

Report of External Evaluation and Review

Fire and Emergency Training Solutions
Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 3 April 2014

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	6
3. Conduct of external evaluation and review.....	6
Summary of Results	8
Findings	10
Recommendations	18
Appendix	19

MoE Number: 8260
NZQA Reference: C13561
Date of EER visit: 29 and 30 January 2014

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:	Fire and Emergency Training Solutions Limited (FETS)
Type:	Private training establishment (PTE)
Location:	10A Hollands Crescent, Naenae, Wellington
Delivery sites:	Corporate training venues, specialist facilities and client workplaces throughout New Zealand
First registered:	16 July 1999
Courses currently delivered:	<ul style="list-style-type: none">• Breathing Apparatus• Chemical Handling• CIMS (Coordinated Incident Management System)• Civil Defence, Emergency Response• Confined Space Entry• Fire Extinguisher• Floor Warden/Fire Warden• First Aid• Gas Suit• Health and Safety, Hazard ID, Permit to Work• Rural Fire

- Spill Kit
- The STCW-95 (Standards of Training, Certification and Watchkeeping for Seafarers 1995)
- Working at Height

Code of Practice signatory	No
Number of students:	More than 4,500 domestic students attended courses in 2013 (approximately 45 equivalent full-time students) International: nil
Number of staff:	Nine full-time staff (includes one owner/director who also teaches and two full-time instructors) as well as six casual instructors.
Scope of active accreditation:	Domain consents to assess in: Community and Social Services/Community and Workplace Fire and Emergency Management/Workplace Emergency Risk Management: Workplace Fire and Emergency Response: Fire and Rescue Services - Generic Fire Fighting; Fire and Rescue Services - Structural and Industrial; Health/Emergency Services/Pre-Hospital Emergency Care; Health Studies/First Aid; Occupational Health and Safety/Occupational Health and Safety Practice and a range of related unit standards at Levels 1-6.
Distinctive characteristics:	The PTE delivers a high volume of short occupational safety and emergency response-related courses at corporate training venues and workplaces throughout New Zealand. The organisation receives no direct government funding.
Recent significant changes:	There have been no recent significant changes to the ownership, management or strategic intent of the organisation. Numbers of students and sites where training occurred have increased substantially since the last external evaluation and review (EER).
Previous quality assurance history:	NZQA in 2010 was Highly Confident in the educational performance of FETS, and Confident in its capability in self-assessment. There were no

actions required or recommendations made in the report.

The NZQA-required Annual Return for 2013 resulted in no required actions.

The 2012-13 external moderation by New Zealand Industry Training Organisation (NZITO), Competenz and EMQUAL (Emergency Management Qualifications) verified that assessor decisions are at the national standard for all materials moderated. Only one set of assessment materials required any changes. In some cases, modifications were suggested.

FETS is audited by Maritime New Zealand. The most recent audits occurred in 2010 and 2011, and FETS was deemed compliant with all requirements.

NZQA carried out a focused review on FETS' first aid training delivery (August 2013). The organisation 'partly met' the minimum training hours requirement, and 'partly met' the instructor and qualification requirements. Subsequently, an adjustment was made to the course delivery hours and one instructor completed appropriate higher-level professional development. The 2013 external moderation by NZQA for the First Aid unit standards (6400, 6401, 6402) approved the assessor decisions with some recommendations.

Other:

In September 2013 FETS successfully gained training scheme approval from NZQA for 'Suppress fire with hand extinguishers and fixed hose reels'.

2. Scope of external evaluation and review

Focus area	Notes
Governance, management and strategy	This is a mandatory focus area in all EERs
Fire and emergency training short courses	<p>FETS' short course training delivery reflects their core business. From the training schedule, two specific high-participation courses were sampled:</p> <ul style="list-style-type: none"> • Confined Space Entry Training (eight to sixteen hours depending on the component unit standards) • STCW-95 (six to eight days depending on the content and outcome requirements of the course cohort) <p>The STCW-95 (Standards of Training, Certification and Watchkeeping for Seafarers 1995) short course certificates are required by anyone seeking employment in New Zealand's merchant navy or super yacht industry. Basic as well as more advanced courses are available.¹</p>

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 NZQA evaluators visited the FETS head office in Naenae, Wellington over a period of one and a half days. Interviews were conducted with the directors, senior managers and instructors. Current students and graduates familiar with the focus area short courses were interviewed by phone. Client companies and other external stakeholders were also contacted by phone and/or email to gain their views – particularly around the outcomes and value of the training provided by FETS.

