



Report of External Evaluation and Review

MSL Training Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 14 June 2011

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	7
Findings	10
Recommendations	18
Further Actions.....	18
Appendix	19

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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:	603 Great South Road, Manukau
Type:	Private Training Establishment
First registered:	1999
Number of students:	Domestic: 180 equivalent full-time students No international students at time of EER
Number of staff:	12 full-time teaching staff and nine administration staff including three directors
Scope of active accreditation:	<ul style="list-style-type: none">• National Certificate in Hospitality (Level 3)• National Certificate in Business Administration and Computing (Level 3)• National Certificate in Business Administration (Level 4)• National Certificate in Computing (Level 3)• National Certificate in Retail (Level 3)
	Targeted funded programmes:
	<ul style="list-style-type: none">• Pathways to Employment (Foundation-Focused Training Opportunities (FFTO)) Manukau Campus• Pathways to Employment (FFTO) Onehunga Campus• Building Sustainable Futures (Youth Training) Onehunga Campus

- Radio and broadcasting (level 3)

Sites:	MSL offers the Youth Training and Training Opportunities programmes – funded by the Tertiary Education Commission (TEC) – at a second small campus at the Onehunga Community Centre, Onehunga.
Distinctive characteristics:	MSL Training Limited (MSL) [MSL stands for Motivation, Success and Leadership] offers programmes at levels 1-4 on the New Zealand Qualifications Framework and is primarily focused on providing learning pathways to employment or further training for all New Zealanders, with particular relevance to Māori, Pasifika, and recent New Zealand migrants in the South Auckland region. MSL offers foundation courses under the Training Opportunities and Youth Training categories and level 3 and 4 qualifications under Student Achievement Component (SAC) funding in hospitality, business administration, computing and retail, and radio broadcasting. MSL is recognised by NZQA as a Pasifika provider, with 48 per cent of training students identifying as Maori and 46 per cent as Pasifika.
Recent significant changes:	MSL previously offered programmes at a site in Glen Innes and recently moved the training to a new site in Onehunga where the employment opportunities for students are greater. The Manukau site has recently been refurbished. The directors realigned their responsibilities in 2010 from two to one director overseeing the two sites.
Previous quality assurance history:	<p>The most recent quality assurance visit of MSL by NZQA was a quality audit in October 2007. The organisation met all but three requirements of the quality assurance standard then used to maintain ongoing registration. The three requirements not met related to governance and management. These have since been rectified.</p> <p>NZQA moderation for the 2010 year noted MSL as having most assessment materials meeting the required national standards with some requiring modification, and noted a few assessment decisions as not being at the national standard. Over-delivery in the past three years, whereby MSL exceeded its student funded numbers, had been noted by the TEC, but this is now in hand as</p>

MSL has reduced its delivery forecast for 2011.

2. Scope of external evaluation and review

This external evaluation and review included the following mandatory focus area:

- Governance, management, and strategy.

The following programmes were included as focus areas:

- National Certificate in Business Administration and Computing (Level 3)

This qualification was chosen because it is a national certificate, it has the largest number of enrolments, and there are pathways from and to various other programmes.

- Foundation programmes: (a) Building Sustainable Futures (Youth), Hospitality, Onehunga Campus; (b) Pathways to Employment (FFTO), Manukau Campus and Onehunga Campus.

These programmes were chosen because they are TEC-funded to address the needs of youth at risk and to provide training opportunities with a specific focus on training for employment.

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/>

This external evaluation and review included one NZQA external lead evaluator and one external evaluator and was conducted over three days at the Manukau site with a half-day visit to the newly established Onehunga site. The evaluation team interviewed MSL's three directors, management, teaching staff, students, graduates, and businesses involved in the MSL mentorship programme. The evaluation team reviewed a sample of the organisation's documentation including the self-assessment report, student survey results, course and tutor evaluations, moderation reports, and outcome data to confirm and validate the evidence discussed with the personnel outlined above.

Prior to the external evaluation and review visit, MSL supplied the evaluation team with a self-assessment report outlining their educational performance statistics and the many processes for reviewing outcomes.

Stakeholder input was received from NZQA's Tertiary Assessment and Moderation Unit (TAM) and the Tertiary Education Commission (TEC), including comparative performance

data from the TEC website. The evaluators also had feedback from the NZQA sector relationship manager engaged with MSL.

MSL Training 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 **MSL Limited**.

