

Report of External Evaluation and Review

Naturopathic College of New Zealand
Limited trading as Naturopathic
College of New Zealand

Confident in educational performance

Confident in capability in self-assessment

Date of report: 29 August 2012

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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:	Naturopathic College of New Zealand Limited trading as Naturopathic College of New Zealand (NCNZ)
Type:	Private training establishment (PTE)
Location:	Devon Street East, New Plymouth
Delivery sites:	As above
First registered:	31 July 1991
Courses currently delivered	<ul style="list-style-type: none">• Diploma in Naturopathy (Level 6)• Diploma in Nutritional Science (Level 6)• Certificate in Relaxation Massage (Level 4)• Certificate in Homeobotanical Therapy (Level 6)• Certificate in Applied Complementary Animal Health (Level 4)• Certificate in Anatomy and Physiology (Level 4)
Code of Practice signatory	Not applicable
Number of students:	Domestic: 222 equivalent full-time students (EFTS) with 14.5 per cent Māori
Number of staff:	NCNZ employs 6.9 full-time equivalent teaching staff including nine part-time tutors and two contracted specialists.
Scope of active	The scope of accreditation is sufficient to offer

accreditation:	diploma and certificate qualifications in the field of natural therapies to level 6.
Distinctive characteristics:	NCNZ offers all programmes by distance and online delivery mode. It is the only distance provider of complementary therapies qualifications.
Recent significant changes:	NCNZ has recently relocated to a site in the central business district of New Plymouth and closer to other education providers. It has reviewed all its teaching packages to strengthen online and distance delivery.
Previous quality assurance history:	NCNZ was quality assured by audit in 2007 and all requirements were met. It had a very positive national external moderation report from NZQA for 2011 and is exempt from external moderation for 2012.

2. Scope of external evaluation and review

The following focus areas were identified for inclusion in the external evaluation and review (EER):

- Governance, management, and strategy

In accordance with NZQA policy this is a mandatory focus area.

- Diploma in Naturopathy (Level 6)

The diploma is one of six programmes of study offered. It caters to the largest number of students (more than a third – 120 – of total EFTs). It is the highest qualification level offered and is delivered by distance.

- Diploma in Nutritional Science (Level 6)

This is the second-largest programme offered. It is also offered by distance (since March 2010), and will celebrate achievement by its first graduates later this year.

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.

A team of two evaluators and an NZQA observer visited NCNZ over two days. Interviews were held with the chief executive officer, who is also a director of the company, the head of education, project manager, and representatives of the tutors, students, and support and administrative staff. Telephone interviews were also held with representatives of graduates and stakeholders from throughout the country.

A range of documents was reviewed during the EER. These included the NCNZ summary relating the key evaluation questions and indicators; minutes and actions from strategic planning, education meetings, and staff meetings; surveys and analyses; student progress monitoring checklist; programme curriculum review plan; workshop plan; and staff workload monitoring schedule.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Naturopathic College of New Zealand Limited trading as Naturopathic College of New Zealand**.

NCNZ has systems in place for measuring its performance relating to its own targets and its contract with the Tertiary Education Commission (TEC), which affirmed that NCNZ has exceeded the contracted education performance indicators (EPis) for course completions for the last three years. NCNZ attributes the difference between its performance and the higher private training establishment sector median for course and qualification completions, mainly to its distance and online delivery modes. However, it compares favourably with two other major distance delivery TEOs in the polytechnic and university sectors.

NCNZ's destination data survey 2011 reports that 78 per cent of graduates secured employment. Further analysis of the employment data could, for example, gauge the proportion of full and part-time work gained. Currently, this very positive employment data ranges from information on graduates who treat one or two clients weekly through to those in full-time employment.

Students enrol on these courses to become qualified professional clinical practitioners in the industry of natural therapies. An additional motivator is the opportunity to improve personal and family health and well-being. Students' and graduates' own positive personal development through the programme of study has impacted family, friends, and community, who then seek knowledge about natural therapies. This increased awareness has also benefitted the community through information-sharing and practice.

NCNZ's other contracted TEC requirements include raising Māori and under 25-year-old enrolments. There has been only a very small improvement in raising these enrolments (Māori from 12 to 15 per cent and under-25s from 9 to 10 per cent over three years), and NCNZ acknowledges the challenge in devising new strategies to target these specific groups. In the meantime, NCNZ is concentrating on raising achievement for these students.

