



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Besafe Training Limited

Date of report: 19 June 2025

About Besafe Training Limited

Besafe Training Limited provides construction-related health and safety training, either at their two campuses in Auckland or at workplaces. Training ranges from bespoke, short-duration, unit standard-based courses through to the New Zealand Certificate in Health and Safety (Level 4).

Type of organisation:	Private training establishment (PTE)
Location:	220J Bush Road, Albany, Auckland
Eligible to enrol international students:	No
Number of students:	<p>Domestic: 2024 – 4369 students (270 equivalent full-time students); Māori 637 (15 per cent), Pasifika 609 (14 per cent), students with a disability 71 (1 per cent)</p> <p>International: nil</p>
Number of staff:	24 full-time equivalents; 23 full-time, two part-time
TEO profile:	<p>Besafe Training Ltd – provider page on the NZQA website</p> <p>Besafe Training Limited primarily provides short-duration, unit standard-based health and safety-related training to industry and community group organisations.</p> <p>Besafe Training also delivers an online, full-time programme leading to the level 3 and 4 New Zealand certificates in workplace health and safety. Students undertaking health and safety roles within their workplaces undertake these programmes to expand their knowledge and meet compliance regulations within the workplace.</p> <p>Besafe Training also provides employment-readiness training to long-term unemployed people within the greater Auckland area. These two-week courses are funded by the Ministry of Social Development (MSD) and aim to support unemployed persons into a part of</p>

the construction industry by ensuring all relevant certification and licences are attained to support them in attaining sustainable employment.

Last EER outcome:	NZQA was Highly Confident in both Besafe Training's educational performance and capability in self-assessment in February 2021.
Scope of evaluation:	<ul style="list-style-type: none">• Focus Area 1: New Zealand Certificate in Workplace Health and Safety Practice (Level 4) (ID: 125203) leading to 3534 New Zealand Certificate in Workplace Health and Safety Practice (Level 4)• Focus Area 2: Short-duration courses
MoE number:	8237
NZQA reference:	C60569
Dates of EER visit:	13, 14 and 17 March 2025

Summary of results

Besafe Training Limited's stakeholders gain highly valued training outcomes that meet their needs and workplace compliance requirements. Students achieve well and can apply the needed skills and knowledge. Extensive use of collated data has supported effective decision-making leading to improvements.

Highly Confident in educational performance

- Student achievement of courses and programmes is consistently high. Priority group students are achieving equally as well.
- Besafe Training provides highly valued outcomes for all stakeholders. Students and graduates are gaining promotions and additional responsibilities or are supporting organisational growth.

Highly Confident in capability in self-assessment

- Besafe Training maintains strong relationships, regular interactions and feedback opportunities with all stakeholders. This supports training currency and relevancy, informs effective training review, and maintains continuity in meeting of stakeholder needs.
- Comprehensive moderation assures assessment validity, informs impactful assessment review and supports targeted staff professional development.
- Besafe Training identifies student's goals and needs before training begins. This information informs tutor decision-making around targeted support and review.
- Comprehensive, informed strategic planning guides strong academic leadership, sustains business continuity and innovation, and manages compliance accountabilities effectively.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Besafe Training's course participants are employed or gaining employment in industries that require specific skills and certifications. Stakeholders attest to this providing a strong motivation to succeed. Since the previous EER, the PTE has recorded high rates of achievement of the unit standards and programmes (above 95 per cent).² Where there has been fluctuation in achievement (such as during the 2022 adverse weather event in Auckland), this is investigated. Where possible, change is made to enhance success, as seen in the increased information-gathering around disabled students at enrolment.</p> <p>All priority group students are achieving on par with other students, if not higher. Any difference in achievement is investigated and improvements made to delivery. Examples are extra support for students for whom English is a second language, and offering reader-writers.</p> <p>Withdrawal from courses is consistently low, and Besafe Training records the reasons for withdrawal. The main reasons are work/life balance and commitments (level 4 students) and difficulty with the English language (short courses). Understanding these challenges has resulted in better pre-entry information for prospective students and more robust initial needs assessment (see also Appendix 1).</p>
Conclusion:	Overall achievement of courses and programmes is consistently high. Priority group students are achieving well. Data around achievement is captured and regularly monitored to improve programmes.