Students at MSL achieve well in their respective learning areas. There has been a significant increase in qualification completion rates over the last three years, from 58 per cent to 78 per cent, as a result of management and operational improvements following regular self-reviews and ongoing needs analysis. Throughout 2010 MSL consolidated and modified newly implemented processes and procedures and made adjustments as necessary to ensure the students were taught by suitably qualified staff, were supported well during their learning, and were prudently guided into employment or further study. This was evidenced by the Single Data Return completion rates submitted to the TEC for December 2010 increasing by 10 per cent.

Student achievement is of a high standard, not only because of the high qualification and course completion figures and pathway and employment outcomes, but also because of the more informal gains made by students with respect to their self-confidence, self-esteem, and their understanding of everyday work-related skills. These results were evidenced by students outlining their ability to look for and complete job applications, their experiences with workplaces while involved in a Mentorship Programme, and by graduates who were taking part in further study or working in full-time employment.

Effective leadership with the help of business mentors ensures MSL has a clear focus and direction which is shared with both staff and students. MSL has strong ties with industry and the community and plans to further strengthen its relationship with local businesses, other PTEs, and various university and polytechnic providers in order to be able to offer a more seamless pathway for the learner.

Students are well supported and guided before and as they enrol, at the commencement of their programme of learning, during their learning, and subsequently in the moves towards employment or further training. Programmes of study are clearly meeting the needs of the learner and are effectively delivered by competent, passionate, and caring staff. Students attend well and complete modules of learning which lead to qualifications or pathway towards their future goals. Active learning takes place, with a high level of engagement occurring between staff and students. The organisation provides extra support for literacy and numeracy learning, and achievement data from this activity is collated for the TEC for funding purposes and to monitor students' success.

MSL takes a whole-of-organisation approach to managing and resourcing educational performance. Students' progress is monitored whereby management, staff, and the students themselves are aware of course achievements on a weekly basis from rigorous student management data. The directors and management team have set their benchmarking against a number of other private training providers who work within the same demographic areas and with a similar student base.

The physical learning environment has been recently refurbished and the equipment upgraded to ensure up-to-date resources are available for staff and students to enable positive and committed teaching and learning to occur. All students interviewed within the three programmes noted that they are learning relevant skills and knowledge and gaining personal and professional confidence to apply this knowledge in the workplace. Staff also expressed their high regard for the organisation's commitment to students and their expectations for student achievement.

Valid and reliable assessment tools and assessment methods are used, and these are regularly checked for consistency, reliability, and fitness for purpose using good internal moderation processes. Issues with NZQA moderation noted from the 2010 sample have been managed well and the organisation has taken appropriate action to rectify the identified weaknesses.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of MSL Limited

MSL has an embedded culture of regular review and improvement which permeates throughout the organisation, from management to staff and students. Self-assessment is based on good information as MSL constantly reviews feedback from staff, students, and local businesses and has processes in place that ensure a robust process of evaluation which leads to improvement. The management team systematically collects information on student satisfaction, course completions, literacy and numeracy results, qualification completion rates as well as course evaluations to monitor and improve the student experience and their achievements. The analysis of this information has led to many significant changes and improvements to the student interview and enrolment process, the learning environment (including a change of site), classroom refurbishment, the updating of computers and applications, a self-esteem and confidence programme, and a mentorship alliance with local employers.

Action taken as a result of feedback from a review of staff on management operations led to a presentation being given by the directors to clearly outline the strategic direction of MSL and define the role of staff and their role in the outcomes for students within the strategy. Evaluation of the discussions within the teams, reports, and the findings of this workshop formed the foundation for the directors and executive principal to make significant and constructive change in 2009 and 2010. Staff confirmed that the presentation increased their understanding of MSL's goals and increased their commitment to the organisation and to their focus on the achievements of students.

MSL takes a collective approach to identifying where improvements to the effectiveness of the organisation can be made as a result of ongoing self-assessment and review with regular meetings, surveys, and student data collection. The directors, management, and staff hold regular management meetings, fortnightly development committee meetings, weekly staff micro-meetings, and monthly staff development meetings to which staff have input and opportunity to give insight, feedback, and opinions. MSL's ability to self-assess its effectiveness is strong across the organisation and results in meaningful and ongoing improvements. As a result of this regular, ongoing assessment of its effectiveness, MSL

has made worthwhile improvements to the learning environment and has introduced initiatives to improve the educational and personal outcomes for students. These improvements include structural changes to classrooms, air conditioning, updating computer systems and hardware along with introducing the Genesis personal development programme, holding bi-monthly student and staff activity days and an annual talent contest, and changing the entry and induction processes to monitor and improve attendance and correctly align students to their respective programmes.

Findings¹

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 **Excellent**.