Collectively, these findings give confidence in the educational performance of NCNZ. However, the evaluation team found that extending the graduate and stakeholder surveys to include the value of the training beyond health and well-being, improving analysis of employment data, and utilising a fully functioning student management system (SMS) could support NCNZ's goal to achieve a higher educational performance rating.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Naturopathic College of New Zealand Limited trading as Naturopathic College of New Zealand**.

NCNZ has used a continuous improvement process to set goals for improvement, and these goals include a 2 per cent increase across all EPIs. While NCNZ has not yet achieved across all EPIs, it is fully aware of the reasons for the areas with a shortfall through its surveys, data collation, and analysis, and has strategies in place to effect improvement or has already implemented various actions. The evaluation team could see the usefulness of this overall planning and implementation to gauge NCNZ progress against internal goals and where it has not yet been effective, and what alternative measures NCNZ has in place to effect improvement. This provides ongoing milestones and opportunities to reflect on the continued relevance of the changes to organisation and stakeholder needs.

Some strategies have not achieved the targeted outcomes yet, but it was clear that students and stakeholders are noticing the improved provision through the strengthened teaching, reviewed teaching materials, and the stronger support processes that have resulted from the self-reviews. Students and stakeholders interviewed by the evaluation team affirm NCNZ student satisfaction surveys and analyses.

Students attend for one-week workshops each year and for two weeks in the final year of each diploma to learn and demonstrate practical application of the learning. NCNZ's Online Campus programme (all teaching and assessment packages are available online), the online support NetChat (newsletter), and NatNet (social networking) have been introduced to provide opportunities to improve study and for peer and group interaction post-workshops. These improvements are helpful to students as they simulate the interaction between tutors and students in face-to-face delivery mode.

Students get regular progress reports with intervention by staff if they see students falling behind identified assessment milestones or if the level of online engagement declines. The reports are also useful for informing NCNZ of other matters that affect student progress or achievement. The process is labour-intensive. NCNZ is trying to build an effective data collation system that will readily report this information to inform the 'students of concern' discussions at the fortnightly education meetings. An example of use of the reports occurred when it was discovered that first aid requirements were affecting the students' graduation. First aid is a component of the diploma programmes that students arrange to complete outside the course. By tracking through the progress reports, students are reminded to complete their first aid requirements so that receipt of the diploma is not delayed on successful completion of the course.

NCNZ has made other changes to improve student achievement. Programmes were disaggregated from several large units into smaller units to improve student completions. Students who need intervention support are being identified earlier,

either through the student monitoring system, by students contacting administration, or through a key tutor call system. While the course completions stayed the same in 2010 and 2011, NCNZ is confident that the interventions and improvements will have a positive impact on future completions.

NCNZ's research found that student retention is affected by distance delivery, and the organisation has tried to address this with the chief executive officer's welcome letter clearly identifying some challenges to distance delivery. The key tutor call system assigns each tutor to a group of students to monitor throughout their study with NCNZ. Key tutors' first contact with students occurs much earlier – in the first two to three weeks. These actions identify the students who are overwhelmed in the early delivery period or who are experiencing other problems, and they are supported through this period and later. NCNZ attributes improved retention to these actions.

As previously reported, NCNZ would find it useful to extend the graduate survey to include questions about the value of the training beyond health and well-being and to define and analyse employment data to provide more detailed information about the 78 per cent employment outcome.

NCNZ is already aware of its struggle to raise Māori and under 25-year-old enrolments, which will affect its other Tertiary Education Strategy indicators for the 2013 Investment Plan.

NCNZ identified that the SMS used up to mid-2011 was not adequately providing the reports it requires to monitor quality assurance improvements going forward, such as the improved student progress checklist. It has implemented a new SMS, but the data sharing was not compatible between the two management systems, and the TEO is still manually transferring data.

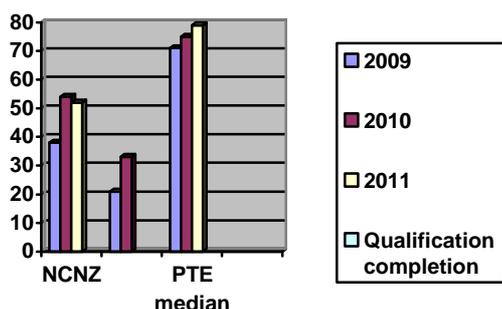
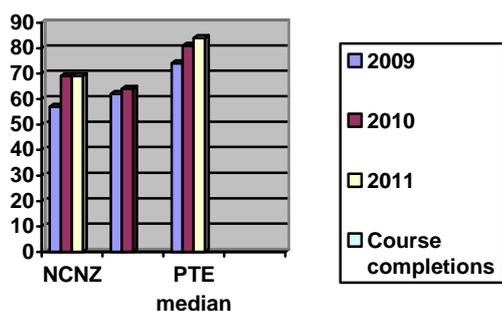
Findings¹

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**.

