

Report of External Evaluation and Review

BOP School of Welding Limited
trading as NZ Welding School

Confident in educational performance

Confident in capability in self-assessment

Date of report: 1 October 2015

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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

Name of TEO:	BOP School of Welding Limited trading as NZ Welding School (NZ Welding)
Type:	Private training establishment (PTE)
First registered:	16 August 1999
Location:	5D Owens Place, Mount Maunganui, Tauranga
Delivery sites:	54 Hunua Rd, Papakura, Auckland 49 Sala Street, Rotorua
Courses currently delivered:	<ul style="list-style-type: none">• Certificate in Advanced Welding (Level 4)• Certificate in Welding and Fabrication Skills (Level 3)• Certificate in CAD Draughting and Design (Level 4)• Certificate in CAD Drafting (Level 3)• Engineering and Welding Skills Programme (level 3)
Code of Practice signatory:	Yes
Number of students:	351 equivalent full-time students (EFTS) in 2015, including six international students Māori, 50 per cent; Pasifika, 11 per cent
Number of staff:	23 full-time equivalents

Scope of active accreditation:	Accreditation mostly for the Engineering and Technology domain http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=827083001
Distinctive characteristics:	The welding and Youth Guarantee programmes, having a highly practical content, are delivered in an engineering workshop with adjoining classrooms. The computer aided design (CAD) programme is a mix of face-to-face block courses and distance learning. There is a high proportion of students who are under 25 and on the welding programmes, a high proportion who are Māori or Pasifika.
Recent significant changes:	NZ Welding School was bought by Cornerstone Education Limited on 31 March 2015. NZ Welding will remain a separate entity. The PTE began delivering a Youth Guarantee-funded foundation welding programme in Rotorua in 2014.
Previous quality assurance history:	<p>The last external evaluation and review (EER) in April 2011 concluded that NZQA was Confident in the educational performance and Confident in the capability in self-assessment of NZ Welding.</p> <p>The focus area judgements were:</p> <ol style="list-style-type: none"> 1. Governance, management and strategy Educational performance: Good Self-assessment: Good 2. Certificates in CAD Drafting and Design Educational performance: Excellent Self-assessment: Excellent 3. Certificate in Welding and Fabrication skills (Level 3) Educational performance: Good Self-assessment: Good <p>External moderation results state that NZ Welding has met the external moderation requirements for 2010-2014 of NZQA, Competenz and what was the Joinery Industry Training Organisation (now the Building and Construction Industry Training Organisation). The one exception was the judgment of the numeracy unit standard 26627 <i>Use measurement to solve problems</i>, which did not meet national standards.</p>

An NZQA validation visit conducted in 2013 identified that there were no issues in meeting PTE registration requirements.

2. Scope of external evaluation and review

The lead evaluator determined the scope of the EER after meeting with the NZ Welding programme and compliance manager at the Papakura site and reviewing a self-assessment summary, NZQA-held documents and data, and the company's website. The four focus areas and the key reasons for their selection were:

- 1 Governance, management and strategy – this is a mandatory focus area.
- 2 Certificate in Advanced Welding (Level 4) – this is the highest-level welding programme NZ Welding offers, using 32 per cent of the total 2014 EFTS. Nearly all the students are graduates of the level 3 programme (46 per cent of total 2014 EFTS used). It is offered at the urban Papakura and Rotorua sites and has a high proportion of Māori and Pasifika students. Safety is a critical priority for this programme.
- 3 Computer Assisted Design (CAD) programme – this includes both level 3 and 4 qualifications, and is a block and distance learning programme in a different subject area offered at the Mount Maunganui site. It has few Māori and Pasifika students and comprised 12 per cent of total EFTS used in 2014.
- 4 The Youth Guarantee Pathways programme was delivered for the first time in 2014 at the Rotorua site to 16-19 year-old students, mostly Māori with a few Pasifika. It offers NCEA level 2 and a recognised foundation vocational pathway into manufacturing, providing basic engineering trade skills. It used 7 per cent of total 2014 EFTS.

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.

