

# Report of External Evaluation and Review

Waikato Institute for Leisure and Sport  
Studies

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 1 October 2015

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	5
3. Conduct of external evaluation and review.....	5
Summary of Results .....	6
Findings .....	7
Recommendations .....	17
Appendix .....	18

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*Final Report*

# 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:	Waikato Institute for Leisure and Sport Studies
Type:	Private training establishment (PTE)
First registered:	23 March 1999
Location:	178 Ruakura Road, TTH 3 Building, Hamilton
Delivery sites:	As above, and also at schools and other community facilities which are hired as required.
Courses currently delivered:	<ul style="list-style-type: none"><li>• National Certificate in Sport Administration (Level 3)</li><li>• National Certificate in Sport – Coaching (Level 4)</li><li>• National Certificate in Business – First Line Management (Level 4)</li></ul> <p>A wide range of sport, recreation and community courses of various types and lengths (some of which contain unit standards).</p>
Code of Practice signatory:	No
Number of students:	Domestic: 6,227 individuals participated in courses during 2014  80 students (42 equivalent full-time students) are enrolled in the national certificates each year. Approximately 27 per cent of these are Māori and 25 per cent are Pasifika students.
Number of staff:	Six full-time, one part-time and approximately 60

	casual facilitators
Scope of active accreditation:	As above
Distinctive characteristics:	<p>Waikato Institute for Leisure and Sport Studies (WILSS) focuses on four areas of delivery: schools, sport and recreation, community development and workplace training. Courses in leadership and volunteer development have a practical orientation and are delivered to a wide range of ages and communities. Many of these are single events or short one or two-day courses.</p> <p>The national certificates are delivered through a mix of face-to-face workshops and self-paced and workplace-based learning.</p>
Recent significant changes:	New appointments were made to the roles of community coordinator and manager of sport and recreation in December 2014.
Previous quality assurance history:	<p>WILSS met all NZQA national external moderation requirements in 2013 and 2014.</p> <p>WILSS met the 2014 requirements for external moderation of the industry training organisation (Skills Active) (exempt from external moderation for 2013).</p> <p>NZQA conducted a validation visit in June 2013, which confirmed WILSS's compliance with PTE registration rules.</p> <p>At the previous external evaluation and review (EER) in 2011, NZQA was Confident in WILSS's educational performance and Highly Confident in WILSS's capability in self-assessment.</p>
Other:	WILSS is a charitable trust founded in 1989 by a collective of Sport Waikato, the Waikato District Health Board, University of Waikato, Hamilton Teachers College, Waikato Institute of Technology, Tainui Trust Board and the Secondary Principals' Association. WILSS receives Student Achievement Component (SAC) funding from the Tertiary Education Commission (TEC), grants and donations from a wide variety of community organisations.

## 2. Scope of external evaluation and review

The focus areas selected for this EER were:

- Governance, management and strategy, which is a mandatory focus area
- National Certificates in Sport (Levels 3 and 4), which comprise the majority of TEC-funded delivery
- Schools programme, which comprises the majority of non-TEC funded delivery.

## 3. Conduct of external evaluation and review

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

Two evaluators visited the PTE's head office and training site in Hamilton over two days. Prior to the visit, the lead evaluator conducted a Skype interview with the schools manager. During the visit the evaluation team met with the representatives of the board of trustees, the general manager, the previous and current sport and recreation programme managers (the previous appointee was in the role for 10 years and is now employed by Sport Waikato), the programme and support administrator, the Kiwisport leadership development officer, four facilitators, two current students and two graduates of the National Certificates in Sport. The evaluation team also conducted telephone interviews with five external stakeholders. In addition, a range of management, academic and support documents and data was sighted, on paper and online.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Waikato Institute for Leisure and Sport Studies**.