Documentation viewed by the evaluators on site included: a report on FETS' self-assessment activities prepared for this EER; participation and achievement records

¹ Source: [Maritime New Zealand website](#).

for a range of courses, including the focus areas; course reports written for client companies detailing content covered and student achievement; examples of instructors' written feedback on participation and performance provided to STCW students; a range of end-of-course student surveys capturing quantitative and qualitative feedback; focus area training manuals and teaching materials; other detailed quantitative and qualitative information relating to student achievement. A range of recent business planning documents, including strategic and financial plans and reviews, were reviewed. Internal and external moderation files and Maritime New Zealand audit reports were also reviewed.

These documents were used extensively during the interviews to understand both educational performance and related self-assessment activities. In addition, the evaluators were shown how the various student management and other IT systems are used to monitor course delivery and to report participation and achievement. The training manager also provided a brief presentation on the CIMSET (Critical Incident Management System Emergency Response Toolkit) project (see Findings 1.6 for details).

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Fire and Emergency Training Solutions Limited**.

FETS delivers short courses in mainly safety-related subjects which are rigorous, contain content relevant to industry needs across a range of sectors, and are subject to regular review. In 2013 the PTE delivered over 400 of these courses. The organisation has a comprehensive administrative and quality assurance system which clearly supports the core training business.

Successful completion of these short courses – including those considered as a focus area – is the norm: 95-98 per cent of the 4,679 students in 2013 achieved the course outcomes, a completion rate sustained year-on-year across the portfolio of courses. External and internal moderation of assessment materials and assessor decisions has confirmed that these achievement rates are valid.

The instructors who deliver the courses are experienced professionals who are able to credibly relate their experience to the course content when preparing the training and when teaching students; evaluative feedback from graduates as well as training managers purchasing the training confirms this.

Achievement of the course outcomes is directly linked to employer needs, such as compliance with the client company's ISO (International Organization for Standardization) standard, Maritime New Zealand, and other internal and external business process requirements. The training also has more general links to wider health and safety/harm reduction objectives.

In addition to short course delivery, FETS engages in consultancy and collaborative activities with other organisations, which add significant value to the core business of training and also provide opportunities for ongoing learning and development by FETS staff.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Fire and Emergency Training Solutions Limited**.

Self-assessment by FETS is purposeful and generally effective. Analysis of educational performance, and in particular knowledge of student achievement for every short course delivered by FETS, is comprehensive and closely monitored by management, instructors and other staff. Data gathering is systematic and ongoing, and the organisation responds effectively to issues that emerge as a result of this monitoring.

Although self-assessment of these courses is purposeful and generally effective, there are opportunities for FETS to better capture and understand its performance, for example by gathering and analysing more comprehensive demographic information on students and the relative achievement of different learner groups.

A range of effective tools and processes are used to plan, monitor and report on training programmes and all other organisational initiatives. These range from the overarching strategic plan through to aggregated student evaluation feedback on each course, which is reported to their stakeholders. There are, however, some evident limitations in the extent to which these processes are linked to understanding the impacts of change initiatives, and any ensuing benefits they may bring.

Organisational knowledge of the transfer of skills and knowledge from the training room to the workplace is currently anecdotal and generalised. The challenge for FETS will be to consider ways in which it can work with key stakeholders to better capture and understand the application and impact of the training in the workplace, such as higher productivity, reduced accidents or other relevant indicators.

Findings²

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**.

Successful completion of FETS' short courses is very high, with 95-98 per cent of students achieving the course outcomes, a completion rate that is sustained year-on-year across the portfolio of courses. These courses are mainly in safety-related subjects, containing content relevant to industry needs across a range of sectors, and are regularly reviewed. Related systems for moderating assessments are sound, and the PTE's assessment decisions are endorsed through active participation in external moderation with each of the three relevant industry training organisations.

The content of FETS' courses is related to external standards (New Zealand Qualifications Framework unit standards, Maritime New Zealand requirements, company safety policy standards, etc) which are contextualised by FETS' instructors to provide students with useful skills and knowledge directly applicable in their workplaces. Evidence supporting this was provided by FETS and confirmed by training managers from the larger companies purchasing the training. The correlation between the quality of the course delivery and these required standards is supported by a number of factors: effective moderation systems, compliance with external audit requirements (Maritime New Zealand), and the confidence placed in the effectiveness of FETS' training by the corporate clients who continue to purchase the training. In at least one case a major customer significantly increased the volume of training over the last two years. Successful course completion, and the ability to transfer the learning to the workplace to meet employer protocols are the fundamental components of achievement at FETS, and both aspects are being consistently achieved.

