

# Report of External Evaluation and Review

EcoQuest Education Foundation Te  
Rarangahau Taiao  
trading as EcoQuest Education  
Foundation

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 4 February 2015

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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:	EcoQuest Education Foundation Te Rarangahau Taiao trading as EcoQuest Education Foundation
Type:	Private training establishment (PTE)
Location:	1204 East Coast Road, RD3, Kaiaua
Delivery sites:	EcoQuest Education Foundation, Kaiaua, and Crossways Community Centre, Wellington
First registered:	17 June 1999
Courses currently delivered:	University of New Hampshire-EcoQuest Education Foundation Semester Programme (Level 6); New Zealand Culture and the Environment: A Shared Future, Culture, and Environment - Urban and Rural New Zealand (Level 6); EcoQuest Education Summer Programme (Level 6) (NZQA-approved training scheme)
Code of Practice signatory:	EcoQuest is a Code of Practice signatory, for students aged 18 years and over.
Number of students:	Approximately 100 international students from universities in the United States participate in EcoQuest programmes annually. There are no domestic students.
Number of staff:	10 full-time equivalents
Scope of active accreditation:	As per 'Courses Currently Delivered' (above).
Distinctive characteristics:	EcoQuest has collaborative arrangement with two

American university partners. The PTE delivers the EcoQuest Education Foundation Semester Programme in partnership with the University of New Hampshire. This 15-week, semester-length programme (comprising four courses) is the PTE's largest offering. As part of their studies, students participate in extended field studies to locations in various parts of New Zealand which have high relevance to the course content. The primary location for the residential programme delivery is EcoQuest's Kaiaua Field Centre.

Since 2012, EcoQuest has overseen delivery of one annual programme on behalf of the United States Higher Education Consortium for Urban Affairs (HECUA). Lecturers for this programme are employed by HECUA. The semester-length programme, New Zealand Culture and Environment: A Shared Future, was taught to one cohort of students in Auckland in 2012, and since relocating the delivery to the Crossways Community Centre, Wellington has had a further two cohorts, one in 2013 and another in 2014. Following a first-week 'orientation' at Kaiaua, and extensive field studies across the North Island, this programme includes a seven-week internship component with a variety of Wellington-based non-governmental organisations. During the internship, homestay accommodation is arranged for the students.

Recent significant changes: No significant or major changes recently.

Previous quality assurance history: At the previous external evaluation and review (EER) in June 2011, NZQA was Highly Confident in the educational performance and Confident in the self-assessment capability of EcoQuest.

EcoQuest was subject to a routine validation visit from the NZQA Risk team in June 2013. The PTE was found to continue to meet the policies and criteria for ongoing registration. All requirements were met.

A self-review of the Code of Practice was completed on Friday, 29 August 2014.

## 2. Scope of external evaluation and review

Scope – Focus areas and rationale		
1.	Governance, management and strategy	This is a mandatory focus area in all EERs.
2.	EcoQuest Education Foundation Semester Programme	This is EcoQuest's largest and longest-running programme. All of the students are international. The programme is formally assessed, and apart from a field studies component, students are accommodated by EcoQuest at their Kaiaua Field Centre.

## 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.*

At a scoping meeting between the lead evaluator and the directors on 30 October 2014, the focus areas and a draft agenda were agreed. The on-site enquiry phase took place over 18-19 November 2014. Two evaluators visited EcoQuest for one and a half days. Evaluative conversations were held with the board of trustees, directors, teaching staff and a programme manager from HECUA, who happened to be visiting the PTE at the time. Interviews were conducted with all students enrolled in the EcoQuest Education Foundation Semester Programme at the time of the EER. Stakeholders within New Zealand and in the United States were also contacted.

The evaluators also considered documentation particularly relevant to illustrating self-assessment processes, curriculum and teaching delivery, planning and monitoring, as well as students' achievement records.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **EcoQuest Education Foundation Te Rarangahau Taiao trading as EcoQuest Education Foundation**.

EcoQuest has developed a clearly focused and highly effective model of educational delivery which caters well to the needs and requirements of the students and stakeholders. Since the last EER, student achievement on the environmental education programme continues to be exemplary; all students have passed each of the four courses that make up the semester-length, 'live-in' programme and have gained knowledge and skills about conservation and the environment as a result.