The team of two evaluators, over three days, participated in a joint EER governance interview at the Cornerstone Education head office, then visited the NZ Welding sites in Tauranga, Rotorua and Papakura. The following stakeholders were interviewed on site or by phone:

- The director and chief executive officer of Cornerstone Education, two members of the advisory board of Cornerstone Education, and a former director of NZ Welding (involved in the transition).
- The NZ Welding programme and compliance manager, education manager, operations manager-welding, Rotorua site manager and student services manager.
- Advisory board members of the Youth Guarantee Pathways (one representative) and welding programmes (one), employer (one) and a Competenz representative.
- Two of the tutors of the advanced welding programme, both Youth Guarantee tutors and the sole tutor of CAD, and three student support coordinators.
- Four CAD programme students, more than eight Youth Guarantee students, including two graduates, and seven advanced welding students.
- The team reviewed a range of documentation including: a self-assessment summary, a history of Cornerstone Education, internal and external moderation results, course materials, staff newsletters, annual training session material and evaluation, policy samples, quality improvement project summary log and folders, staff professional development and appraisal documents, team minutes including feedback, management meeting minutes, student feedback, a range of learner achievement and destination outcomes data, the company's website, NZ Welding advisory board minutes, lists of industry contacts, a needs analysis for the Targeted Review of Qualifications (for CAD), as well as Tertiary Education Commission (TEC) and NZQA-held data.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **NZ Welding School**.

A range of evidence was presented that:

- The important needs of most students are being met. Few NZ Welding students had previous educational achievement. A strong result has been that most welding students have gained a qualification, though there was a fall in 2014. A very strong result was that 84 per cent of 2014 Youth Guarantee students achieved a welding qualification and close to half also gained NCEA level 2. Over half of the CAD students gained at least one qualification. Māori and Pasifika and international students have achieved at similar rates to others, although there was a drop for Māori in 2014.
- The value of the outcomes is generally strong, with welding students gaining some form of certification and recognised skills, knowledge and attitudes that are demanded in the labour market. Over half of the advanced programme graduates obtained paid work as welders in 2014. Most of the Youth Guarantee students gained their first qualification and improved life and work skills. The positive impact on the lives of the graduates is significant for some. The high proportion of NZ Welding students being Māori and Pasifika increases the value of these outcomes. The CAD graduates achieved a technical qualification that is increasingly demanded by industry.
- The PTE offers hands-on, project-based welding programmes delivered by experienced tutors in an environment modelled on an industry workshop supported by classroom teaching. The assessment and moderation of assessment is sound and staff are qualified and/or undertaking professional development.
- Student feedback is positive, particularly about the Youth Guarantee programme. Students value the assistance they receive from the student support coordinators and from their tutors. Most students have been supported to complete their studies.
- Governance and management provide mostly effective direction and systems which support good educational achievement.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **NZ Welding School**.

The evidence presented shows that self-assessment covers all key areas and is often purposeful and effective. The self-assessment findings have contributed to some improved performance. However, the quality of the self-assessment processes and information does vary. Some key points are:

- Individual student achievement is formally monitored weekly and actions taken as concerns are identified. This is an effective review process that supports improved individual performance.
- The achievement information and review processes for the newly established Youth Guarantee programme are sound, coherent and comprehensive. Some processes have been modified and improvements made to the programme delivery in 2015.
- The review of the welding and CAD programmes is more uneven. There is limited tracking, analysis and clear reporting of course-to-course or annual results, such as the decline in completions in 2014. The approach was less coherent and comprehensive. However, numerous changes have been made to better meet needs, such as the change to the student guidance policy in March 2015. The impact of these change is not clear at this time.
- The tracking of Māori and Pasifika achievement is evolving. Specific plans and actions to improve these outcomes are being developed. However, the results for these students, who make up a large proportion of NZ Welding School students, have often been sound, particularly for the Youth Guarantee programme.
- The review of teaching is robust and ongoing. The creation of the role of academic manager has strengthened existing processes, including moderation, tutor observation and professional development. The review of the CAD programme teaching has a few gaps.
- While student feedback is gathered, the key objectives of support and guidance are not fully clear. The current processes reviewing how effectively students are supported to stay engaged and complete their learning are uneven.
- Management reviews all key performance areas, with some processes being more robust and effective than others. A range of changes have been made to improve performance. However, the impact of such changes is not clearly and systematically assessed. The new governance structure provides another layer of self-assessment, although it is too early to judge its impact.

Findings¹

1.1 How well do learners achieve?

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 **Adequate**.

The achievement of NZ Welding students is strong overall, as reflected in Tables 1 and 2.

Table 1. NZ Welding Qualification completion rates, 2012-2014

Qualification	2014	2013	2012
Advanced Certificate in Welding (Level 4)	74* (n/a)**	80 (79)	80 (75)
National Certificate Youth Guarantee (Level 3)	84% (n/a)	-	-
CAD qualification (Levels 3 and 4)	45 (n/a)	85*** (79)	36 (75)

Source: 2014 data submitted to the TEC is not yet finalised.