Students achieve well at MSL, with TEC data confirming the course completion rates for 2010 of 78 per cent and qualification completion rates of 78 per cent overall – a better performance than the 2009 rates of 76 per cent and 71 per cent respectively.

The programmes within the focus areas of the evaluation also performed well in 2010, with an 80 per cent achievement rate in the Youth programmes, 85 per cent qualification completion in the National Certificate in Business Administration and Computing. The Pathways to Employment programme had an 80 per cent achievement rate in 2010, and two students from the 2011 intake are already in employment. A significant number of the students in these programmes are under 25 years of age and may have either been unsuccessful at school or have subsequently identified the importance of education for their future. Many of these learners obtain their first qualification at MSL.

MSL has a clear focus on student achievement, and staff and students interviewed at this evaluation expressed a high level of confidence in the courses and qualifications being completed. The students outlined significant improvements in their personal development, self-esteem, and well-being and were eager to give the evaluators genuine examples and benefits of their personal growth.

Benchmarking data is collected and shows that MSL is in the higher range of course and qualification completions compared with other, similarly funded providers.

A new student management system has been in place since the end of 2010, and this system has significantly improved the organisation's ability to track and monitor student achievement and extract meaningful data for reports on educational performance. Management receives weekly status reports via the executive principal which detail student attendance, progress, course achievements, and any issues arising. This tracking and analysis is bringing about worthwhile improvements with regard to student attendance, induction, rolling enrolments, assessment, and the accurate tracking of student achievement. It also confirms how well students are achieving and the upward trends in attendance and completions.

MSL keeps in contact with past students and is aware that its graduates have progressed to further training or employment. The evaluators met with graduates who were undertaking further study at MSL or had commenced higher-level study at one of the pathway providers. One student was in the first year of a degree. Other graduates interviewed were in full-time

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

employment in the subject area of their learning. All graduates interviewed provided details of their positive learning experiences at MSL and confirmed that the programmes studied and the personal growth in self-esteem and confidence achieved at MSL prepared them for success in their further learning or employment.

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**.

MSL offers programmes of study which have been quality assured by NZQA, including national qualifications such as the National Certificate in Business Administration and Computing, the National Certificate in Business Administration, along with Pathways and Youth programmes leading to either further study or employment.

MSL has confidence that its programmes prepare students for success to pathway to further study or to employment and that the learning outcomes are relevant to industry needs. This view was confirmed by the evaluation team during the EER visit. In order to lift the organisation's profile in the community and also to have a more direct process for external input to the programmes offered, MSL developed an experience programme called the Mentorship Programme. The Mentorship Programme works at matching learning to required skills, and stakeholder feedback reinforces the evidence that the students are acquiring useful and meaningful skills and knowledge. MSL regards professionalism demonstrated by students during their work experience placements as an important measure of success for its students.

In 2011 management will elicit formal feedback from employers to ascertain how the Mentorship Programme is working. The evaluators spoke to two of the businesses involved in the programme and they noted that it was working extremely well and commended MSL on the initiative. The results from the Training Opportunities programme have improved considerably as a result of the Mentorship Programme, with students considering a career within the area where they undertook their work experience employment.

There have also been significant increases in student progression to higher-level study and those being retained in study in 2010, which reflects the organisation's focus on student achievement and also provides evidence of the value of a new Kick Start initiative which ensures students are on the correct programme of study and committed to that study.

MSL has spent considerable effort setting up curriculum alignment agreements with other providers who provide training at higher levels. Curriculum alignment is organised with Manukau Institute of Technology and the New Zealand Association for Migration and Investment, and close contact is kept with these and other organisations to ensure students have a good fit with their pathway option and continue to succeed. Two of the Pathways students have progressed to undertake modern apprenticeships at the Hospitality Standards Institute.

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**.

Students at MSL are counselled on the types of courses they enrol in to ensure they focus on courses leading to a qualification or expertise in particular areas rather than taking many courses with no employment or goal direction. The programmes offer a variety of content which enable the students to make informed decisions for further study or employment and include the integration of personal development in areas such as timekeeping, self-esteem, and developing work-readiness skills.

The organisation recognises the needs of every student and offers relevant cultural advice to ensure both the practice and maintenance of cultural appropriateness and engagement with local iwi and Pasifika groups in the area.

Much of the criteria for entry into the programmes offered at MSL is based on motivation and attitude. Matching student needs is dealt with at interview before enrolment to ensure the student is on the right academic and personal path.

