



# Report of External Evaluation and Review

SAE Institute

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 6 September 2011

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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

Location:	10, 12 and 18 Heather Street, Parnell, Auckland
Type:	Private Training Establishment
First registered:	June 1995
Number of students:	Domestic: 153 equivalent full-time students International: 12 equivalent full-time students
Number of staff:	14 full-time equivalents
Scope of active accreditation:	<ul style="list-style-type: none"><li>• Bachelor of Recording Arts (level 7)</li><li>• Diploma in Audio Engineering (level 5)</li><li>• Diploma in Film Making (level 5)</li><li>• Certificate in Electronic Music Production (level 4)</li></ul>
Sites:	As above
Distinctive characteristics:	<ul style="list-style-type: none"><li>• SAE Institute (SAE) is one of 46 SAE Institute campuses in 21 countries</li><li>• It caters for specialist markets in the creative media of audio engineering and film-making</li><li>• It is one of only two tertiary providers in New Zealand offering a degree programme in recording arts</li></ul>
Recent significant changes:	SAE has an application for a Bachelor of Film Making currently undergoing approval with a view to it being introduced in 2012.

Previous quality assurance history:

At the previous quality assurance visit by NZQA, an audit in 2007, SAE did not meet the requirements for international students relating to student information and type of accommodation.

## 2. Scope of external evaluation and review

In accordance with NZQA policy, the mandatory focus areas of governance, management, and strategy and international student support were included in the scope. The Diploma in Audio Engineering was selected as it is the main course at SAE Institute. The Bachelor of Recording Arts was selected as the fourth focus area because it has been designed to follow the Diploma in Audio Engineering. This degree is a new development and the first students were completing their studies at the time of the evaluation. A similar approach of developing a degree course to follow after a diploma course is being undertaken in the area of film-making.

## 3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

The external evaluation and review was conducted over three days by two external evaluators. The evaluation involved engagement with:

- The principal
- The academic coordinator
- The programme coordinator
- The relevant tutors
- Four groups of students on the two programmes selected as focus areas
- External stakeholders and former students.

SAE Institute has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **SAE Institute**.

SAE has a philosophy of excellence and uses it as a guide to the design and delivery of its programmes. High standards are achieved and all the students met by the evaluation team praised the high expectations placed on them by the institute. The decision to insist on a mark of 70 per cent to pass each assessment and the qualification itself, for example, was accepted as fair and recognised as a motivator by all the students. In this context, the achievement of the targets set by the Tertiary Education Commission (TEC) in qualification completion and course completion are significant. Students leave SAE with many skills additional to those intended by the curriculum, ranging from time management and problem-solving to entrepreneurial skills.

A major contribution of SAE Institute is the provision of well-trained graduates for the industry. A range of valuable short-term and long-term outcomes for both students and the industry are achieved by SAE. The skills covered and students' employment outcomes are enhanced through SAE belonging to an international network of 46 SAE institutions in 21 countries and through students' involvement with the SAE Alumni Association which acts as a job terminal. The variety of fields in which SAE students and graduates work reflects the wide-ranging contribution to the community made by this organisation. This range of involvement is increasing with the introduction of the degree programme and has a direct benefit for the students in terms of facilitating employment opportunities. Their horizons are broadened, they use their assignments as part of their portfolios for future employment, and they gain a much better understanding of the value of education and consequently become interested in postgraduate studies.

Staff everyday involvement with the industry through part-time work, research, supervising students' projects, and international links provides SAE with the connections to ensure that the programmes and activities remain relevant. These connections are enhanced by the widespread use of guest lecturers with specialist expertise and SAE's generous support for staff professional development. Relevant pathways are provided for those students moving on to further education, such as the articulation agreement with the University of Auckland for direct entry into the School of Music postgraduate programmes.

The groups of students met by the evaluation team were unanimous in their endorsement of the effectiveness of the teaching at SAE. The staff and the students are united by a passion for music and this naturally leads to a network of support which is made even more comprehensive by structures devised by management. The commitment of the management team to student support and educational achievement is exemplified by the high standard of the equipment and the proactive approach taken to developing SAE's programmes of study.