The reasons for this judgement are as follows:

- WILSS has abundant evidence of highly valued outcomes for learners and other stakeholders. Individuals, sporting and educational organisations and the wider community are directly and indirectly benefiting from a wide range of courses and events focused on developing practical leadership skills and volunteer capability in individuals.
- WILSS has extensive networks with a wide range of sport, leisure, educational and community organisations. WILSS engages frequently with key stakeholders and uses feedback in all aspects of programme planning, delivery and review. The effectiveness of these processes is evident in WILSS's reputation as a significant contributor to community development, the high demand for courses and events, and ongoing support from funders.
- WILSS has good evidence of learners of all ages acquiring useful skills and knowledge and enhanced well-being, which enables them to contribute positively to their wider communities. Students enrolled on the National Certificates in Sport gain unit standards and complete their qualifications. Learner achievement in the national certificates is consistently strong in the context of open entry, seasonal demands on coaches and individual circumstances (personal and financial) which, for some, precludes qualification completion.
- WILSS is highly effective in meeting the needs of its learners. For the national certificates, this is ensured through timetabling classes in evenings and weekends, course materials and activities which are engaging and relevant, and the provision of additional tuition and effective support services by flexible and highly accessible staff. Programmes and activities are customised for primary and secondary schools, depending on each school's objectives and characteristics. The effectiveness of this approach is clearly evident from feedback gathered from learners and other stakeholders, which consistently confirms their satisfaction.
- WILSS is a well-managed and efficient organisation with management, academic and support policies and procedures that are fit-for-purpose for an organisation of this size and are clearly contributing to learning and other important outcomes. Effective governance is provided by a representative board of voluntary trustees. A small head office team provides oversight of programme development and delivery, using a large pool of subject matter

and sporting experts as facilitators as required. Planning and review processes are informed by valid and reliable data resulting in well-considered strategies for improvement and responses to changing circumstances.

NZQA is highly confident that WILSS is well-positioned to maintain high levels of educational and organisational performance.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Waikato Institute for Leisure and Sport Studies**.

The reasons for this judgement are as follows:

- Self-assessment at WILSS is purposeful, authentic and embedded at all levels of the organisation. As a small organisation with limited resources, WILSS uses a variety of mechanisms and methods for gathering and using information. WILSS regularly reviews self-assessment activities for their utility and relevance and discards those that add little value for improvement.
- WILSS has a longstanding commitment to maintaining relationships with a wide range of stakeholders which is consistent with its community focus and is a notable strength of this organisation. This commitment is reflected in a recent initiative for programme managers to develop individual relationships with external advisors and mentors.
- WILSS systematically captures feedback from learners and other stakeholders to understand the effectiveness and relevance of its education programmes and various related events. The evaluation team sighted evidence of new developments and improvements to existing resources and activities which are well-considered and effective.
- Learner outcomes are closely monitored at all levels of the organisation. For the school and community programmes, achievements are summarised in regular reports to participant organisations, funders and WILSS's board. Student numbers on the national certificates are small and WILSS primarily focuses on understanding each learner's progress and achievement. Collated learner achievement data is easily accessed and reported regularly, although analysis could be strengthened as a basis for further discussion.
- Teaching effectiveness is underpinned by careful selection and support of staff, including induction, observations and performance reviews, and funded professional development. The evaluation team found good evidence of individual and collegial reflections on the effectiveness of teaching practice. More timely internal post-assessment moderation would provide further assurance of consistent assessment practices.

The evaluation team found clear evidence of a coherent and highly effective self-assessment approach at WILSS which is consistent with the nature and size of the organisation. In this context, any gaps or weaknesses are not significant. NZQA is highly confident in WILSS's capability in self-assessment for understanding and improving educational performance.

# 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**.

Learner achievement at WILSS is understood through a variety of indicators which reflect the very wide range of educational programmes (both New Zealand Qualifications Framework credit and non-credit bearing) and events, based around sport and recreation, which are delivered to communities across the region it serves. WILSS has good evidence of learners of all ages acquiring useful skills and knowledge, particularly practical leadership skills and volunteer capability which enables them to contribute positively to their communities. There is also a considerable body of evidence of the development of abilities and attributes of learners which is enhancing their well-being. WILSS's learners are frequently recognised for their contribution in community and regional sports awards.

WILSS has established practical systems for measuring learning in the school and community programmes, and learner achievements are summarised in regular reports to participant organisations, funders and WILSS's board. These reports provide excellent evidence of school students learning about leadership concepts and volunteerism and gaining interpersonal skills, confidence and motivation for undertaking leadership roles in their schools. This learning is tracked over several years in those schools where WILSS has ongoing training arrangements. Students gain certificates of achievement and the recognition of their school communities for their voluntary contribution. Stakeholder feedback confirms their satisfaction with the learning outcomes of WILSS's programmes.