NCNZ students are achieving good results as evidenced in a number of areas. NCNZ has exceeded contracted educational performance indicators for course completions for the last three years, but is below the private training establishment sector medians for course and qualification completions. NCNZ attributes this sector difference mainly to its distance and online delivery mode. The sector difference is also seen in comparisons with institutes providing similar programmes using face-to-face delivery. However, as shown in the charts below, NCNZ compares favourably for course and qualification completions with other large distance-delivery TEOs in the polytechnic (and university) sectors.



NB: the middle columns are institute of technology and polytechnic distance delivery. Data sourced from <http://www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/Educational-performance-at-individual-tertiary-providers/>

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

NCNZ's destination data survey 2011 reports that 78 per cent of graduates secured employment. This indicator appears very positive, although the level of employment has not been defined and can vary from one or two clients weekly through part-time, self-employment practice to full-time employment. Graduate testimonials affirm these results. Employment in other fields and childcare responsibilities can limit full-time practice, although in some cases it is a choice to practise part-time while continuing other pursuits. It would be useful to NCNZ if employment was defined and this information was analysed to more accurately reflect employment opportunities and outcomes. The survey further reported that half of the 22 per cent not in employment are carers of young children and the remainder are enrolled in further study. It is clear from the 95 per cent female enrolments that complementary therapies are favoured by women and this mode of delivery enables their study.

Students enrol to become qualified clinical practitioners in this field. Additionally they strive to be better informed about natural therapies out of concern for their own and their families' health and well-being. The improvement in students' and graduates' health and well-being encourages family, friends, and community to in turn seek knowledge about complementary therapies. Students are also using this knowledge to benefit the community with information-sharing through their clients, through their networks in schools attended by their children, involvement as weekly contributors for a local radio station programme, and through community activities such as the fluoride campaign in New Plymouth. Students are able to practise modalities as they are achieved, including herbal medicines, homeopathy, tissue salts, iridology, aromatherapy, and flower essences, and they can practise relaxation massage after year one. This enables part-time employment opportunities while in training and further informs practice.

Student, graduate, and stakeholder interviews by the evaluation team affirm NCNZ surveys of high student satisfaction with the programme's teaching and assessment materials, student support, and tutors. Students also attest to increased personal development, citing the achievement of qualifications and new knowledge and skills learnt, which have increased their confidence and self-esteem to work in complementary therapy practice.

NCNZ assessments are validated externally by NZQA and are meeting the national standard. NCNZ is exempt from external moderation by the standard-setting body (SSB) for 2012. This attests to the SSB's confidence that the college has met and sustained this standard over a period of three years. This is a very good indicator for the students and their stakeholders of the validity of the qualifications gained.

NCNZ's other contracted TEC requirements include raising Māori and under 25-year-old enrolments. There has been only a small improvement in raising these enrolments (Māori from 12 to 15 per cent and under-25s from 9 to 10 per cent). NCNZ acknowledges the challenge in devising new strategies to target these specific groups. In the meantime the college is concentrating on raising achievement for these students.

NCNZ's self-review identified that a robust SMS is required to provide and inform data collation and analysis and decision-making for ongoing strategic planning and responsiveness to student and stakeholder needs. The previous SMS in place up to mid-2011 was not able to provide the required reports, and the college has changed systems. This is challenging as data sharing is not compatible between the two systems and NCNZ is still moving data manually. The transition between systems has affected the collation and comparability of data and trends over time, with some reports reliant on the past SMS and newer reports from the new SMS.

Collectively, these findings give confidence in the educational performance of NCNZ. However, the evaluation team found that extending the graduate and stakeholder surveys to include the value of the training beyond health and well-being, improving the usefulness of employment data, and utilising a fully functioning SMS could support NCNZ's goal to achieve a higher educational performance rating.

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 **Good**.

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

NCNZ's complementary therapies programmes are valued by students and stakeholders. Graduating as qualified clinical practitioners motivates enrolment into these programmes. Students also report that they appreciate the opportunity to inform their own and their family's health and well-being needs and extend this knowledge to their friends and community. Knowledge and skills gained can be immediately applied for personal use by the students and their families as each modality is achieved, and students can begin practice. This enables part-time employment while continuing to study. Students appreciate the flexibility to organise their studies around employment, family, and lifestyle commitments.

