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Report of External Evaluation and Review

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

Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 14 August 2017

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MoE Number: 8167
NZQA Reference: C23335
Dates of EER visit: 3 and 4 May 2017

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)
First registered:	31 July 1991
Location:	215-219 Devon Street, New Plymouth
Delivery sites:	New Plymouth and blended online learning
Courses currently delivered:	<ul style="list-style-type: none">• Certificate in Anatomy and Physiology (Level 4)• Diploma in Nutritional Science (Level 6)• Diploma in Naturopathy (Level 6)
Code of Practice signatory:	No
Number of students:	Domestic: 443 enrolments, 164 EFTS (equivalent full-time students) – Māori 10 per cent, Pasifika 1 per cent, under 25's 10 per cent International: nil
Number of staff:	10 full-time and eight part-time
Scope of active accreditation:	See: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=816757001
Distinctive characteristics:	NCNZ is an online and blended learning provider in the field of natural medicine. Since 2009, with the introduction of the online campus, NCNZ has

been in transition from a provider of distance education to online and blended education.

Recent significant changes: In March 2015, NCNZ was purchased by Cornerstone Education, which was purchased later in the same year by Aspire2.

Aspire2 comprises five New Zealand tertiary education businesses operating 12 PTEs, with a core strategy to deliver tertiary education and training to domestic students. The overarching objective is to deliver employment outcomes for all students.

Previous quality assurance history: The previous external evaluation and review (EER) was in 2012, which resulted in a judgement of Confident in both educational performance and capability in self-assessment. The focus areas were:

1. Governance, management and strategy
2. Diploma in Naturopathy (Level 6)
3. Diploma in Nutritional Science (Level 6)

No recommendations were provided in the report for this EER.

NCNZ does not engage in national external moderation with NZQA as they do not assess NZQA-managed standards. However, the PTE undertakes some external moderation with an independent contractor.

2. Scope of external evaluation and review

The EER was initially planned for 2016, and was deferred to 2017. The following focus areas were selected for inclusion in the 2017 EER:

- Certificate in Anatomy and Physiology (Level 4). This is a 14-week, lower-level and shorter programme with multiple intakes each year.
- Diploma in Nutritional Science (Level 6). This is a higher-level diploma run over two years, and is delivered by distance and in-house workshops.
- Transition to new ownership. Change of ownership occurred in February 2015.

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.

The EER was conducted in May 2017 over two days. The evaluation team, consisting of two evaluators, reviewed a range of documentation and spoke with the following groups:

- Governance and management representatives, consisting of the Aspire2 quality assurance director, Cornerstone chief executive and head of school
- Programme coordinators, moderation and programme administrators for each programme focus area
- Student services team
- Tutors for each programme focus area.

After the on-site visit, external stakeholders, graduates and current learners were also phoned to gather further validation of on-site conversations. A range of documentation was also collected and analysed during the on-site visit, which consisted of the documents itemised in Appendix A to this document. In addition to the listed documents, the following were also provided at the request of the evaluators: action plan review, copy of graduate destination data for 2017, Board reports, validated reconciliation of educational performance indicator data for Māori, Pasifika and under-25s, Mandatory Review of Qualifications Needs Analysis, and various reports and feedback correspondence.

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.

The key reasons supporting this statement of confidence are as follows:

- New ownership and structures have led to increased organisational capability around leadership and resourcing, which has resulted in improvements in self-assessment and developments to programmes, delivery and reporting of information across the organisation.
- Ongoing review of achievement, enrolment, policies and processes, support and delivery, informs strategies for improvement and has contributed to the growth in qualification completion results in 2016.
- There is consistently strong engagement with local and national stakeholders by all levels of the organisation that lead to a wide representation of local and industry expectations being met.
- NCNZ's completion and other performance rates are making progress towards achieving the Tertiary Education Commission targets for 2016. Over a four-year period (2013-2016), NCNZ achieved a consistently positive growth in pass rates, with course completions averaging 81 per cent.
- A decline in qualification completions in 2015 was turned around through organisational changes, additional management support and increased staffing.
- However, overall participation and enrolment declined since 2014. Participation by priority groups – Māori, Pasifika and under-25s – has not reached Tertiary Education Commission targets; participation by Pasifika is particularly low. The PTE has devised strategies to address this.
- NCNZ has high rates of success for graduates moving into jobs or study relevant to their learning. The 2010-2016 graduate survey received an 84 per cent response rate from the 82 graduates contacted, and showed that for the level 6 diploma, 94 per cent of respondents moved into employment and 3 per cent moved to further study. Of those who moved into employment, 92 per cent were employed in health care – 35 per cent of them became self-employed in clinics – while 23 per cent simultaneously undertook further study. The majority of graduates of the Certificate in Anatomy and Physiology progress to the level 6 diploma.
- NCNZ provides positive learning pathways, and the organisation fosters effective learning environments. Learners acquire valuable skills and knowledge and develop cognitive and self-management capabilities. Resources are suitable and effective for