EcoQuest students are academically well prepared university undergraduates, who are keenly interested in exploring environmental, ecological and cultural aspects of New Zealand. Successfully completing their programme is also significant to them as it credits directly towards their United States university degree. The PTE provides a comprehensive and challenging programme that meets these students' needs, and also consistently meets United States university academic quality requirements.

Evidence gathered by the PTE, endorsed by alumni testimonials, and by United States faculty staff indicates that a high degree of value is gained by students from the programme. This includes confirmation of degree or postgraduate study intentions, skills and knowledge in applied research, and a sound understanding of ecology and sustainability within the New Zealand context. The students' experience at EcoQuest can and does inform their future careers. The programme also adds value to New Zealand as students' conservation-related service activities and directed research are all intentionally aligned with ongoing local projects.

EcoQuest staff are suitably experienced and well qualified to deliver the programme; the principal academic staff and research associates also have affiliate academic status with their main counterpart university. The success and well-being of all students is clearly central to the planning of activities, the teaching and the pastoral care. This was evidenced in both process and review documentation, and in interviews with current students and staff.

The PTE is guided by a suitable governance and management model, which has been subject to review and change since the last EER. An additional, similar 'study abroad' programme has also been implemented with another United States counterpart, and a further programme is under development. Across these activities this evaluation found that EcoQuest is delivering successfully and in line with its stated aim and goals, has strong links with local stakeholders, including iwi Māori and local conservationists, and is in the process of expanding delivery to

build on this success. Based on all these factors, NZQA can express high confidence in the educational performance of EcoQuest.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **EcoQuest Education Foundation Te Rarangahau Taiao trading as EcoQuest Education Foundation**.

Self-assessment activities, periodic focused reviews and embedded reflective practices permeate all aspects of the operation and programme delivery at this small and highly focused PTE. Although the evaluators were able to suggest some enhancements or variations in approach that might be made to aspects of current self-assessment activities, there are no serious gaps and EcoQuest has an evident focus on organisational effectiveness and maintaining programme value.

The EcoQuest board of trustees functions well, has a future-focused strategic plan, and maintains good records of discussions and decision-making which are shared with staff. The trustees demonstrate responsiveness to stakeholder interests, as well as to feedback from external sources, as confirmed by contact the evaluators made with stakeholders.

The ongoing contact between EcoQuest and the United States university counterparts, including regular visits in both directions, provides valuable external scrutiny and a collegial 'sounding-board' for constant refinement of the programmes on offer. Records sighted by the evaluators showed that these contacts are thorough and maintain the high degree of academic credibility that the programmes require.

A range of sound mechanisms are being used to intentionally and effectively gain feedback from students. Improvements to, for example, campus facilities and changes to activities and the way they are delivered have occurred as a direct result of these review activities. Staff debriefs, and reflective reviews of every activity significantly contribute to the PTE's knowledge of the effectiveness of the guidance and support strategies. No significant gaps were noted, and capture of and response to student concerns is systematic, genuine and convincing.

EcoQuest is building on existing solid evidence of the high satisfaction and academic achievements of students, and by deepening knowledge of the impacts and the outcomes for alumni. These include: useful online surveys of the two most recent student cohorts; an alumni function attended by 90 former students in the United States this year; and monitoring the social media groups created by alumni.

# 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 **Excellent**.

Student achievement at EcoQuest is consistently very strong. Since the last EER, student achievement on the environmental education programme continues to be exemplary; all 143 students have passed each of the four courses that make up the semester-length, 'live-in' programme. This data is held in student results records sighted by the evaluators and confirmed with the main United States counterpart, the University of New Hampshire. The data is carefully analysed to arrive at grade point averages as well as to monitor any trends in achievement. For example, the goal of '85 per cent or more students achieving a grade of no less than 86 per cent in any of the four courses' is tracked, and has been achieved over recent semesters.

An important context to interpreting this achievement is the careful counselling and selection of eligible students by the EcoQuest staff member based at the University of New Hampshire; the previous strong academic achievement by these second and third-year undergraduates, most of whom are studying environmental or similar subjects; and the importance placed by these students on gaining good grades that will credit to and complement their degree. Some students are also motivated by scholarship and/or postgraduate study goals, and their participation represents a significant financial investment. Small student cohorts (26 or fewer per semester), and high contact with teaching staff on a tightly scheduled residential programme also support the credibility of the high achievement recorded.