Communities benefit from students' and graduates' shared knowledge and skills. A number of examples were provided that demonstrate value, including students readily providing health and well-being information to their children's schools and in early childcare education settings. Two students have a regular radio station programme to further inform and share natural therapy information. Students in New Plymouth became actively involved in the community campaign around fluoridisation of the city's water supply, an outcome valued by the complementary therapies community.

NCNZ understands that the health sector welcomes all efforts to improve health and well-being and these programmes are valued as they encourage students to engage in their own healthcare and maintain healthy lifestyles, focusing on preventative medicine and education and extending this knowledge to their communities as qualified practitioners. As healthcare costs continue to increase through chronic illnesses such as obesity and diabetes, preventative medicine,

including complementary therapies, are valued in providing some strategies to improve health, which could help decrease these costs.

NCNZ conducts surveys to gauge student satisfaction with the programmes, tutors, and NCNZ processes and graduate destinations. It would be useful to review the survey questions to include graduate, community, and employer feedback about the value of the programmes during and post-study to affirm anecdotal feedback.

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 **Good**.

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

NCNZ is meeting many of the needs of its students and stakeholders. While the primary reason for enrolment is graduation as a qualified clinical practitioner, students are also motivated to inform their own and family health and well-being needs and extend this knowledge to friends and community. They appreciate the accessibility and flexibility of distance delivery and learning, organising study around their other commitments. This was affirmed through the NCNZ student surveys and the student interviews by the evaluation team. NCNZ is meeting these students' needs as it is the only complementary therapy diploma offered by distance in New Zealand.

Some students have been away from academic study for lengthy periods. NCNZ is using the Certificate in Anatomy and Physiology to ascertain whether these students can cope with this mode of delivery and level of study. On successful completion of the qualification, students can exit or cross-credit the certificate against the diploma programmes should they continue with study. This meets the needs of the student who gets the opportunity to gauge their ability with the certificate first, but not be disadvantaged should they want to advance their studies as the certificate can be cross-credited. It also meets NCNZ needs as it can give the students who have been away from study for some time an opportunity to demonstrate their ability or to see what support they might need to assist achievement.

Students appreciate the range of modalities offered by the Diploma in Naturopathy. Students complete the relaxation massage modality in the first year of the Diploma in Naturopathy and can practise this modality on successful completion. As they complete other modalities, they can practise those as well. This meets students' needs as they can engage in part-time employment using these modalities and further informing their practice.

Each tutor is allocated a number of students to monitor throughout their study. These key tutors contact students at least monthly and more frequently if required. They identify and manage ongoing students' needs to support achievement.

Students and graduates interviewed by the evaluation team appreciated this ongoing support and motivation as contributors to their success.

Students and graduates in practice inform themselves, their families, and communities about natural therapies, which meets some of the needs of the industry as this knowledge increases complementary therapy awareness and acceptance.

NCNZ carried out a number of surveys to gauge student satisfaction. NCNZ would find it useful to review the questions in these surveys to gauge how well needs are validly identified, responded to, and met. Likewise, feedback from employers would also gauge how well industry needs (currently informed by staff involvement in the industry, professional association membership, and the advisory group) are identified and met.

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**.

Tutors are key facilitators for learning and support to enable learners to achieve, and NCNZ has recruited staff who are qualified and are practising naturopaths and nutritionists. As they are part-time tutors, they can continue to practise and stay current. Annual appraisals guide their professional development and include conference attendance, seminars, and courses. They are also expected to have an adult education qualification, and the only tutor without a teaching qualification is working towards one. As practising clinicians they are able to relate learning to the reality of working in the natural therapy industry, which assists the learners. Regular assessments and 'key tutor calls' ensure that learners are clear about how well they are progressing. In addition, NCNZ invites external expertise to provide additional specialist experiences for the students. These processes ensure that students are informed by current practice.

Tutors also provide industry feedback from their own practice and their networks to inform the programmes. Tutors interviewed by the evaluation team commented that the teaching is now more interactive, assisted by the additional online support programmes. Tutors also provide mentoring support to graduates to provide help with casework, and in time graduates become mentors too. Both graduates and mentor groups interviewed by the evaluation team appreciated the camaraderie of the relationship and the support beyond natural therapy knowledge in areas such as business development and marketing and self-employment awareness.

Student interviews by the evaluation team and student evaluations affirm satisfaction with the teaching and the learning support. Students have also found the teaching manuals very useful in their clinical practice. They appreciate timely and useful feedback to their assessments. Students are also assured that assessments are valid as they have been externally moderated by the standard-

setting body and are at the national standard. NCNZ has been exempted from moderation for 2012 as assessments have consistently met the national standard.