Significant scrutiny and analysis has been undertaken around the first contact with students and, as a result, many changes have been made to enrolment and induction which include the transparent expectations of both parties being outlined clearly and a two-step interview process. The latter involves one interview with a course advisor and the other with a tutor which enables the staff to ascertain accurately goals and aspirations and what students need from a particular programme. During this time, literacy and numeracy needs are also determined. A “try before you buy” scenario is offered which involves an initial period of two weeks (called Kick Start) where students take part in classes before enrolment to allow them to decide whether they want to continue with learning and check whether they are on the correct learning pathway. MSL closely monitors feedback from students regarding their learning pathway and has very few withdrawals as a result of this dual interview and Kick Start initiative. Anecdotal information suggests that those who do withdraw do so for personal reasons unrelated to the quality of the programme.

A review was undertaken of the Glenn Innes site to look at student outcomes and the employment opportunities available in the area. As a result of the review, and in consultation with the communities at both Glen Innes and Onehunga, the directors and the executive principal made a strategic decision to move the Youth and Pathways programmes to the Onehunga campus where the employment options for the students are greater and the rooms better resourced.

Self-paced workbooks are available for all students and contain a wide range of learning activities to cover the different learning needs of students. Teaching activities include up-front teaching, group work, and practical tasks. The teachers incorporate theory and practical tasks and encourage students to relate the theory to the practical tasks. MSL recognises that many of their students are adults and sometimes require concessions regarding time and frequency of attendance. It has introduced an effective response to this

with the implementation of “Catch-up Friday” where staff are available to work with students to enable them to catch up on work missed during the previous week or weeks.

Tutors keep in regular contact with many past students and anecdotal evidence is kept of past students and their progression from MSL into employment. Some past students maintain contact for many years and continue to visit MSL to give updates on their successes and often gain further assistance in their future career goals.

MSL works with Career Services and values the opportunity to share information about any difficulties and highlights with regard to employment, and offers and receives advice and input.

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**.

MSL has well qualified teaching staff with good academic and teaching qualifications and extensive experience for the programmes offered. A minimum required qualification of the Certificate in Adult Education at level 5 is expected for all staff and the National Certificate in Adult Literacy Education (NCALE) has been offered to all teaching staff this year. Two of the three staff spoken to have taken up this offer. MSL is embedding literacy and numeracy skills into all programmes via a staged process from the level 1 through to the level 4 courses using Pathway Awarua which is an online tool used to improve literacy and numeracy.

MSL has provided a learning environment which encourages active participation from staff and students using self-paced workbooks, up-front teaching, group work, and one-to-one support. Students are encouraged to ask questions and to seek advice from their peers and tutors. Teachers review students’ progress weekly using information gathered by the new student management system. Students are given a copy of what they have achieved each week via a database handout of their progress.

Teaching is effective as evidenced by the high completion rates. This is also confirmed by management through teaching observations, peer observations, peer reviews, formal observations, and by feedback from the students through formal surveys and conversations with the evaluators. Teachers interviewed by the evaluation team noted that any requests for resources required for teaching are dealt with immediately, and this was endorsed by management.

Staff and students interviewed commented on the high level of cooperation between teachers and students, and the evaluators noted the mutual respect in evidence between students and teachers, together with a genuine engagement with management.

Staff appraisals are held annually and are staggered throughout the year. The outcomes from these are recorded and agreed by all parties. All staff have a one-to-one discussion meeting with the directors each year.

Once a month, MSL holds a teacher-only day for professional development where guest speakers are brought in or discussions are held regarding teaching and learning. All staff undertake professional development each year. The Youth programme tutor undertook professional development in 2009 covering integrated assessment, and as an outcome from this learning and related feedback from students, assessments are integrated into appropriate blocks of learning.

Goal-setting meetings occur each Friday and half-hour meetings are held with all staff every Wednesday morning where any issues from the previous week and any highlights for the forthcoming week are discussed. During staff meetings, any necessary “realignment” is undertaken whereby issues are discussed and rectified. The executive principal and teaching staff also hold enrolment meetings to discuss new students and their progress. The executive principal and the community liaison manager meet every day to ensure the academic and employment aspects of student learning are aligned and supported.

Pre- and post-moderation is completed internally via peer teachers and the executive principal and any changes or updates are made as a result. External moderation for 2010 from NZQA noted modifications required with the matching of students’ responses to the required evidence. This issue was highlighted by the executive principal during the evaluation and is currently being addressed with professional development and training in good assessment, assessment decisions, and moderation practices for all teaching staff.

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**.