FETS' instructors are selected because they have relevant and up-to-date knowledge and experience of the subjects they teach. Particular examples of documentation, hazard scenarios and terminology drawn from specific workplaces are used in the teaching. The students are in most cases vetted and selected by employers and require the unit standards or other 'certification' available in order to meet workplace requirements. Course cohorts are small, normally eight to 20 students depending on the subject. These factors are central to the sustained high levels of successful course completion.

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

The focus of self-assessment activities is on tracking course-by-course achievement. The few cases of non-achievement by students become the focus for individual student follow-up, communication with the client company, or internal review. However, there is no aggregation of this information at the subject area or organisational level, which may offer the PTE a deeper understanding of student achievement and possibly allow for benchmarking directly with other providers. Similarly, there are limitations with gathering and analysing students' demographic information beyond age and gender (see Recommendations).

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**.

FETS' short courses provide outcomes that have clear value to both learners and the companies that send staff for training; successful completion of the 400-plus short courses delivered by FETS annually have direct and readily apparent links to these client needs. Examples are compliance with ISO quality systems in large-scale dairy manufacturing plants, or meeting the requirements of Maritime New Zealand regulations applying to passenger ferries and other commercial vessels. Within these and other industry sectors for which FETS provides training, some operations and standard processes cannot commence without suitably 'certified' staff on duty. FETS' training contributes significantly to effective company operations across a range of high-value and high-risk sectors.

These linkages between training content and company requirements were described to the evaluators by the training managers, and further elaborated by industry stakeholders contacted directly. Training coordinators – who have directly observed the training delivery – commented on the PTE's ability to 'contextualise the content', as well as on the 'credibility' of the instructors. Where smaller client companies require assistance with systems and documentation to implement training-related safety procedures, FETS also assists with this. FETS has suitable processes for monitoring changes in standards and legislation and modifying course content accordingly to ensure continuing relevance and value.

In all cases the outcomes of the courses are portable. For example, graduates are able to move between company sites because of their certification; the STCW qualification is internationally recognised; FETS has also provided some preparatory training for people seeking mining employment in Australia. A client company training coordinator who had recently moved from the dairy industry to the petroleum sector described how the training he continues to purchase from FETS, based on unit standards crediting towards national certificates, provides comparable and transferable skills and knowledge for workers in both industries. FETS' records also indicate that after completing 'compliance-level training',

Final Report

numerous graduates move into volunteer or paid activities with the New Zealand Fire Service, National Rural Fire Authority and local emergency response teams. Examples of graduates working overseas in maritime-related roles were also provided.

During the evaluation, the wider societal benefits potentially linked to the training (such as the Government's *Working Safer*³ goals), were discussed. In common with many other similar-sized 'safety training' providers, FETS has only minimal or anecdotal information on the extent of these impacts. However, one important source of feedback information is that provided by the high number of students attending FETS' 'refresher' courses. This contact provides some valuable evidence of how the training is having an impact on graduates' work and particular workplaces. Training managers contacted by the evaluators also described attitudinal and behavioural change occurring as a result of the training, and gave examples of staff implementing safety-related actions within the workplace following the training. FETS would do well to more formally integrate this feedback into its self-assessment processes.

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**.

FETS is clear about its fundamental purpose as a provider of safety and emergency response training. Within its particular sphere of expertise, the PTE delivers short courses required by the market, and the business is growing as a result. Repeat business from clients (including at least two major corporates) has become a pattern; recent significant growth as a 'preferred training supplier' and a substantial increase in the number of training sites has also occurred. Subsequent investment in staff training, teaching resources, vehicles and IT systems reflect this growth and will assist with sustainability. This evaluation found good evidence that FETS uses self-assessment to consistently refine and improve the training to match client needs and sustain high levels of educational achievement.