As part of their continuous improvement strategy, NCNZ has reviewed its teaching modules and, where required, upgraded these, and acknowledges that this is an ongoing process. It has also improved its online support. In addition to providing all teaching and assessment packages online, NCNZ has implemented online social networks and newsletters to provide students with communities of practice and to monitor students through their study. This has extended to peer online communication post-workshops. NCNZ works to a robust review plan and also in response to staff and student feedback. NCNZ asserts that with improved teaching materials and practices it is producing more able and confident graduates. It would be useful to explore this through graduate surveys and to include employer feedback. Course completions remained the same for 2010 and 2011, therefore this data could affirm the assertion of producing more able and confident graduates and affirm the training value beyond completions. NCNZ acknowledges that it has not achieved the increases in Māori and under 25-year-old enrolments or comparable course completions for these two groups, which will have an effect on negotiations with the TEC for 2013 investment planning.

1.5 How well are learners guided and supported?

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

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

NCNZ ensures that students are guided and are well supported during and after study. The school has reviewed and improved its support systems to enable effective support through the recruitment of a student support officer to link services between administrative and support staff and the key tutors. The student support officer manages the student progress checklist and, where necessary, an individualised programme with milestones is negotiated with students. Students are monitored as: on target to achievement, those behind by two assessments, and those inactive over a month. Interventions are implemented to match these criteria to encourage students to achieve their programme outcomes.

The online teaching packages are supported by online support, and students have email and telephone access to tutors to respond to queries. In addition, NCNZ tries to pair students to peers geographically close to them for additional support.

Students attend annual workshops and NCNZ sends guides to low-cost accommodation for when the students come to workshops. Students appreciate the effort to minimise costs, thereby also minimising barriers to study.

NCNZ collates and analyses survey data. Reviewing the survey questions would ensure that NCNZ is getting the right information to inform ongoing, effective support. For example, there was no change in course completions from 2010 to

2011, yet the teaching materials and support processes have all been improved and strengthened.

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

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**.

Less than satisfactory achievement statistics for 2009 and other factors led NCNZ management to undertake a review of its programmes and operations. There has been a planned, comprehensive review of teaching and assessment materials. This has included the recruitment of an online project manager to oversee online delivery and support and to generate data that will inform practice and to increase education achievement. Online resources have been progressively developed over the last three years and include NetChat, NatNet, and Online Campus programmes. These improvements have been commented on positively in student evaluations and by staff, and increase students' opportunities to succeed.

NCNZ also relocated to new premises in 2011. This enabled staff to move from open-plan office to paired offices, which they prefer. The size of the organisation is such that open communication is enabled, supported by fortnightly education committee meetings which monitor students' progress in general and specifically for those at risk. Monthly staff meetings monitor all operations and staff are an integral part of annual strategic planning meetings. Staff are employed part-time, enabling them to continue to practise and remain current. Support staff appreciate the flexibility to make changes to practice to increase responsiveness to the students. These changes and increased communication opportunities ensure that all staff share actively in the collective strategies of the organisation.

The flexibility of the programmes is such that students can submit several assessments at once. NCNZ has implemented a process to monitor marking assessment peaks. The process provides feedback on staff workloads, and assessments are reallocated accordingly. This has resulted in students getting their marked assessments back within agreed timeframes. This benefits both the staff and tutors.

NCNZ has joined with six other PTEs to utilise ScienceDirect (an online database of research reports) and is looking to add an e-Library in 2013. This identifies that NCNZ is continually looking to improve access to information and resources to inform the programmes and support the students.

NCNZ has an opportunity to understand the industry and the needs of this sector as staff are current practitioners from within the complementary therapies industry and remain well connected. The head of education in particular has many professional relationships through significant leadership roles on national bodies

and boards. NCNZ is able to utilise this knowledge and expertise and other staff industry networks to inform current practices and future directions.

A lot of data is collected and synthesised into graphs, some of which has been of immediate use, while with some information it is too early to see its full benefit. In discussions with staff it became clearer how other surveys could inform the full value of the programmes to students and stakeholders. NCNZ's objective is to reduce the gap between its EPI achievements and those of the sector median. Identifying the reasons for this anomaly would assist NCNZ with future planning and actions to meet this objective.

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**.

2.2 Focus area: Diploma in Naturopathy (Level 6)

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

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

2.3 Focus area: Diploma in Nutritional Science (Level 6)

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

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

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