SAE has already, for example, implemented a degree programme in recording arts and is now developing an allied degree programme in film-making.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **SAE Institute**.

SAE Institute recognises the role played by self-assessment in improving standards and has a wide-ranging system, including an assessment database, in place. Analysis of student achievement data in 2009, for example, revealed a need for closer monitoring of assignment completion, so a support person was appointed to provide individual tutorials, and tutors were encouraged to emphasise their accessibility to the students. Currently little benchmarking is undertaken, but the institute is considering how other SAE branches can assist in this regard. SAE continuously receives informal feedback as it is so closely identified with the industry. The feedback is enhanced by the close links with the institute's Creative Industries Advisory Board. SAE uses these and other industry links to effectively assess the value of its courses. More formal feedback consists of written comments from community groups and information on SAE's employment database.

SAE Institute uses a comprehensive student survey form. It includes questions on the content and the pace of the courses, the teaching methods, the resources, and the assessments. Recommendations and suggestions are welcomed and changes are made quickly where warranted. For example, the collated results from the first cohort of degree graduates revealed a view that there should be more emphasis on practical work, particularly in the studios, so changes were made. The relatively small size of the classes and the personal links between the tutors and students mean that a close watch is kept on the students' needs at all times. This is reinforced by the academic coordinator who oversees the identification and satisfaction of student needs. This structure is supplemented by extensive discussions at staff meetings. Further self-assessment takes place through one-to-one interviews, which tutors hold regularly with students, and the informal contact that normally arises in the small classes which range in size from eight to 25 students. The students emphasised the approachability of the tutors, and this feature provides SAE with further self-assessment data which is discussed in the monthly staff meetings.

The management team's main tool for checking the effectiveness of its support for educational achievement is the student survey. This consists of 17 questions, an assessment of the performance of individual staff members, and a section for recommendations and suggestions. Valuable information is gleaned from the collated results and action is taken to improve the outcomes for students. The data is informed by feedback gained informally from the frequent interactions between staff and students, which is passed on to management in regular staff meetings and ongoing, informal staff discussions about ways to improve. This self-assessment programme could be even more effective if a more proactive approach was taken with the review of the implementation of the Code of Practice for the Pastoral Care of International Students and if staff members were more involved with the review of the management and governance of SAE.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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**.

SAE has a philosophy of excellence and uses it as a guide in many areas. High standards are achieved and all the students met by the evaluation team praised the high expectations placed on them. The decision to insist on a mark of 70 per cent to pass each assessment and the qualification itself, for example, was accepted as fair by all the students who saw it as an incentive to raise their own learning sights. In this context, the achievement of the TEC targets in qualification completion and course completion is significant. SAE's overall rates for 2010 of 68 per cent for qualification completion and 75 per cent for course completion showed an improvement over 2009, but the institute recognises that further improvement is possible and rejects the option of dropping its expected pass mark.

The rates achieved in the Diploma in Audio Engineering have consistently been higher than SAE's overall rates. The qualification completion rate, for example, rose from 65 per cent in 2008 to 71 per cent in 2010 and the course completion rate rose from 80 per cent to 94 per cent over the same period. The final rates for the degree are not yet available, but out of the 13 students who started the course, ten completed it. Provisionally, at least nine of those ten students will be awarded the degree. As far as international students are concerned, the qualification completion rate in 2009 was 88.9 per cent in 2009 and 75 per cent in 2010. The appointment of a PhD-qualified academic coordinator to upskill the staff and to develop a degree course reflects management's commitment to high academic standards. Management is now working on developing a degree qualification in film-making.

SAE Institute has a much wider view of student achievement than completion figures. In addition to a range of skills, diploma students are taught communication, time management, problem-solving, and organisational skills. Organisational skills, for example, are essential for recording sessions and audio production and are frequently used by the students when they book recording studios for such sessions. The students on the degree course gain a wide range of skills that will equip them for their future roles. SAE is steeped in the industry and recognises that much of the work available is freelance, so most of the students will be self-employed. Entrepreneurial skills are accordingly covered, and already three of the ten students on the degree course have established their own record labels.