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

² For achievement-related data see Appendix 1.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Besafe Training's stakeholders require skilled, certified students who are able to complete work in a compliant and safe manner. Stakeholder feedback attests to this and to stakeholder confidence in Besafe Training's consistently high quality of service. A large number of clients request repeat and additional training every year.</p> <p>Students gain applicable workplace skills and knowledge alongside certification that can support company operations. Besafe Training confirms these outcomes with workplaces. Recertification informs the PTE that students are retained in work and/or gain improved employment outcomes. Students completing the MSD-funded employment-readiness training gain employment and life skills that not only support their re-entry into the workplace but also their personal and whānau wellbeing.</p> <p>Besafe Training works closely with its clients to customise and bespoke training to deliver skills that respond to clients' unique needs. Besafe Training monitors the effectiveness of this activity through comprehensive post-course feedback mechanisms, internal audits and regular interactions with industry peak bodies and/or advisory groups. Besafe Training has opened a second campus in the South Auckland region in response to feedback. Stakeholders appreciate that Besafe Training can now deliver in a location closer to many of the organisations they serve.</p> <p>Graduates attest to increased confidence, communication skills and self-esteem alongside the gaining of promotions or additional responsibility. This positive impact also feeds through to whānau and community as a result of continued employment, career progression, enhanced opportunities and an increased opportunity to use skills in non-work settings.</p>
Conclusion:	Besafe Training provides highly valued outcomes for all stakeholders. Strong relationships and regular feedback

	opportunities inform effective training review and the continued meeting of stakeholder needs.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Besafe Training's regular, reciprocal interaction with industry, standards and workplace and community stakeholders ensures the training design, delivery and resources are relevant, current and meet needs. Besafe Training captures all data and feedback in a centralised system. This supports comprehensive reporting at all levels of the organisation, which in turn informs sound, effective improvement to assessment and delivery.</p> <p>The learning environment (on or off-site) is designed to ensure the experience is equivalent to that in a workplace, which supports successful integration of the skills and knowledge. Learning activities promote discussion, teamwork and practical understanding, keeping the students engaged, and supporting cultural learning styles. This has supported Māori and Pasifika equity on success.</p> <p>Besafe Training also provides online training, primarily in the New Zealand certificate space. This supports students who are working full-time and wish to move into health and safety representation roles. Activities require students to apply their skills in their workplaces. This in turn informs assessment and assures authenticity. Besafe Training is reviewing this mode of delivery to understand how they can expand delivery in this space and retain an equivalent experience to face-to-face.</p> <p>Students are being assessed when they are ready. All students gain feedback that improves their understanding. Besafe Training does not pass students who do not display the needed knowledge and skills. Sufficient time is arranged to ensure knowledge gaps are filled before re-sits are required.</p> <p>Comprehensive internal moderation and positive validation from external moderation of assessments, training material</p>

	<p>and resources assures that assessment is valid and consistent. Where there are moderation findings, they are used with captured data to inform the robust monthly and annual training review and impactful change. One example is the change to theory assessments to primarily practical and oral in nature, which has supported improved student success.</p> <p>Moderation is also used to inform the organisation of staff performance and professional development needs. Monthly coaching and weekly staff meetings ensure training and staff needs are recognised and responded to promptly.</p>
Conclusion:	Regular interactions with stakeholders maintains the relevancy and currency of the training delivered. Regular moderation assures assessment validity and training delivery consistency. Comprehensive use of data and feedback informs impactful, effective training and assessment review, and targeted staff professional development.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Surveys, emails and conversations capture feedback from all stakeholders about the effectiveness of the training and the support for the students and employers. Effective change across the organisation is informed by analysis of this information, as seen in the recently altered enrolment questions and increased attention to onboarding. This has effectively increased Besafe Training's understanding of learning disabilities and other impediments to undertaking the training. This information has supported the development of support mechanisms such as the use of reader-writers, peer interpreters or providing one-on-one coaching.</p> <p>Besafe Training has rising numbers of students with a disability, and also strong enrolments from students who have English as a second language. Besafe Training could</p>

