment, such as supermarket work, cleaning or aged care, and matches the needs of students wanting relevant communication and job-seeking skills.

The provision of classes in other centres, and morning or afternoon classes, match students' personal circumstances.

The needs of stakeholders are well understood by the MCLaSS Board, management and teachers through their close association with migrant communities, other supporting organisations and provider networks. Self-assessment has led to changes and improvements to courses that better match student needs, and gaps in provision such as at Porirua and Lower Hutt have been closed by MCLaSS establishing courses in these areas. Verbal student feedback is supported by course and six-monthly surveys. MCLaSS facilitates a formal feedback session with students in their first language groups and conducted by interpreters as needed. Student feedback shows high levels of satisfaction, indicating that their needs have been well matched to the different language options, and has also resulted in the organisation bringing in more volunteers to support learning, more computers and the incorporation of more information about New Zealand society in the courses.

1.4 How effective is the teaching?

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**.

MCLaSS teaching staff are experienced and formally qualified in ESOL teaching. A range of teaching strategies are used to suit the particular needs of the students for incremental learning. Formative assessment and summative tests are used to monitor student progress. The individual achievements of students, their satisfaction with the teaching, and successful outcomes of progression to employment or further study attest to the effectiveness of teaching.

The meeting of individual language needs is a feature of the teaching. The curriculum is research-based to reflect the core competencies and expected outcomes framework for ESOL students, and specifically designed to cater for widely varying individual needs. MCLaSS sets realistic standards that are understood by students and which provide a structure for learning through the four levels of the Beginner General English course. Course content is modified to suit students with low literacy and those who are illiterate in their first languages. Learning activities are varied and engaging and include reading logs and diaries to reflect on work experience, and students are encouraged to use all the resources in their environment for understanding English, such as television and newspapers.

The monitoring of individual learning plans, verbal feedback, tests of competencies and self-assessment by students themselves provide students with good information about their progress. Students interviewed by the evaluation team said

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they understood how well they were achieving, were pleased with their progress, and understood what they needed to do to advance to another level.

The effectiveness of the teaching is evidenced by the range of relevant, integrated learning and assessment activities that have led to reportedly strong levels of individual student competence and progress, confirmed by other stakeholders who see the positive results for students and their communities. Student survey comments are consistently positive about teacher patience, the variety of teaching methods, and opportunities to practise their English in front of classmates. Student feedback is used to continuously improve learning, and the evaluators were able to see several examples of this.

MCLaSS has mostly informal processes in place for monitoring the effectiveness of teaching, but there was a lack of evidence showing how these processes have contributed to improved practice. It was not possible through MCLaSS's documented self-assessment information to understand the effectiveness of individual teaching, including how well learners were achieving in different classes. However, the evaluators were satisfied that the manager regularly and effectively reviews individual teacher performance through analysis of achievement information and feedback. Examples were given of support provided to strengthen individual teaching approaches. Teacher meetings, observation and reflection, and internal moderation provide teachers with guidance on teaching practice. Teacher performance is appraised internally, and externally through observations by a contracted consultant, but information about the frequency and outcomes was patchy.

1.5 How well are learners guided and supported?

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

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

MCLaSS has a wide variety of guidance and support services to meet the differing needs of migrant communities and individual students. Its close association with other migrant services enables it to direct support where it is most needed, and this support can be incorporated into individual learning plans that take personal and family circumstances into account.

Volunteers provide additional learning support so that students can practise their language skills. Professional interpreters are contracted through Interpreters NZ to assist communication between students and teachers and to help with the implementation of surveys. MCLaSS organises facilitated feedback in the students' own languages so that the full intent and content of the survey is not lost.

The initial entry assessment that results in individual learning plans helps direct students to the level of course that is right for them, or to another provider that better meets their needs. The learning plans are monitored continuously in meetings with teachers and are quickly changed if needed.

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Feedback from students in meetings with the evaluators and from surveys showed that teachers are highly regarded, patient, always ready to answer questions and helpful in their role as employment facilitators.