Students in all courses described gains in personal maturity and self-discipline, academic writing, research skills, business acumen and initiative, public speaking ability, events management, becoming both more divergent and more strategic in their thinking and

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

planning, and learning how to work “smarter”. Students achieved a stronger sense of vocational direction and purpose and had a much greater appreciation of the value of advanced education. Their professional networks had been greatly enhanced, and they had learned how to work collaboratively with others in the sector. A majority of students interviewed were intending to advance their studies either in New Zealand or overseas, and many felt that the courses had opened up a much greater range of vocational options to them.

SAE Institute recognises the role played by self-assessment in improving standards and has a multi-faceted system, including an assessment database, in place. Analysis of student achievement data in 2009, for example, revealed a need for closer monitoring of assignment completion, so a support person was appointed to provide individual tutorials, and tutors were encouraged to emphasise their accessibility to the students. Teaching staff share a work space and are in daily discussion around student needs and ways to improve teaching and to lift student achievement. Currently little benchmarking is undertaken but the institute is considering how other SAE branches can assist in this regard.

## 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**.

A major contribution of SAE Institute is the provision of well-trained and high-calibre graduates for a range of roles in the industry. One stakeholder noted that approximately 60 per cent of the applicants for a music technician’s position advertised recently were graduates of SAE’s diploma course. Other stakeholders confirmed the abilities of SAE graduates and described their major value in supporting the performance industry. SAE graduates were seen by employers as “lifting the bar” in the industry’s standards and they always felt confident in employing an SAE graduate or current student. The learners themselves are gaining access to valuable networks in the industry and are acquiring a range of complementary skills as well as the specialist skills that help them to gain contract and part-time work in audio engineering.

Some of the graduates use their skills to secure positions as interns at recording studios which can develop into full-time employment, while others have succeeded overseas. One graduate, for example, works with several well-known international producers, and other graduates work in television production, in music production, and in major recording studios. A range of valuable short-term and long-term outcomes are therefore achieved by SAE. The employment outcomes improve through SAE belonging to an international network of 46 SAE institutions in 21 countries and through involvement with the SAE Alumni Association which acts as a job terminal.

The variety of fields in which SAE graduates work reflects the wide-ranging contribution to the community made by SAE. Two graduates, for example, established a three-day workshop designed to create interest in music careers among students in schools in rural areas. Other students have been involved in a broad range of voluntary projects

contributing support to community not-for-profit organisations, including video projects, educational podcasts, the Young Enterprise Trust, the Artist Collective in West Auckland, the National Jazz Festival in Tauranga, and the Titirangi Festival of Music. The stage manager at the latter event summed it up well when he wrote to SAE that “your students made a big difference to the quality of the event”. This range of involvement is increasing with the introduction of the degree programme and has a direct benefit for the students. Their horizons are broadened, they use their assignments as part of their portfolios for future employment, and they gain a much better understanding of the value of education and consequently become interested in postgraduate studies. At the same time, the degree course has the potential to push the New Zealand music community in new directions and to enhance standards, with many graduates becoming industry leaders.

SAE continuously receives informal feedback because of its position within the industry. Everyone at the institute has a shared interest in music and this inspires a collective unity. The tutors are heavily involved in the industry and their input is welcomed at the monthly staff meetings. The feedback is enhanced by the close links with SAE’s Creative Industries Advisory Board. Although this board meets only twice a year, close contact is maintained with its members through involvement with the industry and their participation as guest lecturers. The members of this board include a university head of department, a manager of one of New Zealand’s top recording studios, and a freelance graphic artist and filmmaker. SAE uses this range of industry links to effectively assess the value of its courses. More formal feedback consists of written comments from community groups and information on the employment database.