	<p>consider expanding its support approaches to meet the additional needs of these students.</p> <p>Besafe Training has a good system of ongoing professional development to support teachers to deliver to a wide range of student needs. There is also good evidence that this system helps create an inclusive learning environment.</p> <p>Besafe Training has recently developed a student support co-ordinator role to assist tutorial staff where a significant support need is identified. The student support co-ordinator can provide greater attention to a need through provision of alternative support options (such as an additional class for students who have English as a second language). This provides evidence of Besafe Training's focus on minimising barriers to learning alongside delivering training in workplaces, providing transport to and from campus (for readiness-for-employment students), and creating individual learning plans. Regular review of all support activity undertaken tests the efficacy of changes made and supports further developments.</p> <p>The extensive capture of relevant information also informs the annual review of the Code of Practice for pastoral care. Besafe Training has distilled its analysis down to three strategic actions that are published on the website and posted in each classroom. The PTE monitors activity against these goals each month, enabling adjustments to occur and informing further review.</p>
Conclusion:	<p>Identification of student goals and needs prior to training delivery informs effective targeted support to the students. Ongoing analysis of data and professional development of tutors supports ongoing development of support mechanisms. The annual Code review is informed and monitored by comprehensive data collation and analysis.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The organisational purpose and the values of respect, integrity and innovation are embedded throughout the organisation, and are embodied in daily operations. Comprehensive strategic planning ensures the values and purpose can be aligned with business practice. The annual goals are monitored regularly to ensure the business remains sustainable and can grow despite challenging circumstances such as Covid lockdowns, cyclones and a downturn in the construction industry.</p> <p>The PTE is well enabled technologically for data/information capture. Staff interact with the system daily, weekly and monthly to review practice and understand where improvements can occur. Organisational change is informed effectively, as seen in the successful formation of an academic committee and the development of the student support co-ordinator and a tutor capability framework. All staff contribute to decision-making. The changes made have had a positive impact for stakeholders.</p> <p>Staff are recruited for their industry knowledge and experience, but also for their passion to help people sustain employment. Staff induction familiarises them with the policies, procedures and systems involved in their roles. Then staff progress through the capability framework which ensures tutors:</p> <ul style="list-style-type: none"> • meet the requirements within each unit standard they deliver • remain current and up to date in their skills, in both industry and adult education • become familiar with and can identify students' diverse needs and develop strategies to respond effectively. <p>Besafe Training's decision to support tutors with one day per week of professional development, moderation and/or</p>

	administration tasks ensures staff workloads are fair and manageable.
Conclusion:	Comprehensive strategic planning and effective capture and use of data and feedback informs sound decision-making throughout the PTE. Informed academic leadership and well-developed, supported staff ensure business continuity and sustainability.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Besafe Training management diarises its compliance accountabilities and allocates personnel to monitor and manage the meeting of requirements. Closer monitoring of the hours completed as self-directed learning in the New Zealand Certificate in Health and Safety (Level 4) is needed and could be used to inform additional programme review.</p> <p>Stakeholders are well informed of their rights and responsibilities through multiple avenues. Regular reviews of all policies and procedures has ensured practice can be effectively guided by process, such as the successful handling of a student concern in recent years. Concerns, complaints and incidents are registered and reviewed closely. Besafe Training is reminded that the definitions for and annual reporting of complaints and critical incidents is required to be added to the website publication of the Code review.</p> <p>Besafe Training reviews its sub-contracts annually with organisations that use Besafe Training material and assessments. This enabled Besafe Training to identify when a provider used expired assessment versions promptly and mitigate for potential further occurrences. This has supported the sharing of best practice between both providers, and has informed Besafe Training's training and assessment review.</p> <p>Besafe Training regularly audits its health and safety mechanisms to ensure a high level of safe working compliance. This identified a need to strengthen checking procedures when working off-site. The subsequently</p>

	<p>enhanced check system now role-models health and safety behaviour to all stakeholders. Equipment registers are regularly checked to ensure safety for use purposes.</p> <p>Besafe Training receives funding through MSD for training delivery. The conditions of the funding are well met and continued funding is approved.</p> <p>Besafe Training gained social service accreditation to meet the MSD contract conditions. Recertification for accreditation requires regular auditing of support practices. Such practices have assisted review of the Code of Practice.</p>
Conclusion:	<p>Regular internal auditing and monitoring mechanisms ensure most compliance accountabilities are met, and developing concerns are promptly identified and rectified. Regular review of policies and procedures ensures most organisational practice is appropriately guided.</p>