teaching and learning, and the organisation provides opportunities for learners to apply knowledge and skills in a variety of contexts such as a simulated work environment. As a result, learners become familiar with the preparation and use of resources in a safe and controlled environment.

- Assessment processes are fair and effective in improving teaching and learning practice for both staff and learners. Regular internal and external pre- and post-assessment moderation results in improvements to assessment tools and assessor practice. Learners are regularly kept abreast of their own progress and achievement. They are given useful feedback to further develop their learning in areas such as the application of theoretical knowledge to practical workshops to embed best practice.
- Staff are qualified, experienced and valued by the organisation, and supported to further develop and grow in knowledge and expertise. Staff with the appropriate skills and experience, design and deliver the programmes to ensure they are relevant and current for the industry. The programmes are applicable to actual practice and take into account the needs of the naturopathy sector. The community benefits from the skills and knowledge attained by the organisation and the learners, and NCNZ advances naturopathic and nutritional science knowledge desired by health and wellbeing retailers.
- The purpose and direction of the organisation is clear and future focused, with clear expectations and collaborative strategic planning with stakeholders and staff. Goals are regularly monitored by management and the parent bodies, and communication and processes are transparent and effective. Effective leadership is supported with resources and guidance, and this is reinforced by policies and procedures. The collaborative environment fosters a positive organisational culture that retains staff for a long time. The organisation responds well to change and mitigates potential negative impacts for learners and staff. The important compliance matters for NCNZ are appropriately managed and monitored, and changes or developments are effectively communicated throughout the organisation. Programmes and processes are reviewed and lead to positive developments.

Statement of confidence on capability in self-assessment

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

The key reasons supporting this statement of confidence are as follows:

- NCNZ has consistent and robust self-assessment processes and practices that are systematic and inform developments and improvements across the organisation. Regular reflection and analysis of feedback mechanisms from stakeholders and learners inform improvements to teaching and delivery practice.
- The online blended delivery responds effectively to learners' needs, such as ensuring access to regular communication and information. Online capability has been improved to accommodate the move to a largely digital platform of support.

- NCNZ has provided leadership in the Targeted Review of Qualifications process by ongoing review of its programmes. The process has identified the national and local theoretical and technical requirements of the proposed qualifications. NCNZ is strongly connected to stakeholders and regularly reflects on its own practice and teaching in line with industry needs.
- The organisation responded effectively to new ownership by two parent bodies, a new organisational structure, and recruitment of a new chief executive for NCNZ by ongoing and active communication to all staff and a staggered approach to making significant changes over time.
- Achievement and participation data is regularly collected, analysed and reported against. The PTE effectively communicates outcomes, recruitment activity, funding, learner satisfaction and completion rates to key stakeholders including staff. These inform progress against performance targets and recommendations for improvements and monitoring.
- Through regular quarterly reporting, NCNZ compares itself against the performance of other tertiary education organisations in the Cornerstone group, showing that NCNZ is on par with these providers and achieving at similar rates. Between 2009 and 2011 completion rates followed the trends of other providers, and variances were attributed to these providers delivering multi-year qualifications to part-time learners in mainstream health programmes.

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**.

Learners complete courses and gain qualifications. NCNZ's completion and performance rates are making progress towards the Tertiary Education Commission targets for 2016. Over a four-year period from 2013-2016, NCNZ achieved consistent positive growth in pass rates, with course completions averaging 81 per cent. Course and qualification completion rates improved in 2014 for all learners, however declined in 2015. The new ownership managed to turn this around in 2016 through managerial support and support provided by the parent and governing bodies of the new owners. The achievement rates for Certificate in Anatomy and Physiology consistently exceeded targets with course and completion rates tracking around 90 per cent. The Diploma in Nutritional Science experienced a dip in course completion of 74 per cent in 2016 that was largely due to the programme being delivered over two years with many students being part-time and not completing within recognisable timeframes. This will be resolved with the introduction of the new New Zealand qualification, ensuring completions within shorter timeframes.