### 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**.

A wide range of involvement with the industry through research, the tutors’ experience, and international links provides SAE with the connections to ensure that the programmes and activities remain relevant. This is enhanced by the widespread use of the expertise of guest lecturers who are expected to tailor their presentations to meet specific course module aims and objectives. The importance attached to guest lecturers is shown by the fact that a student evaluation sheet is used to assess them and a desk is available in the lecturers’ office for them. Diversity is further recognised by SAE through Māori membership of the advisory board, reflecting the growth in Māori and Pasifika enrolments and the interest in indigenous music and instruments.

Emphasis is placed on making the assignments closely simulate what students will be doing in actual employment in the industry. In this way, SAE ensures that the students are acquiring both the technical and the soft skills they will need once they have completed their training, and are familiar with the everyday demands and constraints of working in this sector, including meeting tight deadlines and trouble-shooting. The diploma, for example, uses assignments that require the skills of communicating, presenting, problem-solving, and

organising as well as responsibility for delivering to deadlines and industry standards. The degree course takes this further through its emphasis on academic writing, entrepreneurial skills, and the development of business ideas. The final research project is worth 60 credits out of a total of 360 credits and requires students to specialise in an aspect suited to their individual professional interests. Through this and other means, the students become more strategic in their approach and are involved in such ventures as selling music online and developing a new pedal for guitarists. All the students met by the evaluation team agreed that their horizons have been broadened and that the courses contained sufficient variety to match their needs. Many students commented on the value of the courses in terms of being able to network with potential employers through the institute and pick up work even before they had completed the course.

SAE endeavours to be responsive to student and industry demands. It has catered for students with visual impairment and minor physical disabilities to ensure that the courses are available to the broadest range of students possible. It has also worked to make the courses relevant to the significant Māori and Pasifika music communities through introducing popular Polynesian music styles into the curriculum. Although the industry is male dominated, women students told the evaluation team that they have equal opportunities to achieve. Relevant pathways are provided for those students moving on to further education. An articulation agreement has been negotiated with the University of Auckland for direct entry into the School of Music postgraduate programmes. This is the destination of one of the first cohort of degree students while another is undertaking a psychology degree based on the violent lyrics used in some songs. Further opportunities are available through an international agreement with Middlesex University in London and the SAE Graduate College based in Vienna.

SAE Institute uses a comprehensive student survey form. This includes questions on the content and the pace of the courses, the teaching methods, the resources, and the assessments. Recommendations and suggestions are welcomed and responses are made. The collated results from the first cohort of degree graduates, for example, revealed a view that there should be more emphasis on practical work, particularly in the studios. Steps have been taken to deal with the problems in studio use experienced by some of the students who had a gap between finishing the diploma and starting the degree. Other steps were taken to overlap the modules of cultural perspectives and business and legal studies so that the students did not become overburdened with theory.

The relatively small size of the classes and the personal links between the tutors and the students mean that a close watch is kept on the students' needs at all times. This is reinforced by the academic coordinator who oversees the identification and satisfaction of student needs. This structure is supplemented by extensive discussions at staff meetings.

## 1.4 How effective is the teaching?

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 groups of students interviewed by the evaluation team were unanimous in their endorsement of the effectiveness of the teaching at SAE. These views were reflected in the responses to the question on the teaching methods in the student survey. Sixty-three per cent of the degree students rated the teaching methods as good or excellent (even though this is a new programme of study) and the corresponding figure for the diploma students was 87 per cent. A high level of student engagement was evident and the students clearly appreciated the breadth and the depth of their tutors' technical and other industry experience and expertise, as well as considering them good teachers. Students noted that tutors and senior teaching staff and the academic coordinator were readily available to them for additional tutoring and responsive to requests for information beyond the course curriculum. The expertise is enhanced by extensive use of guest lecturers who are leaders in their subject areas. Several students with degree qualifications commented that the teaching at SAE was superior to what they had encountered at universities.