Focus areas

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

2.1 New Zealand Certificate in Workplace Health and Safety Practice (Level 4)

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>This programme of study is a full-time online programme. Students wanting to become health and safety representatives within their organisations undertake this study, often while working full-time. This balance of time and commitment is the common reason for withdrawal. Weekly tracking of student engagement with activities supports the tutors' understanding of student progress, which is discussed with the students. However, Besafe Training needs to capture the hours that students are completing with regards to the placement, the contract and the self-directed learning hours. This will allow Besafe Training to assure itself and NZQA that the hours being delivered are as approved. This information can also support further programme development.</p> <p>Very few, if any, priority student group students undertake this programme of study. Besafe Training is investigating methods for increasing participation from students within these priority learning groups.</p> <p>An intensive orientation enables Besafe Training to identify individual goals and needs; the PTE understands students' support needs and promptly provides these during weekdays. However, as most students work full-time, they tend to study at night or over weekends. Stakeholders have fed back regarding the unavailability of support during the weekends, which has delayed responses to the students' queries at these times. Besafe Training may wish to consider this when reviewing support availability and the programme.</p> <p>Memorandums of understanding are in place defining Besafe Training's expectations of workplace supervisors in regard to their students. The Besafe Training tutor regularly meets with the workplace supervisors to</p>

	<p>understand the skills and knowledge the students have acquired, and therefore the areas for further development. This information is captured and informs programme and staff review.</p> <p>Graduates attest to the immediate applicability of the skills they have learnt; the low response rate to the graduate survey is not representative. More feedback around the graduates' continued use of skills and knowledge post-graduation (from employers and graduates) could strengthen programme review.</p>
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2.2 Short-duration courses

Performance:	Excellent
Self-assessment:	Excellent

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Besafe Training Limited:

- Gain more responses around the continued application of skills and knowledge (as outlined in the graduate profile outcomes) for the New Zealand Certificate in Workplace Health and Safety (Level 4). This should help to strengthen programme review and support Besafe Training's management of this programme.
- Regularly collect and analyse data around self-directed learning hours that students are completing within the level 4 health and safety certificate. This will inform future compliance and programme reviews.
- Give further thought to after hours or weekend support options for students undertaking online study; and more support mechanisms for the growing number of students with learning differences and/or English as a second language.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

NZQA requires Besafe Training Limited to:

- Publish on the website definitions for formal complaints and critical incidents alongside annual reporting around the occurrence of each as required by clause 10, process 4 (1)(g) and clause 13 (f and g).

Appendix 1

Table 1. Overall course/programme completions

Year	Completed*	Withdrawn	Total enrolment*
2021	6,018 (98%)	77	6,095
2022	5,968 (95%)	13	5,981
2023	7,717 (99%)	3	7,720
2024	7,382 (99%)	15	7,397

*Completed and total enrolment = indicates the total number of enrolments, not the number of individual students, as a student may be counted multiple times if enrolled in multiple courses

Table 2. Short course achievement

2021 (n=4215*)			2022 (n=4618*)		2023 (n=5770*)		2024 (n=5805*)	
	Cmplt	Wdn	Cmplt	Wdn	Cmplt	Wdn	Cmplt	Wdn
	4053 (96%)	162 (4%)	4412 (95%)	203 (5%)	5586 (96%)	184 (4%)	5692 (98%)	113 (2%)
Priority students								
	N=1067 (25%) Māori = 576 Pasifika = 491 Disabled = 0		N=1144 (25%) Māori = 589 Pasifika = 552 Disabled = 3		N=1287 (22%) Māori = 685 Pasifika = 589 Disabled = 13		N=1495 (22%) Māori = 737 Pasifika = 688 Disabled = 70	
Māori	560 (97%)	16 (3%)	570 (97%)	19 (3%)	667 (97%)	18 (3%)	736 (99%)	1 (1%)
Pasifika	470 (95%)	21 (5%)	530 (96%)	22 (4%)	552 (94%)	37 (7%)	678 (98%)	10 (2%)
Disabled	Nil	Nil	3 (100%)	Nil	13 (100%)	Nil	68 (97%)	2 (3%)
Other students								
	N= 3148 (75%) NZ Eur = 1364 Asian = 736 Others = 1048		N= 3473 (75%) NZ Eur= 1478 Asian = 829 Others = 1166		N=4497 (78%) NZ Eur= 1539 Asian = 905 Others = 2053		N=4310 (78%) NZ Eur= 1592 Asian = 990 Others = 1728	
NZ Eur	1340 (98%)	24 (2%)	1412 (95%)	66 (5%)	1492 (97%)	47 (3%)	1560 (98%)	32 (2%)
Asian	733 (99%)	3 (1%)	790 (95%)	39 (5%)	885 (97%)	20 (3%)	972 (98%)	18 (2%)
Other	950 (90%)	98 (10%)	1110 (95%)	53 (5%)	1990 (97%)	63 (3%)	1700 (98%)	28 (2%)