Table 1. Performance data for all and Māori learners, 2014-2016

Overall	2014 all learner	Māori	2015 target	2015 all learner	Māori	2016 target	2016 all learner	Māori
Course completion	77.5%	57.8%	82%	84.4%	78.1%	84%	82.4%	80.6%
Qualification completion	59.8%	38.8%	72%	43.8%	63.2%	75%	99.8%	51.2%
Progression	47.5%	40%	-	45.4%	50%	-	52%	-
Retention	43.0%	25.4%	62%	47.5%	37.1%	64%	60%	55.0%

Sourced from: NCNZ validated reconciliation educational performance indicators, Māori, Pasifika, under-25

NCNZ attributes its growth in performance data to the additional improvements around enrolment processes, exam preparation, ongoing monitoring of student performance and development in the eLearning space, such as the eLearning committee. These, matched with increased managerial and governance support, redefining of role descriptions, and professional development, led to increased overall achievement rates for 2016.

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 benchmarks against other providers in the Cornerstone group, showing they are achieving similar results. The unique nature of the naturopathic programme and the blended delivery means NCNZ has been unable to benchmark against like providers. However, anecdotally, NCNZ compares positively against other providers of distance delivery programmes. Between 2009 and 2011, completion rates followed the trends of other providers, and variances were attributed to those providers delivering multi-year qualifications to part-time learners in mainstream health programmes.

Table 2. Participation data for all learners, 2014-2016

	2016 target	2016	2015 target	2015	2014
Māori	18%	10%	17%	11%	8.4%
Pasifika	5%	1%	4%	1.6%	2.8%
U25	18%	10%	16%	15.6%	16.5%
Overall	-	443	-	471	486

Sourced from: NCNZ validated reconciliation educational performance indicators, Māori, Pasifika, under-25

There is an emerging decline of participation by priority groups, with participation by Māori and under 25-year-old learners not meeting targets; participation by Pasifika is particularly low. In addition, overall participation and enrolment at NCNZ has slowly decreased since 2014. Two strategies have been developed to increase Māori and Pasifika enrolments: the 2017-2020 Māori Responsiveness Strategy and the 2017-2020 Pasifika Responsiveness Strategy. It is not yet clear how effective these strategies have been for the participation rates of Māori and Pasifika.

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 **Excellent**.

Graduates achieve positive outcomes. NCNZ has high rates of graduates moving into subject-related jobs or study. For the Certificate in Anatomy and Physiology, the majority of graduates progress to the level 6 diploma also delivered by NCNZ, with few graduates moving into other areas of study such as midwifery. The 2010-2016 graduate survey received an 84 per cent response rate from the 82 graduates contacted. For the level 6 diploma, the 2010-2016 graduate survey shows that 94 per cent of respondents moved into employment and 3 per cent moved on to further study. Of those who moved into employment, the majority (92 per cent) were employed in the health care, with 35 per cent of these working as self-employed contractors to clinics, while 23 per cent simultaneously undertook further study. Therefore, graduates of NCNZ gain positive outcomes, including employment and pathways to further study.

Learners acquire valuable skills and knowledge and develop cognitive and self-management capabilities. The annual student surveys indicate that learners gain soft skills and technical skills that are transferable to the workplace. Soft skills such as self-management, self-confidence and communication are attained through blended distance and online learning. Technical skills acquired, such as research, public speaking and facilitation, and remedy composition and knowledge are used by learners and graduates to share information and wellbeing treatments with the community including families. Consequently, learners improve their own physical wellbeing by using their knowledge about goal-setting and good nutrition, resulting, for example, in the weight loss experienced by some learners.

The community benefits from the skills and knowledge attained by the organisation and the learners. The general public are invited to receive free treatments and remedies as clients for learners in clinical workshops, contributing to community benefit. Equally, NCNZ advances naturopathic and nutritional science knowledge desired by health and wellbeing retailers, and the organisation has been approached to deliver training to retail staff. Therefore, NCNZ supports community development in the area of naturopathy.