Student support is a significant part of the MSL culture whereby positivity is the norm and “tough love” instead of “hand-holding” is practised to ensure students commit to their learning. MSL offers excellent support and guidance to help identify and respond to the learners’ needs early in their first contact with MSL by involving the students in a dual-interview process and the Kick Start programme. As a result of the Kick Start programme and good monitoring, attendance has increased as students themselves are choosing to come to class regularly while those that do not are phoned and then visited at home to ensure they attend classes if at all possible. Student feedback shows high satisfaction with their teachers’ support as well as the assistance they receive from the administration staff and management team.

MSL has introduced a “soft skills” and personal development programme call Genesis which provides a mechanism for students to actively engage in self-esteem awareness and personal growth and includes both pathway planning and goal-setting. The Genesis programme was piloted initially with the National Certificate in Business Administration and Computing programme and has now been introduced into every class. Students were enthusiastic about the programme and commented on their growth in self-esteem and confidence to be able to deliver an impromptu speech and interact with others on a professional level.

Students said the open-door policy was extremely helpful with regard to being able to ask for support immediately to ensure their needs are met. The teachers and the executive principal identify any problems that students may have with their programme of study from activities such as an analysis of the formal student course evaluations, the annual student survey, and informal hallway discussions. Students are also able to use the comments boxes located around the campus as a tool for making suggestions. Students noted that comments made on the evaluations were read and acknowledged and any subsequent requested changes were made if feasible.

Students in the Pathways programme start assembling their CVs at the commencement of the programme which provides students with the motivation to begin thinking about their career or further training opportunities. Along with the CV preparation, students spend half an hour each day responding to job advertisements on the internet. Students interviewed from the programme were very keen to discuss their ability to respond to advertisements and their satisfaction in being able to create an up-to-date CV.

In addition to providing quality training, MSL also provides students with the opportunity to become involved in class, group, and campus activities to establish social interaction. Teachers frequently organise campus activity days where students are taken to museums and take part in treasure hunts in shopping centres which help to build confidence and teamwork. Students are also invited to attend workshops conducted by community leaders and/or groups.

The directors and management are aware that their students have many other talents besides those they are currently learning. In order to help increase their confidence by fostering those talents, MSL funds an annual talent quest, Fresh Quest, for students to demonstrate their talents.

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**.

MSL underwent a transformation over 2007-2008 as a result of a number of changes in management and company structure, together with the directors engaging a business coach mentor. The outcome from this engagement has contributed greatly to a proactive rather than reactive response to feedback from staff and students and to any other issues that may arise. Management notes that this practice has made a significant contribution to sound strategic planning.

From analysis in 2007 and 2008 of student and staff feedback, it was decided to alter the management structure and introduce a leadership team, balancing business and academic leadership with the introduction of an academic (executive principal) to drive the learning and a community liaison manager to drive the re-engagement with industry and foster employment opportunities for its students. As a result, it has been noted that staff are now staying longer and that there is a new focus away from compliance towards a holistic and

value-added education focus. The review and analysis also highlighted the need to promote the good outcomes from MSL students which has led to an increase in promotional activities, meetings with other providers, and invitations to industry and other providers to show the environment MSL has created for its students. This whole-of-organisation approach to self-assessment capability ensures that organisational systems, processes, policies, and practices are aligned.

Management has a clear vision for the direction and progress of MSL for the short, medium, and long term and has adopted a “20/20” goal: to have taught and supported 20,000 students by 2020. The directors practice a 90-day “create a goal” strategy whereby they meet as a group with the wider management team to create a 90-day goal or goals with outcomes such as rebranding, refurbishment, and creating a strong industry focus. In 2010, following feedback from staff and students, the three directors presented their strategic plan and goals to all the staff to ensure transparency with respect to the objectives of MSL and to ensure that staff were aware of the direction MSL was heading.

Two graduations are held each year. This is to enable students to receive recognition of their success in a timely manner and not have to wait until the end of the year. It was noted by staff that as the graduation month approaches, students are more motivated to complete their qualification so that they can graduate with their peers. All staff, including the three directors, attend graduations to show their commitment as personal and professional development providers.

The directors, who work on site, meet twice a month and have an open-door policy for all management, staff, and students. The clear and transparent relationship that the directors and management have with staff, along with the desire to build sustainable relationships, was evident to the evaluators. Staff noted that they felt they could approach management at any time and did so if required.

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 Certificate in Business Administration and Computing (Level 3)

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

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

2.3 Focus area: Foundation programmes: (a) Building Sustainable Futures (Youth), Hospitality; (b) Pathways to Employment (FFTO)

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.

Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this 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 all non-university 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).

*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/>*

NZQA

Ph 0800 697 296

E eeradmin@nzqa.govt.nz

www.nzqa.govt.nz