Ongoing, informal contact with key personnel from client companies shapes both the training approach and the business strategy of FETS. This contact is strengthened by twice-annual visits to training coordinators by the business manager. These discussions routinely involve 'training needs assessment' which

³ See www.mbie.govt.nz/what-we-do/workplace-health-and-safety-reform. What is notable here is the recognition that 'robust data, monitoring, reporting, analysis and evaluation of the system [although lacking, is required] to understand system performance and to enable government and others to best target effort' (p.9). A research, evaluation and monitoring function is to be set up within WorkSafe in 2014.

shape the PTE's course scheduling, instructor selection and course planning processes. These communications are also an important component of the self-assessment process, the capstone of which is a comprehensive, illustrated course report provided to client companies after every course. Details of the particular training sessions are captured in these reports, as well as student satisfaction ratings and verbatim comments from the evaluation sheets. Particular instances of non-achievement are also captured and reported on using this mechanism. Currently, FETS does not formally survey its corporate clients, believing that the current model of engagement provides the information required for self-assessment.

Students express a high degree of satisfaction with all aspects of the training they have received through FETS, as evidenced by comprehensive, aggregated course evaluation data, unsolicited feedback from client companies and information provided directly to the evaluators by graduates and training coordinators contacted during this evaluation. All graduates interviewed during this evaluation indicated that the training was relevant and directly applicable to their workplace environments and roles.

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**.

All FETS courses comprise theoretical principles around safety and practical application of this knowledge in a relevant setting. In most cases, training requires a workplace or simulated workplace setting for effective teaching to occur; most often this will be at the students' workplace and hence contextualisation of learning is very high. In the case of the STCW course, a local pool is used for lifeboat drills and related water-based training. FETS has an extensive and appropriate range of physical resources and teaching aides to support quality teaching, and additional investment in new resources was noted during this evaluation.

A common feature of the course delivery is the intentional, embedded use of realistic ('likely to happen') contemporary examples and incidents drawn from a range of industry sources to illustrate and contextualise the content. This approach has been developed and refined over time by FETS' instructors, and has been found an effective way of engaging the students by highlighting risks and consequences of actions within the workplace. This training ethos is coupled with instructors who have relevant and current, or recent workplace experience, particularly but not exclusively within the fire service. The content and delivery of the training is up to date, students report high levels of satisfaction with the teaching, and companies purchasing the training express a high degree of confidence in the effectiveness of the teaching in achieving their intended goals.

Comprehensive processes are being used to monitor the quality of the teaching and ensure regular observation and performance appraisal of instructors. This follows on from well-planned and documented recruitment and induction processes. The National Certificate in Adult Education and Training (Level 5) has been set as the benchmark teaching qualification, and most of the instructors have now achieved this. Training evaluation forms capture feedback, including ratings and comments, from all students. This data is compared with FETS' own benchmarks and is provided to clients in end-of-course reports. All of these processes are comprehensive and ongoing, and contribute to the quality and consistency of teaching from site to site.

Moderation processes for ensuring the validity and consistency of assessor decisions across sites are sound. Evaluators saw examples of how critical feedback and adjustments to assessments occur as a response to internal moderation. External moderation by ITOs is also being used to ensure robust assessment practices. There is good central control of assessment materials, and results are reported to students, stakeholders and NZQA promptly and efficiently.

1.5 How well are learners guided and supported?

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**.

FETS' processes and practices for providing guidance and support to the learners are appropriate to the PTE's mode of operation, and meet all of the most obvious needs of the learner cohort. The consistently high achievement rates indicate that current practices are effective, and student feedback captured in end-of-course evaluations also supports this conclusion.

Almost all students on FETS training have been selected by and referred to training by their employer. Consequently, there is a strong reliance on the recruitment processes and training plans of these companies in ensuring that their staff are matched appropriately with the courses on offer. In the case of the larger corporate clients, students have ongoing contact with FETS as they routinely participate in refresher training according to each organisation's training needs. Completion rates, learner satisfaction data and company feedback suggest strongly that an appropriate match between learner capability and course content is consistently occurring.

Satisfaction ratings from students' course evaluation forms – which are specific to each course topic – consistently meet or exceed the PTE's benchmark figure and include a section seeking 'improvement' ideas on 16 different aspects of course delivery. This feedback is reported to client companies in the comprehensive end-of-course report, and modifications to course delivery are made as a result of this process of review. Useful examples provided included the non-standard layout of

training rooms to encourage more 'peer support' during the training, and implementing individualised feedback/coaching in the STCW course, which is also intended to assist the client company with successfully transitioning the graduate into the workplace environment.