NCNZ effectively distributes information in local and national forums. The organisation uses a range of mechanisms to communicate information and learning to the community at large. Examples are presentations and nutritional education to the likes of school groups, local community groups and conferences, and articles in magazines such as the Parents Centre magazine, thus effectively sharing knowledge. Therefore, NCNZ has effective ways to communicate relevant knowledge and skills to its community and families.

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

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

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

NCNZ facilitates positive learning pathways for learners. Study information and advice is provided prior to commencement, and informs learners of the content and expectations of the chosen programme. An effective enrolment process allows for the goals and needs of learners to be identified, and needs are monitored throughout the programme through ongoing contact with tutors. Learners are kept informed of assessment results. Those needing additional study support are assisted through agreed study schedules which helps them to get up to date on work.

The organisation fosters effective learning environments. Friendly and supportive teaching staff and active learning and pastoral support such as follow-up phone calls, emails and regular weekly updates facilitate relationships between tutors and learners. Methods of learning and resources are effective in engaging learners. Resources such as workbooks and an online communication portal help learners to access materials and directly communicate

with tutors. Surveys show that the online portals are seen as an effective way to discuss treatment plans and workbook assessments.

Staff are qualified and experienced, meeting minimum qualification requirements. Teaching practice and subject knowledge are supported by internal and external professional development for all staff. Most recently, professional development has advanced staff knowledge in complementary remedies. A quarterly appraisal system monitors progress against staff goals, teaching effectiveness and improvements needed, informing actions for staff such as further professional development where required.

The organisation provide opportunities for the learners to apply their knowledge and skills in a variety of contexts. An on-site simulated work environment allows for practical application, supervised by a mentor. This replicates industry expectations and standards, such as assessing clients, developing treatment plans, and making naturopathic remedies. In addition, learners use current and advanced ingredients such as homeobotanicals to create remedies to also test and use at home. As a result, learners become familiar with the preparation and use of resources in a safe and controlled environment.

The learning facility is appropriate for learners to gain practical and theoretical knowledge. There are suitably equipped treatment rooms to undertake the clinical workshops, as well as a simulated reception area and a large tutoring space. Learners can access resources to support their learning through facilities such as videos, an e-library and webinars. Learners are informed through the various online facilities of the programme content and discussions, and these are supported with the workbooks. Therefore, the planned and structured learning environment benefits the learners and responds well to their needs.

Assessment processes are fair and effective in improving teaching and learning practice for tutors and learners. Regular internal and external pre- and post-assessment moderation is used to make improvements to assessment tools and assessor practice. Action plans are effectively managed and monitored to ensure staff and teaching practice is developed, such as upskilling in the use of marking schedules which resulted in better understanding of marking assessments by staff. Learners are regularly kept abreast of their progress and achievements, and are given useful feedback to further develop their learning in areas such as the application of theoretical knowledge to practical workshops to embed best practice.

The programmes are applicable to actual practice, and take into account the needs of the naturopathy profession. Programme design and teaching includes the skills and knowledge of relevant and interested stakeholders such as herbalists and naturopathic practitioners. The majority of tutors have professional affiliations with relevant associations and councils such as the Naturopathic Association of New Zealand and the Natural Medicines Council. They are also current practitioners. These professional relationships keep the organisation informed of sector needs and the discussions that occur at national level. Similarly, being in practice helps the tutors keep abreast of community needs which has led to the development of the level 5 and level 7 programmes as a result of the Targeted Review of Qualifications.

A comprehensive programme review informs strengths and required improvements in teaching and learning across the organisation, and results in purposeful changes. An example is the

organisation's move to blended online learning to improve communication with distance learners through the likes of podcasts, online communication tools (emails, Skype, Zoom) and forums, webinars, videos and workshops. Although there is minimal feedback on the impact of online learning, the evaluators heard from tutors that communication is better and there is more access to information for learners.

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

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

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

The programmes create clear study pathways for learners. For example, the Certificate in Anatomy and Physiology learners move to the level 6 diplomas offered at NCNZ. As mentioned (Findings 1.3), the learning is supported by an online forum for learners to connect throughout their study. Similarly, learners can access the e-library for resources such as videos for revision. The evaluators heard from learners that this is an effective form of communication. Additional support is provided to learners to assist those struggling with managing a balance between work and life, or where personal circumstances have changed, inhibiting their ability to complete assessments. Such support includes extensions, re-sits, placing study on hold, or awhi. To help further, NCNZ has begun connecting learners who live in the same regions, sometimes resulting in the establishment of study groups.