*Percentage of total students; **Median sub-sector qualification completion rates;

***Only level 3 students were enrolled in 2013.

The achievement of the welding students has been generally strong, as most students previously had little academic success and most gain a welding qualification. The level 4 advanced programme has performed strongly over a number of years, with around 80 per cent of enrolled students gaining the qualification, although this declined somewhat in 2014. This rate is similar to the median for these qualifications which, given their previous lack of achievement, indicates a good result. There was a significant fall in the 2014 level 3 qualification completion rates. The analysis of these falls in completions was inconsistent and not always coherent, although some significant policy changes resulted in mid-2014 and late March 2015. It is not clear what impact these changes have produced.

The 25 Youth Guarantee students in 2014 achieved well in the first year of the programme. Only four (15 per cent) had the National Certificate in Educational Achievement (NCEA) level 2, yet 21 (84 per cent) of them gained the level 3 welding and fabrication qualification. In addition, 10 of the possible 21 students (48 per cent) also gained NCEA level 2. These completion rates also compare well

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

with other Youth Guarantee programmes. Some students also made significant literacy and numeracy progress and gained driver licences.

The CAD programme, which has fewer students, had variable, yet mostly sound achievement over time, increasing in 2013 when enrolments were significantly lower and there were no level 4 enrolments. The high variability in completion rates is partly explained by low enrolment numbers. Some benchmarking of these results, despite there being no other level 3 or 4 CAD programmes, is required.

NZ Welding has high proportions of Māori and Pasifika students enrolled in 2014, with 50 per cent of all students identifying as Māori and 11 per cent as Pasifika.

Table 2. Overall completion rates for all NZ Welding Qualifications for All, Māori and Pasifika students, 2013-2014

Year	All students (%)	Māori (%)	Pasifika (%)
2013	79	78	81
2014	66	60	67

Source: The TEC and NZ Welding single data return

These students achieved at similar rates to all students in 2013, which has been the pattern for a number of years. This is a strong result. However, the fall in completion rates for all students in 2014 was even greater for Māori. NZ Welding analysis did not focus on these varying patterns but rather on the overall fall. The actions taken were intended to have a positive impact on all students, including Māori. The achievement of the six international students was at similar rate to total students in 2014.

The self-assessment of student achievement is inconsistent. Management and tutors closely and effectively track individual student achievement weekly, although the tracking of the small CAD programme is less robust. Actions are taken to bring about improvement, although the impact of these actions on results is not systematically assessed. NZ Welding demonstrated a strong understanding of Youth Guarantee programme achievement, using a good range of measures, and minor changes have been made in 2015 to better track these results. The evidence presented for the self-assessment of the welding and CAD results was more limited. For instance, there was no trend analysis, some calculations were incorrect, and no written analysis was provided. Links to decision-making and improvements were less strong.

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 **Good**.

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

The NZ Welding programmes provide a range of outcomes that are of clear and significant value to the students, funders, and community and industry stakeholders. NZ Welding collects generally good employment and further training outcomes data. The PTE gains useful feedback, via advisory boards and other linkages, on the outcomes delivered to industry and community.

The graduates of the level 3 and 4 CAD programme acquire skills and knowledge of significant value and become more capable and productive in their workplace roles. An industry needs analysis indicates an increasing demand for CAD graduates. There is evidence that graduates are gaining contract work, with half of a recent class finding paid work.

The welding programme provides a range of outcomes of value to the students and industry. The advanced graduates obtain the knowledge and skills to gain their 'tickets' as certified 'up hand' welders. Half of a recent group of graduates gained paid industry-related work. Around 40 per cent of the level 3 graduates from 2010-2014 progressed on to the level 4 qualification. A majority of the PTE's graduates are Māori and Pasifika, which contributes towards a key objective of the Tertiary Education Strategy.

The first year of the Youth Guarantee programme has provided a pathway for Rotorua youth whose needs were not met by the mainstream education system. These students achieve their first qualification, gaining work and life skills, and there is some evidence that they develop as individuals. The majority of the 2014 class has progressed to either further training (36 per cent), mostly at NZ Welding, or to paid work (32 per cent). Of the high proportion of Māori (79 per cent) and Pasifika (9 per cent) 2014 students who enrolled, nearly all achieved qualifications, many going on to further training or work. These are outcomes of significant value for their communities and the government.

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 **Good**.

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

The welding and CAD programmes have, over the past four years, matched the key needs of most students and industry. The Youth Guarantee Pathways programme, in its first year, was highly effective in matching needs.