Adult learners in the National Certificates in Sport are gaining unit standards and completing qualifications. WILSS reports that participation in these certificates is encouraged, through open-entry requirements, beyond the number funded through the TEC. Accordingly, achievement data is available for both TEC-funded students and the cohort as a whole (see Table 1 below).

Learner achievement in the national certificates is strong in the context of the learners' educational backgrounds (many are second-chance learners) and individual circumstances (personal and financial) which, for some, precludes qualification completion. WILSS also reports that the variable rates of qualification completion for the coaching strand reflects seasonal demands on coaches. The achievement of Māori and Pasifika students is on a par with other learners. Benchmarking data (against TEC sub-sector data and with other comparable

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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.

providers) confirms that learner achievement for the National Certificates in Sport is generally strong at WILSS.

**Table 1. Course and qualification completion data for National Certificates in Sport (Levels 3 and 4) (for TEC funded students and for all enrolled students) for 2012-2014**

TEC funded students (# = 32 pa)			All enrolled students (# = 38 pa)		
Year	Course completion	Qualification completion	Enrolment period (course lengths are > 1 year)	Qualification completion level 3 (sports admin)	Qualification completion level 4 (coaching)
2012	85%	87%	2011-2012	89%	78%
2013	86%	87%	2012-2013	88%	56%
2014	89%	92%	2013-2014	95%	72%

Learner outcomes are closely monitored at all levels of the organisation, including performance against targets for national certificates. Student numbers on the National Certificates in Sport are small and WILSS primarily focuses on understanding each learner's progress and achievement and responding with focused support and guidance. Collated learner achievement data is easily accessed and reported regularly, although analysis could be strengthened as a basis for further discussion.

## 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**.

WILSS has abundant evidence of the very high value placed by stakeholders, including learners, on the outcomes of WILSS's educational provision. This evidence is systematically gathered through a variety of methods and discussed at staff and board meetings. Ongoing development and review processes are informed by this feedback and lead to new ideas and initiatives which benefit clubs, schools and the wider community.

WILSS has established close relationships with a key regional sporting organisation and the local university which include regular two-way sharing of information and staff and other resources. WILSS maintains a diverse funding base which, in the context of increased competition for resources, reflects their reputation for adding value to various communities of interest, including the broader community benefit achieved through the development of the ethos of volunteerism. The PTE's contribution to the compulsory schooling sector and a wide variety of sporting codes is evident in the ongoing high demand for programmes and events. These and other important networks are maintained through regular and effective

stakeholder engagement, including attendance at meetings and conferences and formal and informal mechanisms for gathering and sharing information.

The relevance and utility of the courses for meeting the identified needs of learners and other stakeholders is evident in information gathered from a wide range of sources. For example, schools report that WILSS's programmes enable children and young people to be identified and developed as leaders within their schools and sporting codes. Rural communities in particular benefit from students contributing volunteer hours to their community. Adults progress through educational pathways which lead to improved employment opportunities or community service. Individual benefits include gaining higher-level coaching positions or being elected to club committees or regional sporting bodies. WILSS actively follows up with individuals and identifies achievements through routine networking activities including the use of social media. Success stories are published in the regular alumni newsletter. The increased skills and knowledge of coaches and administrators strengthens the sports clubs and related organisations for the benefit of all participants. Evaluation feedback gathered by WILSS confirmed more effective coaching, improved financial management, and success in building club memberships.

### 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**.

As a result of its effectiveness in networking and gathering feedback, WILSS is highly attuned to the needs of stakeholders, including learners. The PTE is active in new programme development in response to changing needs and priorities of the local community and has contributed significantly to the national Targeted Review of Qualifications (TRoQ) process. The recently launched SMART Coach programme, which has been well-received and popular, is an example of WILSS's ability to match stakeholder and learner needs with a targeted short course for first-time coaches to build confidence and skills in coaching. The Waikato Academy for Young Achievers programme, which is delivered in three regional centres, directly supports the development of young athletes competing at high levels in their sport.