Enrolment processes have been strengthened to allow for interviews and to give clearer information and direction to learners. This leads to better access, for example to the diploma programmes. Additionally, policies and procedures such as entry through recognition of prior learning and advice on further study reinforce accessible learning opportunities. Likewise, upgrades to Moodle online learning and ultra-fast broadband ensure online support is appropriate and fit for purpose. This support is managed and monitored by the online learning committee, which supports IT developments to ensure that the blended learning environment meets the needs of learners. NCNZ facilitates an inclusive learning environment that minimises barriers to learning and improves access to programmes.

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

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

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

The purpose and direction of NCNZ is clear, future focused and effectively monitored and reported against. NCNZ has a clear organisational vision that aligns directly to that of the parent companies, to provide high-quality education. Improvements include development of the level 5 and level 7 online programmes. Strategic planning is undertaken collaboratively with the parent companies, with the primary aim of improving performance. There are clear

expectations from the parent companies, and these are regularly monitored and reported against through ongoing scheduled meetings, site visits and constant communication/reporting measures of participation, performance and satisfaction using a dashboard reporting system.

The organisation has effective leadership. NCNZ has professional affiliations with and memberships of associations and councils including the New Zealand Association of Medical Herbalists. NCNZ staff regularly participate in and present at conferences and forums. The organisation is connected to the community and key stakeholders of complementary and integrative medicine, as evidenced by the previous chief executive's role as chair of the Targeted Review of Qualifications process for this subject area. These relationships are maintained through existing staff. NCNZ regularly maintains relationships with industry and community for advice and expertise, such as meetings, moderation and partnership projects, and through memberships on advisory groups. These keep the organisation abreast of developments and current practice in the industry, such as the activities of comparative programmes and providers, informing the organisation on gaps and needs in the industry.

The current chief executive is new to the role and is given ongoing capability support by the parent companies, such as the development and provision of a quality management system template, to be customised by NCNZ. Similarly, the chief executive receives administrative support, advice and guidance and additional resources to allow the organisation and staff to continue business as usual while helping to develop programmes. This minimises the impact on learners, their learning, and staff and their teaching.

The facilities, tools and resources effectively support teaching and learning. The appropriate teaching facilities allow space for theoretical and practical learning, and help to consolidate knowledge. The tools effectively support the online learning mode, and staff receive technical support and training for resources such as the Virtual Teaching Programme. Tutors and classes are equipped with suitable and advanced learning tools such as an iridology camera and botanical and herbal ingredients for formulating remedies. Tutors and learners say these tools are important for the accurate assessment of clients, and promote best practice to learners.

The recruitment process is effective and involves an analysis of the job description and advice from the parent companies. NCNZ also has a high staff retention rate, with staff remaining in employment with the organisation for on average eight years. Staff said this longevity is due to the direction of the organisation and their passion for the job. Staff feel valued, and the organisational culture is built through their active engagement by management, the opportunities to grow in experience and knowledge, and the supportive work environment. The recruitment and development of staff, active engagement and the collaborative environment support a positive organisational culture that provides staff with relevant knowledge and practices.

NCNZ responds well to change. The organisation responded effectively to new ownership by the two parent bodies, a new organisational structure, and recruitment of a new chief executive for NCNZ. This was achieved through ongoing and active communication to all staff and a staggered approach to making significant changes over time. This reduced the

impact on staff and learners. While performance declined during the changes in ownership and organisational structure, performance improved with the additional support provided by the parent bodies.

1.6 How effectively are important compliance accountabilities managed?

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 important compliance matters for NCNZ are appropriately monitored and managed. The parent body (Aspire 2) manages the organisation's compliance accountabilities, as well as monitoring changes to expectations such as NZQA rules and regulations. Consequently, NCNZ is updated regularly about changes affecting the organisation and its delivery, thus providing reassurance to management. Management maintains ongoing communication with the parent companies and internally to all staff to keep all abreast of expectations and achievement against key performance indicators.

Aspire2 undertook a review of the programme which led to a change and more monitoring of the programme delivery requirements. Additionally, the same parent body reviewed the quality management system to ensure that policy and procedures were aligned, and the system was customised to reflect the actual practice of NCNZ in light of the organisational changes. Therefore, management of compliance accountabilities is effective and has a positive impact on the organisation's continuing viability.