The partnerships with other organisations support MCLaSS as an organisation, and also support students who need other forms of guidance and support in their resettlement process. Teachers and the manager are actively engaged in professional associations such as TESOLANZ (The New Zealand Association of Teachers of English to Speakers of Other Languages) Wellington and other networks, and attendance at workshops such as those conducted by Refugee Trauma Recovery provides an understanding of issues faced by refugees and the services they can access to support them.

One teacher facilitates students' use of stories to not only develop language but to discuss personal issues and improve their classmates' understanding of their own culture and occasionally migration history.

Student surveys and informal feedback gauge student satisfaction and monitor other personal and social issues that lead to improvements in the delivery of courses, such as the recommendation that speakers of the same language are not grouped together in classes and speak only English and not their own language.

Although support and guidance appear strong based on student surveys and feedback from community stakeholders in particular, there was not enough evidence of MCLaSS's understanding of how well its support contributes to improved student performance and well-being to support a higher rating.

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

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

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

MCLaSS has a clear educational direction and purpose. The PTE's mission is to 'provide services that empower non-English speaking people to communicate, learn and achieve their goals in the Wellington region whilst maintaining their linguistic and cultural identity'.

MCLaSS is the only provider of language education to absolute beginners in Wellington city. The acquisition of English language skills meets migrants' social and community needs for integration into New Zealand society, and outcomes such as employment and further study are highly valued by other government and community organisations with responsibility for migrant resettlement.

Stakeholders interviewed were consistently positive about the skill of MCLaSS teachers and the manager in achieving these outcomes. The manager's skills,

experience and in-depth knowledge of the ESOL sector in particular contribute to the successful operation of the organisation.

The Board is strongly active in supporting the direction of the organisation and has as members people who are skilled in ESOL teaching practice, representatives of migrant communities, and others with governance and management expertise. They know the sector very well and are regarded as flexible and responsive to migrant language needs, adapting teaching content and practice to meet those needs.

The organisation is proactive with regards to policy changes that have an impact on funding and delivery. Their forecasting of opportunities in the sector has led to registration as a PTE and the introduction of a unit standard-based programme. This is aimed at meeting the needs of migrants wanting to progress to other standards-based vocational training and to more employment options.

Provision of training in additional sites in communities where a need has been identified provides access to education for migrants in those areas. The Board ensures that the organisation has access to relevant knowledge and expertise and resources. This actively supports the manager and the ongoing provision of language education.

MCLaSS meets the requirements of the Tertiary Education Commission and submits an annual investment plan. The PTE has a strategic plan and its objectives are reviewed in the Board meetings which are held eight times a year. The Board receives regular reports from the manager on agreed actions in the operational and strategic plans, and as such has up-to-date knowledge of progress and issues facing the organisation. The Board ensures that the organisation has access to relevant knowledge and expertise and resources. This actively supports the manager and the ongoing provision of language education.

Operational policies are being developed that include arrangements for implementing the recently approved training scheme. Plans to incorporate literacy and numeracy assessment and strategies for improving these skills are being undertaken.

Self-assessment is regarded as being critical to the understanding of educational performance, and the in-depth monitoring of individual achievement has resulted in the widely varying needs of individual students being met. However, there is a need for MCLaSS to establish some consistent and formal processes to systematically and easily capture and collate information on all key areas. This includes analysis of progress at the different levels of the Beginner General English programme, the employment outcomes of the Workplace Language programme, and the effectiveness of teaching practice across all the sites.

Because of MCLaSS's small size, the manager has a good overview of achievement and teaching practice and ensures that the organisation is well positioned to support educational performance. Close connections with

stakeholders ensure needs are well known, and there was evidence that the organisation responds quickly to meet and match needs. The well-constituted and strong Board assists with this.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

These ratings reflect the fact that self-assessment is a core governance and management function. As noted throughout this report, there are some significant gaps in self-assessment, and therefore overall the performance for this focus area is Good.

2.2 Focus area: Beginner General English

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

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

2.3 Focus area: ESOL Workplace Language

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

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

Recommendations

NZQA recommends that MCLaSS:

- Implement self-assessment processes that capture student achievement, progression, and outcomes of all courses.
- Formally collate and analyse information for understanding teacher effectiveness that enables the organisation to monitor consistency of delivery and assessment across all sites.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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