The National Certificates in Sport enable adult learners to gain skills and knowledge which are directly applicable to their roles in sports clubs and associated organisations. The evaluation team heard that the certificates are part of a useful educational pathway and complement theory-based, university-level programmes. Some regional sports organisations have incorporated the Young Achievers programme into regional qualifications for their own code. The national certificates also provide opportunities for individuals with longstanding involvement in sports coaching or administration to consolidate their knowledge and gain a

*Final Report*

useful qualification. WILSS reports that, in response to stakeholder feedback, additional content has been added to the programme, such as preparing financial statements for sports administrators and an additional session on volunteer development.

Activities and resources for the National Certificates in Sport are well matched to the needs of part-time adult learners. Classes, which are held in evenings and weekends, provide opportunities for students to network with participants from other sporting codes. Learners' personal circumstances and obligations are accommodated through the provision of additional individual or small group tuition. Opportunities to apply skills are incorporated in the programme, such as observations of coaches, or the development of club planning documents. Course materials and activities are engaging and relevant for adult learners, with a mix of learning styles and educational backgrounds. Learner feedback, which is gathered by written surveys at the end of each session and at the end of the programme (including a session coordinated by an independent facilitator), is reviewed and used to identify improvements which are tracked through version control of learning resources. Examples of improvements include scheduling challenging modules over multiple sessions and adding glossaries to aid comprehension.

Programmes and activities are customised for primary and secondary schools, depending on each school's objectives and characteristics. Evidence of an effective and practical process for establishing learning objectives for leadership courses was found in samples of pre-course communication and documented 'learning intentions'. A range of activities and resources are available which ensure the sessions are lively and interactive and support learners to engage with leadership contexts. These are pitched to the age and learning capabilities of the participants, as assessed at the beginning of each session. This approach provides for a high level of flexibility and responsiveness. Verbal and written feedback is provided to the school on the activities covered in relation to the original objectives. The effectiveness of these processes is clearly evident from feedback gathered from learners and other stakeholders which consistently confirms their satisfaction.

WILSS's schools programme also delivers several large one-day events (such as the Waikato Young Leaders Day) or multi-day events (such as the Heads Up Days) for secondary school students on the local university campus. These provide opportunities for school leaders to further develop their leadership skills alongside participants from other schools. WILSS builds volunteer capability and experience in the Kiwisport programme, in which school leaders contribute to a range of sport and community events. Ongoing high demand for the school programmes, including the need to establish a waiting list for the Waikato Young Leaders Day, attests to WILSS's effectiveness in delivering targeted and engaging programmes for schools and students.

## 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 **Good**.

Teaching at WILSS is effective, based on excellent rates of participation and evidence of learning in schools and community programmes, strong learner achievement in the national certificates, and consistently high levels of learner satisfaction. WILSS creates effective learning environments, in which engaged and motivated learners have opportunities to apply their learning and receive prompt and constructive feedback on their progress.

WILSS has an effective model for programme delivery which ensures learners and participants benefit from a wide range of skills and experience. A small head office team provides programme oversight and support for a large pool of facilitators, who have relevant backgrounds for contributing to the national certificates and other programmes as required. Teaching effectiveness is underpinned by careful selection and support of all staff who are appropriately qualified and experienced (many of the facilitators are trained teachers or have relevant training qualifications or experience). Processes have been established for induction, co-facilitation, peer observation and performance reviews which, together with learner feedback, provide assurance of close monitoring of teaching practice. Facilitators all complete written feedback forms at the conclusion of their session/s and are given an opportunity to consider and respond to learner feedback. The evaluation team found that WILSS responds promptly when further development is required in any aspect of teaching practice. WILSS head office staff are highly qualified and supported by WILSS (with funds and time) to complete further qualifications or participate in relevant professional development. The evaluation team found good evidence of individual and collegial reflections on the effectiveness of teaching practice, including reports to clients or the board and discussions at team meetings.

Internal moderation processes (both pre- and post-assessment), together with generally good results of external moderation, provide adequate assurance of the quality of assessment tools and assessor judgements underpinning valid learner achievement data. However, more timely internal post-assessment moderation of the national certificates would provide further assurance of consistent assessment practices.