Focus Areas

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

2.1 Focus area: Certificate in Anatomy and Physiology (Level 4)

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

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

2.2 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 **Excellent**.

2.3 Focus area: Transition to new ownership

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

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

Recommendations

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

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/>.

Appendix A

EER Key Evaluation Question and Evidence Reconciliation - Naturopathic College of New Zealand

Number	Key Evaluation Question	Evidence	Section Number	Other Related KEQ
1	How well do students achieve?	2014-2016 Annual Student Survey Report	1.1	3,4
		2015-2016 Annual Student Survey Feedback		3,4
		2016 Student Survey Improvement Action Plan	1.2	3,4
		2014-2016 TEC Performance of TEO report	1.3	3
2	What is the value of the outcomes for key stakeholders, including students?	2010-2016 Graduate Survey	2.1	1
		2016 Soft Skill Survey		
		2016 Soft Skills Survey Diploma in Nutrition	2.2	
		2016 Soft Skills Survey Certificate A&P	2.3	
3	How well do programme (qualification) design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?	2014 Certificate in A&P Review	3.1	
		Industry Advisory Group Terms of Reference		
		Associations List		
		Stakeholder List by staff members	3.2	
		2014-2016 Workshop Debrief minutes		
		2015 Workshop Observations		
		Programme and Workshop Total Hours Reconciliation	3.3	
4	How effectively are students supported and involved in their learning?	2015 Credit Transfer Agreement South Pacific College of Natural Medicine	3.4	
		2016-217 Student Representatives Bios		
		Terms of Reference Student Representative Group	4.1	
		2016 Student Representative meeting minutes, action log and email		
		2017 Student Representative meeting minutes		
		2017 Student Representative Meetings Calendar		
		2016-2017 Student Representative Information	4.2	
		2014-2016 Student Withdrawal Survey	4.3	
		Weekly Study Timetable Template		
		Annual Study Calendar Template	4.4	
		2016 Online Campus Student Handbook		6
		2016 Student Support Online Resources Centre	4.5	
		Key Tutor Contact Summary	4.6	
		2014 Enrolment Review	4.7	
		2014-2016 Internal Meetings	4.8	
		NatChat newsletter examples		
		NatNet examples	4.9	
5	How effective are governance and management in supporting educational achievement?	2017 Aspire2 Action Plan		
		Aspire2 Mission and Values	5.1	
		2014 Action Summary NCNZ		
		2015 Self Assessment Review Post-EER Actions		
		2015 Self Assessment Review Action Plan Post-EER Actions	5.2	
		2014-2016 Professional Development Plan	5.3	6
		Tutor Marking Checksheet by course	5.4	
		2014-2016 TROQn Advisory Group and supporting documents	5.5	
		2017-2020 Maori Responsiveness Strategy		
2017-2020 Pasifika Responsiveness Strategy	5.6			
2014-2016 E-Learning Strategy (NCNZ)	5.7	3,4		
6	How effectively are important compliance accountabilities managed?	Aspire2 Self-Assessment Model - PTE Programme Evaluations	6.1	
		2014-2017 Internal Moderation Plan Summary		
		2015 and 2016 External Moderation Plans		
		2015 Moderation Report External		
		2016 Moderation Report External		
		Moderation Change Registers	6.2	
		Terms of Reference Academic Committee		
		Terms of Reference Programme Committee	6.3	
		Building Warrant of Fitness		
		Building Fire Safety (Building Feature Checklist)	6.4	
		Risk Management Plan		
		Incident and Accident Manual		
		Incident Register and example of Notifiable Event and follow up (available upon request)		
		Off-Campus Hazard Control Plan Form		
Emergency Procedure Manual	6.5			
Staff CV Profiles				
Staff Position Descriptions and organisation structure please see Linda Weterman	6.6			
7	General and Overview	2009-2016 Statistics and Trends Presentation NCNZ	7.1	
		EER Stakeholder Fact Sheet and Invitation Email Copy	7.2	
		Application for Course Approval and Accreditation -Diploma in Nutritional Science		
		Course and Qualifications Details Form - Diploma in Nutritional Science	7.3	
		Course and Qualifications Details Form - Certificate in Anatomy and Physiology	7.4	
QMS	QMS	2015 Investment Plan	7.5	
		Quality Management System		
		Policies		
		QMS and Policy related documents		

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