The tutors themselves gain from the collegial spirit at SAE. They willingly share ideas about lessons and about their areas of involvement outside the institute. Such involvement ensures they keep up to date and is supplemented by management's generous support of professional development. All tutors complete the Understanding Teaching Certificate jointly awarded with Auckland University of Technology. SAE bears all the costs of staff members to enrol in the Bachelor of Recording Arts and supports staff seeking to undertake postgraduate studies. An academic coordinator with decades of experience and an excellent reputation in both teacher training and the music and film industries was also employed in 2003 to raise the standard of teaching at SAE Institute. His work has focused on both curriculum development and monitoring teaching standards.

High standards are promoted throughout SAE both in care of the equipment and in academic studies. The students spoken to by the evaluation team welcome such standards and regard them as the norm. The tutors play their part by keeping the assignments as practical as possible and by providing constructive feedback. The thoroughness of the moderation further enhances the effectiveness of the teaching and the assessments. The overall effectiveness is reinforced by the involvement of the students in direct assessment of the tutors' performance and the content of the courses. A new form has been developed for students to evaluate the modules in the degree and a check is kept of the effectiveness of the guest lecturers' sessions through a specialist student feedback form. Such student feedback resulted in a unit of work on Māori instruments.

Staff commented that the SAE equipment is "state of the art" and that new equipment, both hardware and software, is purchased regularly to ensure that students are being taught with up-to-date facilities. Regular demonstrations of new software are provided to staff and students by suppliers. SAE also has a small physical library but is responsive to student and staff requests for additions, and staff regularly research and download free software for students, and show students how to access these resources for themselves. The curriculum

has to be updated constantly by tutors to reflect frequent developments in sound and recording technologies.

In situ learning opportunities are provided to diploma students through an arrangement between SAE and the Juice Bar (part of Juice TV's operations) where students have an opportunity to provide the technical expertise for live gigs, working as teams. Students found this of huge value in giving them a contextual understanding of the work.

Assignments in the degree include how to write a magazine article and a business plan as these skills are essential to students' employment and can result in their own profile being raised.

Student evaluations of each course are undertaken mid-course and at the end of each course. Further self-assessment takes place through one-to-one interviews with tutors and the informal contact that normally arises in the small classes which range in size from eight to 25 students. The students emphasised how approachable the tutors are and this feature provides SAE with further self-assessment data which is discussed at the monthly staff meetings. Staff appraisals of all teaching staff are undertaken annually, focusing on their own learning goals as well as their teaching effectiveness.

## 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 **Excellent**.

One of the distinguishing characteristics of SAE is that everyone is united by a passion for music. This unity naturally leads to a network of support which is made even more comprehensive by structures devised by management. The first point of learner support for all academic matters is the programme coordinator who also manages any attendance issues. Systems have been set up for students to receive individualised progress reports three times a year as well as the regular printouts of their achievements that they receive from the assessment database. The tutors effectively reinforce the structures by acting as mentors for the students and by being readily available after lectures. Specialised tutorials are also available on request and students are actively encouraged to access this support. One-to-one sessions are organised for students at risk of not attaining pass grades. At the end of the course, those students who require it are provided with a 12-week window during which they can receive the additional assistance to enable them to complete the qualification.

This drive to ensure students receive the best possible support extends to systems for providing easy access to specialised facilities such as the recording studios. A studio supervisor is always available during the day and, if the students require longer sessions, they can book the studios overnight. Degree students are given a comprehensive refamiliarisation with the very specialised equipment to ensure that they are up to date with new developments since they undertook the diploma, and all found this valuable. Intensive support is given to students around their individualised assignments so that they learn how to creatively access resources. Students are encouraged to collaborate with one another to enhance learning opportunities, and also helped to find opportunities to publish their

assignments in New Zealand and overseas journals or online. International students in particular benefit from the team approach at SAE. They are provided with assistance in the form of a comprehensive set of information covering such matters as the Code of Practice, 24-hour contact information, health information, counselling contact details, and accommodation information. Attendance is monitored on a weekly basis and further assistance can be provided if necessary. Educational pathways are explained to both the diploma and degree students as mentioned in section 1.3. Staircasing is particularly appropriate for diploma students as systems have been established for their enrolment in the SAE degree or the degree available through the Southern Institute of Technology. Students are actively supported to find employment and to pursue their individual interests. Tutors support them to develop projects that are meaningful to them and enhance their employment opportunities, often providing hands-on support outside of teaching time.