Student, alumni and stakeholder feedback clearly endorses the programme content and the knowledge and skills students gain through it. The design of the programme integrates theory and practice, lectures and field-work with opportunities for reflection and debrief around the activities. As well as knowledge of New Zealand ecosystems and their management across a range of environments, students also develop valuable teamwork skills, resilience, cross-cultural understanding and practical field-work skills. Students meet and learn from practitioners and experts in a range of clearly applicable settings throughout New Zealand.<sup>2</sup> The programme provides theoretical and contextualised learning, and

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

<sup>2</sup> Field -work sites include– for example: the Miranda-Kaiiua Coast; Hunua Ranges; Coromandel; Poor Knights and Motuihe Islands; Mangatautari Ecological Island; Kaikoura; *Final Report*



draws on current research and project activities, providing a challenging and intensive educational experience.

EcoQuest understands clearly the students' achievements, engages openly with students and their United States counterparts regarding performance, and maintains good documentation of the students' academic records and course review processes. All course components and activities are subject to ongoing review by post-activity debrief which captures student and staff feedback. In-depth review of the course curriculum also occurs, and changes to teaching materials and aspects of the courses have resulted, ensuring currency of knowledge. In a few cases where activities were not as successful as anticipated, responses have been thorough and changes to plans or inputs made as a result.

## 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 **Good**.

The EcoQuest vision is to be a catalyst for sustainability through education and research, and the evidence they gather of outcomes confirm that the PTE is achieving that goal. Alumni highly value their engagement with EcoQuest, where they earned academic credits towards their United States degree, and gained knowledge and skills pertaining to environmental management which informed the future study and career direction for many. Examples of outcomes provided to the evaluators include undergraduate research fellowships, a stronger orientation to undertake applied research, and related employment in roles such as habitat restoration coordinator and senior policy advisor. Many graduates' testimonials and survey responses reference the impacts that the programme themes of sustainability, as well as Māori perspectives on the land and resources, have had on graduates' thinking and careers.

Alumni continue to reference their EcoQuest experience after returning home. They have created their own professional grouping, and through a range of public forums endorse the programme and how it has affected them. Friendships are established that continue, and the connection with EcoQuest was most recently exemplified when 90 graduates<sup>3</sup> met informally with an EcoQuest director who was visiting the United States. This adds significantly to the PTE's knowledge of the impact of the programme on graduates, which is now supplemented by a piloted formal survey. The two most recent cohorts of graduates have been surveyed,

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Craigieburn Environmental Education Centre, and sites along the West Coast of the South Island. Locations vary depending on the time of year.

<sup>3</sup> Graduates of the EcoQuest programme.

response rates were good and useful feedback gained. Overall, this activity was of good evaluative quality.

EcoQuest's primary United States counterparts (University of New Hampshire and HECUA) are emphatic that they value the relationship and the mechanism it provides for them to further their international education goals, and add a high-quality academic semester to their study abroad portfolio. For the University of New Hampshire, the established pattern of academic success and high student satisfaction with the experience confirm to them the ongoing value of the investment. The number of students from colleges and universities throughout the United States enrolling via the University of New Hampshire-EcoQuest arrangement is also evidence of wider academic credibility among both public and private institutions.

Benefits to New Zealand stakeholders<sup>4</sup> include ongoing contribution to a variety of conservation projects both from students' directed research projects and the service aspects of their field activities (track maintenance, pest control, primary school activities, etc). This was, however, an area where EcoQuest could significantly strengthen their evidence base in demonstrating the value of these activities.

### 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**.

EcoQuest has strong and developing partnerships with its United States tertiary education counterparts. EcoQuest is clearly meeting their needs, as evidenced by the steady flow of students, the more recently established HECUA partnership, and the research and development towards introducing an additional programme with the University of New Hampshire. A representative of the university visits regularly to monitor the environmental education programme and provide reporting on the extent to which it continues to meet the university's requirements both academically and as an experiential 'study abroad' option for students.

The current programmes are accredited with the United States universities system. This is essential to facilitating academic credit recognition, student grants and scholarship monies and other legal requirements pertaining to 'study abroad' programmes. The PTE has a staff member located within the University of New Hampshire to maintain this linkage. The University Committee on Study Abroad at

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<sup>4</sup> Principal stakeholders include the Department of Conservation, Auckland and Waikato Regional Councils, Thames Coromandel District Council, Ngāti Paoa and Ngāti Whanaunga iwi.

the University of New Hampshire conducts regular reviews of all University of New Hampshire-managed programmes including the EcoQuest programme – a formally recognised ‘partner programme’. The most recent review was conducted in July/August 2014. This resulted in the programme being placed on a five-year review cycle, the highest quality rating.