*Represent the number of individual students enrolled per year

Key: Cmplt = Completed, Wdn = Withdrawn

Table 3. New Zealand Certificate in Workplace Health and Safety (Level 4) achievement data

	2021 (n=14*)		2022 (n=15*)		2023 (n=26*)		2024 (n=25*)	
	Cmplt 14 (100%)	Wdn Nil	Cmplt 12 (92%)	Wdn 1 (8%)	Cmplt 26 (100%)	Wdn Nil	Cmplt 20 (80%)	Wdn 5 (20%)
Priority students								
	N= 0 (0%)		N=2 (25%) Māori= 1 Pasifika = 1 Disabled = 3		N=2 (22%) Māori= 1 Pasifika = 1 Disabled = 0		N=0 (0%)	
Māori	Nil	Nil	1 (100%)	Nil	1 (100%)	Nil	Nil	Nil
Pasifika	Nil	Nil	1 (100%)	Nil	1 (100%)	Nil	Nil	Nil
Disabled	Nil	Nil	3 (100%)	Nil	Nil	Nil	Nil	Nil
Other students								
	N=14 (100%) NZ Eur= 8 Asian = 6 Others = nil		N=13 (75%) NZ Eur= 5 Asian = 2 Others = 6		N=24 (93%) NZ Eur= 7 Asian = Nil Others = 17		N=25 (100%) NZ Eur= 4 Asian = 1 Others = 20	
NZ Eur	8 (100%)	Nil	4 (80%)	1 (20%)	7 (100%)	Nil	3 (75%)	1 (25%)
Asian	6 (100%)	Nil	2 (100%)	Nil	Nil	Nil	1 (100%)	Nil
Other	Nil	Nil	6 (100%)	Nil	17 (100%)	Nil	16 (80%)	4 (20%)

*Represent the number of individual students enrolled per year

Key: Cmplt = Completed, Wdn = Withdrawn

Source for all tables: Besafe Training achievement data

Table 4. MSD-funded training achievement data

	2021 (n=0*)		2022 (n=0*)		2023 (n=325*)		2024 (n=272*)	
	Cmplt Nil	Wdn Nil	Cmplt Nil	Wdn Nil	Cmplt 26 (100%)	Wdn Nil	Cmplt 20 (80%)	Wdn 5 (20%)
Priority students								
	N= 0 (0%)		N= 0 (0%)		N=146 (45%) Māori= 69 Pasifika = 77 Disabled = 13		N=198 (73%) Māori= 97 Pasifika = 98 Disabled = Nil	
Māori	Nil	Nil	Nil	Nil	69 (100%)	Nil	97 (100%)	Nil
Pasifika	Nil	Nil	Nil	Nil	77 (100%)	Nil	98 (100%)	Nil
Disabled	Nil	Nil	Nil	Nil	13 (100%)	Nil	Nil	Nil
Other students								
	N= 0 (0%)		N= 0 (0%)		N=180 (55%) NZ Eur= 26 Asian = 8 Others = 145		N=77 (27%) NZ Eur= 28 Asian = 13 Others = 36	
NZ Eur	Nil	Nil	Nil	1 (20%)	26 (100%)	Nil	26 (93%)	2 (7%)
Asian	Nil	Nil	Nil	Nil	8 (100%)	Nil	13 (100%)	Nil
Other	Nil	Nil	Nil	Nil	145 (100%)	Nil	36 (100%)	Nil

*Represent the number of individual students enrolled per year

Key: Cmplt = Completed, Wdn = Withdrawn

Source: Besafe Training achievement data

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud³*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

³ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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