## 1.5 How well are learners guided and supported?

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

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

WILSS is very learner-focused and highly effective in providing a welcoming learning environment and guidance and support which fosters engagement and supports students' learning, and has a positive influence on their well-being. This is most evident in the national certificates. The nature and short duration of many other programmes provides limited opportunities for guidance and support. However, WILSS staff are able to talk about individuals for whom learning pathways have been facilitated through various school, community and workplace programmes which have significantly enhanced their opportunities and overall well-being.

WILSS has established effective processes and practices for the provision of accurate and timely study information and ongoing advice and support by staff who are flexible and highly accessible. Students on the national certificates receive relevant printed information on the programme, including class schedules and advice on time commitments. Pre-selection meetings provide opportunities for WILSS to answer questions as well as gather information on the educational backgrounds and personal circumstances of each student, including testing for literacy and identification of learning needs. A suitable process has been established for recognising current competency. Further information to prepare students for the programme is presented at the first session, including a study guide and student handbook, and study buddies are allocated. WILSS closely monitors attendance and the submission of workbooks, ensuring early identification of students falling behind. Additional one-to-one or small group tutorial sessions are offered to enable them to catch up. Oral assessments are available for students who experience difficulties with reading and writing. Taken together, these represent a comprehensive range of support services which reflect a strong commitment to ensuring each student has the best possible chance of success.

There is good evidence that, overall, WILSS has a good understanding of the characteristics and needs of the adult learners on the national certificates. In recent years, WILSS has increased its focus on meeting the needs of Māori and Pasifika learners. Advice has been sought from a benchmarking partner with experience in supporting learners from these populations. While there is some evidence that WILSS has created a more culturally inclusive learning environment, this remains a focus area for further improvement. WILSS has recently redeveloped its website and is increasingly finding social media to be useful in maintaining strong connections with participants and learners. As is evident in other aspects of educational provision, WILSS is effective in using learner feedback to understand the strengths and weakness of its performance and to identify improvements.

## 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 **Excellent**.

The evaluators found good evidence that WILSS is a well-managed and efficient organisation with governance, management, academic and support policies and procedures which are fit-for-purpose for an organisation of this size and are clearly contributing to learning and other important outcomes. Over recent years, governance has built capability and a leadership focus on strategy and organisational and financial resilience in the context of limited funding. Management and staff jointly undertake annual planning and establish performance targets that relate to stakeholder engagement, feedback and learner achievement and are reviewed regularly. Academic practices are sound, resulting in high levels of confidence in the quality of teaching and learning. Staff share responsibility for enhancing the quality of the learning experience and fostering success and enhanced well-being.

The evaluation team found very good evidence of purposeful and embedded self-assessment at all levels of the organisation which is contributing to strong educational outcomes. Recent worthwhile improvements include a framework of sector advisors for head office staff (to strengthen personal networks and stakeholder engagement). WILSS regularly reviews self-assessment activities for their utility and discards those that add little value for improvement (such as self-assessment spreadsheets). Recently, WILSS has sought to improve the effectiveness of meetings by combining team and programme meetings, and including the key evaluation questions as regular agenda items.

WILSS's effectiveness in supporting educational performance is underpinned by a clear vision and a strong organisational culture based on trust, openness and reflection, and excellent communication practices. This approach extends beyond the head office team to the contribution of the board of trustees and the distributed pool of part-time facilitators. Meeting minutes provide evidence of discussions and decision-making processes. New programme initiatives and ongoing improvements to existing programme delivery emerge from reflective practices, which draw on relevant and valid quantitative and qualitative information, including feedback from a wide range of stakeholders. Consequently, WILSS is a resilient and future-focused organisation, which is responding well to change.

## 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 **Excellent**.

### 2.2 Focus area: National Certificates in Sport

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

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

### 2.3 Focus area: Schools programme

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

NZQA recommends that WILSS:

- Consider how data could be analysed as a basis for further targeted self-assessment activities, in particular in relation to the Certificate in Sport – Coaching.
- Review processes and timelines for conducting internal post-assessment moderation, to ensure early identification of any potential assessment issues and enhance opportunities for organisational learning.

# 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](http://www.nzqa.govt.nz)).*

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

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