Since the last EER, EcoQuest has obtained appropriate NZQA approval and accreditation for its programmes under the ‘training scheme’ arrangements. The PTE also complies with Code of Practice requirements, and in cases potentially exceeds them. For example, student safety and risk management protocols are stringent and rigorously applied, according to students. In addition, students are accommodated at the PTE for almost all of the semester. Close oversight and responsive pastoral care of students is evident. These protocols are seen as a ‘quality benchmark’ practice by the university counterpart. EcoQuest is highly effective in building and maintaining effective administrative arrangements that meet the needs of stakeholders.

EcoQuest teaching and field staff have significant expertise and appropriate qualifications (including PhD and Master’s degrees) as appropriate to delivering the courses on offer. Students come from a wide range of disciplines (for example, current students include a marine biology and a civil engineering major, although the majority study environmental or resource management-related subjects), but clearly benefit from the programme. They are provided with a context to learn, implement and report on structured, field-based scientific research. Extensive and in-depth qualitative feedback gathered from students and alumni shows that the programme meets or exceeds their expectations.

#### 1.4 How effective is the teaching?

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

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

As indicated under Findings 1.1, students achieve well at EcoQuest, and this reflects not only their academic preparedness and motivation but also the quality of the teaching. The programme model is highly integrated, effectively weaving together theory and practice and the experiential learning content relating to the four courses. It is a tightly scheduled programme and requires significant expertise and effort to deliver consistently and effectively. The evaluators were presented with particular, useful tools and practices which support the delivery.

The skills, knowledge and experiential aspects are learned and applied in a range of contexts. Course delivery is guided by detailed and regularly updated curriculum documents, which include lecture notes, readings and clearly prescribed assessment tasks. However, the evaluators believe more needs to be done to ensure that assessment criteria are clear for all learners and teachers across all of

the multiple assessment tasks. Clearly, the mode of delivery, and approach to applied learning is a novel experience for some students, and more information may need to be shared.

The learning environments range from classroom-based lectures through to site visits and field-work whereby students engage with the practical application of various theoretical models, and are able to interact with and question experts. Students commonly remark that it is a novelty to engage their learning outside the classroom/lecture theatre and 'do actual science'. As also noted under Findings 1.1, these activities occur in a diverse range of environments and micro-climates. Students reported that all necessary equipment, as well as texts and readers, are provided either in hard copy or online. Effective processes guide the selection of sites and guest speakers; these are constantly re-evaluated using feedback from students and staff. Survey feedback and interviews show that the students find the programmes challenging and relevant.

The programme culminates in a directed research project, most commonly linked to ongoing environmental monitoring projects. Most students particularly value this applied component, which leads to a graded, written report and an oral presentation of findings to EcoQuest stakeholders. Lecturer feedback on the wide range of assessment tasks is comprehensive, and reportedly 'more than [students] are accustomed to getting'. However, some students stated a viewpoint to the evaluators that more guidance and clarity is required around the actual marking or grading decisions, and there is also an opportunity to provide information more formally around how students are progressing during their complete programme of study. There is also potential to strengthen guidance for learners around the purpose and integration of some learning activities – and how they relate to specific courses – beyond what is currently occurring.

A range of sound mechanisms are being used both intentionally and effectively to gain feedback from students. These include regular formal debrief and post-activity reflection sessions, end-of-course focus groups and surveys. Processes for raising and addressing concerns or complaints are understood by students, who said they appreciate the opportunity to resolve any issues that arise in a collegial and open way. Staff debriefs and more formal course review meetings occur and these are also documented. The evaluators noted from this documentation and in discussion with staff that enhancements and changes to activities (such as field trips and directed research projects) and the way they are delivered occur as a direct result of these self-assessment activities.

An in-depth, external review of the environmental policy and planning course occurred in 2012. Following a considered response by both EcoQuest and University of New Hampshire staff, certain changes and updates were made. Other useful self-assessment processes occurring include external moderation of marking, peer teaching and staff performance appraisal.

## 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**.

The United States-based admissions director works in collaboration with the University of New Hampshire-EcoQuest academic program coordinator in the facilitation, recruiting and admission of qualified applicants from a large number of American universities. Personal interviews are conducted with each candidate (in person or by phone), and upon evaluation a recommendation to accept is made in conjunction with the PTE. Formal admissions decisions are made on a rolling admissions basis and within two or three weeks after receipt of a complete application. As well as academic criteria, character references, physical fitness (including the ability to swim competently), competency in English, a commitment to sustainable living and learning communities, and an overall conservation ethic are evaluated. These focused entry processes clearly link to sustained high achievement.