The Youth Guarantee Pathways programme provides the students with an introductory level of skill in the practical trade of welding. The knowledge is closely linked to hands-on practical welding and fabrication skills. Literacy and numeracy are embedded in the programme and many students make measurable, significant progress in this area. The programme enables them to gain an introductory trade qualification as well as NCEA level 2. Each student, with their tutor, develops personal goals in an individual plan to better tailor the programme to their needs. Overall, the programme matched well the needs of its students and stakeholders in 2014. The programme has included a physical health component, which in 2015 includes a weekly cross-fit training session.

The advanced welding programme introduced students to a range of workplace techniques and equipment to gain the knowledge, skills and attitudes required for various specialist welding 'tickets'. The students submit their completed welding work for independent assessment to gain this industry certification. The school's links with industry ensure the programme aligns with current trends. For instance, the industry advisory group informed the school that graduates need learn to do longer welds and the programme content has been amended. Changes have been made to adapt the programme to match the needs of different intakes, as a result of challenges experienced in 2014. It is unclear how effective these changes have been.

The CAD programme matches many of the needs of students and industry. NZ Welding is distinctive in offering a generic level 3 and 4 qualification providing introductory-level CAD skills. The students (some of whom are working) value learning relevant skills on monthly five-day block courses. They apply their learned skills on a monthly project assignment tailored to industries of relevance to them.

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**.

Overall, NZ Welding teaching practice is effective. A mix of classroom instruction and applied learning is undertaken on the welding programmes. Hands-on

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learning, using a range of equipment and materials, takes place in an industrial welding workshop. The students work on formally assessed projects under close supervision. The advanced class, in addition, visits industrial workplaces, gaining exposure to industry practice; the higher-performing students are put forward for work placements and/or paid work before or after graduation. This mix of delivery is an effective way to teach the required technical knowledge and skills and suits the students who are enrolling. Student achievement and feedback as well as tutor feedback support this conclusion.

The Youth Guarantee students receive similar instruction in welding, with a strong focus on literacy and numeracy. One tutor has a trades background, undertaking adult teaching training, while the other is a qualified secondary teacher with a literacy and numeracy qualification. Students who were interviewed spoke positively of the complementary roles they play. Student feedback in 2014 and the high rates of retention, qualification completions and progressions indicate strong and effective teaching practice taking place. The programme in 2015 shifted into a shared building with the older level 3 and 4 students. The aim was to ensure common behaviour expectations for all students and support youth learning alongside adult students and their tutors. Assessing the different impacts on all key parties seems worthwhile.

Welding tutors are predominantly experienced tradespeople who are knowledgeable about their field, and most have adult education qualifications. The level 4 student feedback is usually good and those interviewed were positive. The CAD tutor is an experienced and qualified practitioner and generally capable teacher.

The review of teaching practice is ongoing, robust, and coherent and there are some signs of improving performance. The EER team judged the internal moderation of assessments to be sound and rigorous, which is confirmed by strong external moderation results, with just one unit standard not meeting requirements since the last EER. The academic manager undertakes regular and considered observation of tutors, as well as offering feedback on weekly staff meeting minutes. However, the EER did identify a few gaps in review of the sole CAD programme.

The head office managers regularly visit the training sites. Professional development is planned and based on identified needs. For instance the four-day 2015 staff training session addressed responses to emerging issues. Tutors were positive about the teaching support they receive from management. However, the impact of these considered review processes on teaching practice is still becoming clear.

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 **Adequate**.

The support and guidance provided has been generally effective over time, in keeping students engaged to complete their studies. Tutors and student service coordinators, with management offering feedback and oversight, provide systematic support to individual students. NZ Welding tracks concerns about students through weekly staff meetings, with management providing feedback. This approach has had some positive impact on student behaviour. Student evaluation were consistently positive about the support received.

NZ Welding has guided a substantial proportion of the welding students into paid work or further training. Around 40 per cent of the 2014 level 3 students progressed on to the advanced programme and a few into paid work. Over half of the level 4 graduates were supported in gaining paid work. The industry liaison person at the Rotorua and Papakura sites set up work placements or job interviews for students assessed as work-ready. The level 4 tutors assess the suitability of the level 3 students to progress to the advanced programme by observing their performance and behaviour in the shared workshop. Those interviewed were mostly positive about student and guidance. However, given the high Māori and Pasifika enrolments at the Papakura site, the community stakeholder involvement and adoption of good practice approaches are limited. There is also a clear focus on keeping the welding students safe, with 'toolbox' meetings each morning and weekly student-run safety meetings.

The support and guidance has been most effective for the Youth Guarantee programme. Twenty-two out of 25 students completed the 2014 programme. The current tutor team is respected and valued by the students, who also spoke favourably of the support received from the Rotorua student service coordinators who have some good community linkages. A local youth services trust provides additional support to those students who register with them.

The CAD programme distance students are more independent learners. Those students who were interviewed confirmed this judgment and said their tutor provided helpful support, mostly on the block course or via email. The fall in completions in 2014 may indicate a support and guidance gap at that time.

The review of support and guidance and the impact of changes made is variable. A thoughtful career development policy was implemented in mid-2014, supporting students to achieve better outcomes, although the impact on career outcomes is not yet clear. While there is robust monitoring of individual student progress, the systematic data-based review of the overall effectiveness of support and guidance is more uneven. For instance, the PTE stated that there was no link between the quality of support and guidance and the 2014 decline in completions. However, it was also noted that a significant policy change was implemented in March 2015,

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responding to the 2014 decline, with a move from a disciplinary to a mentoring approach. More generally, the objective of the support and guidance processes were not always clear, and relevant and meaningful performance indicators were not strongly evident. For instance, student evaluations as 'close to or at 100 per cent' rated their satisfaction with support and guidance. This is a positive result, but it is also a puzzle, given course completions are consistently lower than 100 per cent, particularly so in the 2014 year.

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

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 **Adequate**.

The governance and management of NZ Welding has been effective in supporting the students to achieve. The PTE has a clear niche and purpose: providing foundation education, predominantly in welding, to students who often have not succeeded in mainstream education. Achievement is viewed as 'changing lives' and measures include retention and completion rates, gaining welding 'tickets', and progression to further training and/or employment. The results of the new Youth Guarantee programme have been very strong and other results are also generally strong. The TEC investment plan 2015 provided a thorough assessment and clear plans to address the challenges facing the organisation. Cornerstone Education, which recently acquired NZ Welding, offers a strategic governance approach, additional resources and opportunities, as the PTE goes forward.

A range of mostly sound educational processes support the achievement of students. Local staff review individual student performance and related matters in weekly staff meetings. Head office management monitors these minuted meetings and provides feedback, suggestions or other support. Resources are allocated to purchase relevant equipment and welding supplies. Experienced ex-tradespeople deliver the industry-focused welding training, and educational delivery has been strengthened since the last EER with the establishment of the position of academic manager. Staff have been regularly appraised and internal moderation processes have been improved. Training sessions for staff focus on identified priority areas and provide structured feedback on a broad range of areas. Staff are financially supported to develop professionally. Staff interviewed by the evaluators were satisfied with management support, and staff turnover in key positions is low. There is, however, no formal staff evaluation of the relevance and value of the range of the management services and support provided.

NZ Welding reviews all key activities, but the quality of the self-assessment varies. Individual student performance is clearly and effectively monitored and actions taken. A range of changes have been made in diverse areas, based on often thoughtful self-assessment, and a number have been noted in this report. For

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example, the quality improvement log carefully and thoroughly tracks the implementation of numerous key initiatives over the past year. However, there is one important missing step in this log; there is no assessment of the impact of these initiatives on the identified area of performance. This is a self-assessment gap more generally in governance and management activities. Limited evidence was also provided of a robust review of programme results over time, the exception being the summary of the new Youth Guarantee programme. For instance, the self-assessment summary provided for this EER, while succinct and clearly conveying many key changes, included only a selection of student achievement measures that were not sufficiently comprehensive and lacked commentary. The most significant omission was the 2014 results, including the fall in the course completions of the level 3 and 4 welding programmes.

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 **Good**.

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

2.2 Focus area: Computer Aided Design and Technology programme (Levels 3 and 4)

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

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

2.3 Focus area: Youth Guarantee Pathways programme (Levels 2 and 3)

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

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

The performance of the Youth Guarantee programme was very strong in its first year, with high levels of qualification achievement, significant literacy and numeracy progression, and progression to further training or employment. Feedback from students was positive, and community stakeholders highly rated the quality of the programmes. Tutors and student support coordinators provided strong support to the students. A range of relevant measures are used to effectively track performance. It is too early to see the impact on student achievement of some recent changes made.

2.4 Focus area: Certificate in Advanced Welding (Level 4)

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

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

Recommendations

NZQA recommends that NZ Welding School:

- Strengthen the review and analysis of programme results and trends and how they link to decision-making about changes being made.
- Systematically assess the impact of key changes implemented on performance, particularly educational achievement.

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 NZQA 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/>.

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