The collegial approach at SAE means that staff members freely discuss students' issues with one another. Such exchanges of information and the allied monitoring mean that the support mechanisms for students are continuously being checked. If changes are needed, discussion takes place at the monthly staff meetings. Another way in which SAE assesses the effectiveness of its support for students is through the comprehensive student survey form. This feedback is taken seriously by management. Examples of responses are the update of the computers in the study labs and the provision of lecture notes and the timetable in electronic form.

## 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**.

The management team works together well. Each management person has clearly defined responsibilities so that other staff members know whom to approach for support in a particular area. All are available readily to one another, other staff, and students. Their offices are immediately adjacent and they share an open-door policy to facilitate early discussion of, and response to, any issues.

The commitment of the management team to educational achievement is exemplified by the satisfaction of students and by the high standard of the equipment, despite the significant costs. This ranges from the high quality in the recording studios to the recent purchase of Mac Pro computer towers for the film lab. Such facilities are not only provided but students are encouraged to use them in their personal time. The students appreciate this and explained how an overnight session with similar facilities in another recording studio would cost well over \$1,000 whereas there is no charge for SAE students. Management also demonstrates its commitment to educational achievement through its generous support for staff professional development. Enrolment in the degree programme in Recording Arts, for example, is provided free to staff members. A staff development programme which provides opportunities to remain up-to-date with international developments and trends is

available through links with the parent SAE organisation. Staff members respond to such support by showing a sense of ownership that benefits the organisation and the students.

The management team leads by example at SAE. Clear organisational goals are set and associated actions and expected results are developed. These are being successfully implemented. When SAE faced the Government funding caps on all their courses in 2010, management responded not only by reducing spending on items such as advertising, but also by implementing plans to increase the number of international students and the number of enrolments on the Certificate in Electronic Music Production that is studied on a part time basis for six months. These last two courses of action are positive moves to deal with a difficult situation and show how SAE manages external challenges well.

Whenever possible, SAE management and governance teams prefer to be proactive. They have already implemented a degree programme in Recording Arts and are now in the process of developing an allied degree programme in Film Making. SAE in Auckland has considerable autonomy, but the principal, who is also a director of SAE Institute in Auckland, reports monthly on matters such as enrolments and enquiries to the SAE office in Australia and submits his budget there. SAE Auckland's management is externally reviewed on an annual basis by the CEO of SAE Australia to whom the principal submits a Management Performance Review Report. The CEO of SAE Australia conducts the performance review of the principal using performance indicators ranging from profit margin and staffing ratios to student satisfaction data and portfolio responsibility. The support of SAE International is acknowledged and its advice is appreciated as well as the professional links that are provided. The latter take many forms including an employment network for students, opportunities for students to cross-credit into other programmes, guest lecturers from overseas and opportunities for staff to keep up to date with industry developments and trends.

The management team's main tool for checking the effectiveness of its support for educational achievement is the student survey. This consists of 17 questions, an assessment of the performance of individual staff members, and a section for recommendations and suggestions. Valuable information is gleaned from the collated results and action is taken to improve the outcomes for students. This data is informed by qualitative data gained from the frequent interactions between the staff and the students. This self-assessment programme could be even more effective if a more proactive approach was taken with the review of the implementation of the Code of Practice and if the staff members were more involved with the review of the management and governance of SAE.

# 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 **Excellent**.

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

## 2.2 Focus area: International student support

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 Audio Engineering

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

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

## 2.4 Focus area: Bachelor of Recording Arts

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, other than those implied or expressed within the report.

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.*

*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 courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.*

*NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria 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](http://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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