Solid evidence of implementation of the Code of Practice was provided. EcoQuest transfers students from Auckland airport to the rural campus and they are accommodated there or in suitable accommodation during the field trips and research components. This may include tenting or Department of Conservation huts. The smaller group of HECUA students in Wellington are accommodated in homestay arrangements for the major part of their programme. These homestays are arranged for them by a specialist contractor; evidence was noted that where necessary, changes are made in response to students' concerns or preferences. EcoQuest has a large commercial kitchen in which students are fully involved in the preparation of meals as well as sharing responsibilities for cleaning around the campus. This adds particular value to their residential experience.

There are designated roles for non-academic related guidance and pastoral care, which students both use and value. Informal debrief meetings, formal staff student meetings and surveys together provide ample opportunity for students to raise any issues or concerns. Deliberate group-building and reflective opportunities and practices are promoted throughout the programme as part of the EcoQuest ethos. This supports learners as they become accustomed to new and unfamiliar socio-cultural contexts. Students interviewed described significant value and enjoyment from the intentional engagement with iwi, either as part of pōwhiri on marae or on field trips, and in the process learned some basic reo Māori.

Risk management protocols are very clear, are documented and appear to be well used and followed. They were tested by decision-making in relation to field trips coinciding with the Christchurch earthquake, and more recently in a small fire which occurred at the campus. Responses were appropriate and went according to plan.

Staff debriefs, and reflective reviews of every activity significantly contribute to the PTE's knowledge of the effectiveness of the guidance and support strategies. No

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significant gaps were noted; capture of and response to student concerns is systematic, genuine and convincing.

## 1.6 How effective are governance and management in supporting educational achievement?

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

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

EcoQuest is led by two directors overseen by a board of trustees, including one director. This board functions effectively, has a future-focused strategic plan, and maintains good records of discussions and decision-making, which are shared with all staff. In cases where additional expertise is required, there is evidence that the organisation invests in consultation and review. Examples are expert advice on governance/management models for small non-profit organisations, and expert review of the course curriculum. In both of these cases, carefully considered change occurred as a result. Reporting to the board, the roles and responsibilities of an operational and an academic manager are clearly stated and also function well.

The ongoing contact between EcoQuest and its university counterparts, which include regular visits between both countries, provide valuable external scrutiny and a collegial 'sounding-board' for constant refinement of the programmes on offer. This contact includes validation of assessment, opportunities for students to provide personal feedback to United States faculty members, and opportunities for ongoing monitoring of the effectiveness and level of the academic programme. Records sighted by the evaluators showed that these contacts are in-depth, documented and maintain the high degree of academic credibility for the programmes on offer.

EcoQuest is building on existing solid evidence of high satisfaction and academic achievement by the students, through deepening the PTE's knowledge of impacts and outcomes for alumni. This includes useful online surveys of the two most recent student cohorts; an alumni function attended by many former students in the United States; and monitoring the social media groups created by alumni. As noted under Findings 1.2, projected growth in student numbers/programmes will challenge the relational approach to gathering local stakeholder feedback, and more formal means may need to be instituted.

Resources for students and staff are appropriate, and ongoing investment in vehicles, information technology and housing were noted by the evaluators. Staff demonstrate genuine commitment to the programme, requiring considerable flexibility and mobility on their part as the students travel widely under their guidance and care. Processes for designating staff to particular roles, or ensuring that they are well prepared for their responsibilities (including clarity around

academic expectations) could, however, be strengthened based on two recent examples.

The HECUA programme, now operating in Wellington, is somewhat smaller (one cohort of 20 students annually) than the environment-focused programme. There have been some challenges in establishing the programme, and in particular ensuring an integrated curriculum that is appreciated by all students and ensuring the comparable quality of the internship component. EcoQuest has worked effectively with the United States partner on resolving these matters. Detailed curriculum guidelines, monitoring reports and students' evaluation feedback was discussed with the PTE management and the HECUA director of programmes. Oversight of the programme is effective, and it provides a useful and logical connection with the EcoQuest vision and educational niche.

## 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: Ecological Education Foundation Semester 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

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

# Appendix

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.*

*The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](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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