FETS' operational model involves delivering a large number of short courses across many workplaces on a pre-scheduled basis. Although this allows relatively little time for formal needs assessment processes, all students are provided with a comprehensive student handbook which gives suitable guidance on assessment requirements, learner support and health and safety protocols. This is supplemented by learning materials specific to the course content. The tools and processes for gaining useful feedback from students (formative 'debrief' during training and summative evaluation forms) are appropriate, considered closely by staff and used to modify delivery as required.

Language support is at a relatively basic level, with instructors making a point of reinforcing to students that additional support – most commonly oral assessment – is available as needed. Instances of this operating in practice were described to the evaluators, with some evidence held on file describing supportive processes and positive outcomes for particular individuals. Implementation of a comprehensive approach to upskilling instructors in strategies for embedding literacy and numeracy practices within their teaching, or evaluation of the training materials to identify their English language demands has not yet occurred (see Recommendations).

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**.

FETS is ably led by the two founding directors, closely supported by two senior managers who have assumed additional strategic responsibilities as the PTE has entered a significant period of growth over the last 18 months. The organisational direction and goals are explicit and clearly documented in annual strategic, business and financial plans. All staff have an opportunity to contribute to these planning processes. There is evidence that the goals and measurable targets set within these processes are revisited, and are meaningful in supporting continued high levels of learner achievement. As noted above, although the evaluators observed that self-assessment activities are clearly occurring across the organisation, the evidence was not strong enough across the PTE to show that the evaluative enquiry occurring is leading to evidence-based conclusions that can inform planning and ongoing improvement.

Growth in the business, primarily through increased compliance-based course delivery for corporate clients, is being well managed and appropriately resourced. For example, upgraded IT and communication systems are being systematically introduced. Staff are supported financially to engage in appropriate professional development, including conference attendance. The evaluators were also able to review recent examples of new instructor recruitment and induction practices which aligned well with the stated qualification/experience profile sought by the PTE in order to deliver high-quality training.

The organisational structure is based on a central, full-time core of staff in Wellington, and a range of casual and contract instructors throughout New Zealand. Scheduled staff forums, led by one of the two directors in his role as quality manager, are the primary mechanism for ensuring that all staff share the same understanding of company requirements and deliver consistent training. This is supplemented by an effective internal moderation and end-of-course reporting regime. The organisational structure and processes for course design, delivery and review are clear and comprehensive, and FETS consistently meets the regulatory requirements of key stakeholders, including Maritime New Zealand, various industry training organisations, NZQA, and the PTE's corporate clients.

In addition to core (short course) training, FETS has in recent years led or participated in innovative training interventions and consultancy. In 2013 the PTE led the training delivery of an 'emergency training for young people' pilot programme. This is a successful collaboration with EMQUAL, United Fire Brigades Association and two local secondary schools.⁴ Based on learning gained through delivery of emergency response training, FETS also embarked on a significant collaborative project with a private hospital in the development of a crisis response kit. This tool won an award at the New Zealand Private Surgical Hospitals Association 'Leaders in Quality Awards' (2012).⁵ These activities provide recent examples of FETS' contribution of expertise within the community, creating and disseminating knowledge in the process.

⁴ 'The role of the United Fire Brigades Association in working with EMQUAL [is] to develop an emergency management pathway from secondary school into the emergency management services, including the fire and rescue workforce' – source: project strategy document (December 2013).

⁵ According to Helen Anderson, quality manager at Boulcott Hospital Lower Hutt, 'the new system called ©CIMSERT (Critical Incident Management System Emergency Response Toolkit), is a comprehensive set of pre-planned and prioritised tasks which provides a structured approach for staff to apply in response to a disaster'.
<http://www.pharmacytoday.co.nz/media-releases/2012/september-2012/28/health-quality-leaders-celebrated.aspx>

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: Fire and Emergency Short Courses

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

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

Recommendations

NZQA has two recommendations to Fire and Emergency Training Solutions Limited as a result of the EER:

1. That FETS consider its current self-assessment processes, and the extent to which they contribute to organisational understanding of the longer-term outcomes of workplace safety training for stakeholders, and how this may have implications for the PTE's course delivery and other activities.
2. That FETS consider how it might better meet Government expectations and priorities for the New Zealand tertiary education system, as relevant to their students. Specifically, this may involve:
 - Strategies for ‘...improving literacy, language, and numeracy and skills outcomes from levels one to three study’ (ref: *Tertiary Education Strategy 2010-15*⁶), and
 - enhancing self-assessment processes to capture and analyse participation and success data (demographic information) relating to their Māori and Pasifika students.

⁶ [TES 2010-2015](#)

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).

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz