

Report of External Evaluation and Review

The International Travel College of
New Zealand Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 22 May 2013

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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:	The International Travel College of New Zealand Limited (ITC)
Type:	Private training establishment (PTE)
Location:	Auckland central
Delivery sites:	Auckland City, Botany Town centre
First registered:	1 September 1999
Courses currently delivered	<ul style="list-style-type: none">• Certificate in Travel and Tourism (Level 3)• Certificate in International Travel, Tourism and IT (Level 4)• Certificate in Aviation (Level 3)• National Certificate in Tourism and Travel (Core Skills) (Level 3)• Diploma in Travel and Tourism Management (Level 5)• Diploma in International Tourism and Travel Management (Level 5)
Code of Practice signatory?	Yes
Number of students:	Domestic: 450 International: 48
Number of staff:	26 full-time equivalents
Scope of active	Includes: Tourism, Travel, Aviation Operations, Aviation - Core, Business Administration Services,

accreditation:	Business Information Management, Core Skills
Distinctive characteristics:	The National Certificate in Tourism and Travel (Core Skills) is delivered to learners via distance learning online, plus two face-to-face workshops in Auckland.
Recent significant changes:	The organisation changed ownership at the beginning of 2011, with the campus manager academic becoming the managing director and the marketing manager becoming the marketing director. Both taking on director's roles.
Previous quality assurance history:	ITC met the NZQA national external moderation requirements for 2011. Previous moderation results required improvements. In 2008, the organisation met all of the requirements of quality assurance standard then in place.

2. Scope of external evaluation and review

The scope for the external evaluation and review (EER) included the mandatory focus areas of:

- Governance, management, and strategy
- International students.

The following additional focus areas were selected as they represent the majority of students enrolled with the organisation and the range of qualification levels the organisation delivers programmes for. These were:

- Certificate in Travel and Tourism (Level 3)
- National Certificate in Tourism and Travel (Core Skills) (Level 3)
- Diploma in Travel and Tourism Management (Level 5).

The rationale for the scope was based on information provided by the TEO and from discussions with the lead evaluator prior to the EER visit.

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 EER was conducted over three days at the organisation's Auckland city campus and Botany Down sites by a team of three evaluators. The team spoke to the three directors – one of whom is the managing director and another the marketing director – the campus managers from each site, the tutors and current students involved in the programmes reviewed, international student support staff, four advisory group members, two graduates, and students across the two sites. The EER team also reviewed relevant documentation including the organisation's outcomes data, programme analysis, moderation reports, marking reports, self-assessment planning documents, and student evaluations.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **The International Travel College of New Zealand Limited**.

The organisation's overall course completion results, as measured by the Tertiary Education Commission (TEC) have improved greatly over the past three years, from 56 and 62 per cent respectively in 2010 and 2009 to 85 per cent in 2011 with the increase being attributed to better student support and improvements in the way the programmes are structured. ITC has maintained a 74 per cent qualification completion rate in 2010 and 2011, which was slightly below the national PTE median of 76 per cent for level 3 and 4 qualification achievement. However, Maori and Pacific island learner's achievement rate have increased and are higher than the national median with 79 per cent and 85 per cent respectively. In addition, the 61 per cent of those enrolled in the distance learning programme achieved the qualifications, which is higher than the average rate for learners studying via this method. The organisation's preliminary data for overall qualification achievement and course completion is even higher for 2012.

The organisation has consistently shown a strong understanding of the industry and provided training programmes designed to provide capable graduates to work in this sector. Evidence for ITC's strong performance includes an overall rate of 80 per cent for employment outcomes, positive feedback from learners and a number of well-known travel businesses requesting ITC graduates directly for employment.

The better support learners now receive is a major factor in the improved outcomes. The organisation assigns each tutor to a 'home' group of learners to guide and support them through weekly and sometimes daily contact sessions to review progress and help with any issues.

Strong strategic guidance has assisted the organisation to maintain a focus on what is important for the learners to meet industry requirements while providing up-to-date, relevant resources and capable staff to meet learner and industry needs.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **The International Travel College of New Zealand Limited**.

Learner outcomes are monitored at all levels of the organisation to determine where individual support is required. Ongoing reviews of the learner outcomes are also used to measure against the longer-term goals of the organisation to ensure that the training is meeting the needs of industry.

The reports provided to the EER team demonstrated that the organisation's self-assessment approach is characterised by continuous improvement using feedback, evaluations, and analysis to understand if improvements have been effective in meeting the needs of stakeholders.

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 **Good**.

Overall, the TEC educational performance indicators show the organisation has achieved successful outcomes for its learners, with 85 per cent course completions in 2011, up from 56 and 62 per cent respectively in 2010 and 2009, which are at or above the national median for 2011; even higher results are showing for 2012. These rates include improvements in Māori course completions and qualification rates. In 2011, 79 per cent of Māori completed the course and gained a qualification. This is a significant increase from 63 per cent and 60 per cent respectively in 2010 and 2009. A large proportion of learners identify as Pasifika (50 per cent), and the overall organisational results reflect on the increased achievement of this group with 85 per cent gaining a qualification in 2011. The changes to the learning environment and the implementation of better support structures by staff and tutors at each campus have contributed to this increase.

The organisation's demographic data shows that over 50 per cent of learners are aged under 25 years. The course completion rate for under 25-year-olds has improved greatly from the mid-to-high 60s, to 86 per cent in 2011. Eighty-five per cent of learners that achieved level 3 qualifications went on to enrol in the level 4 qualification, showing that there is a good transition for people who are mainly secondary school-leavers into higher tertiary training, providing them with greater employment opportunities.

The organisation also uses individual programme results in addition to overall outcomes measured by TEC to analyse learners' achievements and identify any issues with assessment outcomes or course completion. In 2011, of the 271 enrolled in the Certificate in Travel and Tourism, nearly all completed the course and 82 per cent of learners gained a qualification. Twenty-five per cent of graduates of this programme found employment in the sector, and 81 per cent went on to further study with ITC, with some working part time in the sector. Learners who complete a minimum of 64 credits are also awarded the ITC Certificate in Travel and Tourism (Level 3). In addition, the Certificate in Travel and Tourism (Level 3) encompasses the National Certificate in Travel (Retail) (Level 3), and learners are able to apply for this certificate on completion. Nearly all the learners have achieved both the Certificate in Travel and Tourism (Level 3) and the Certificate in International Travel, Tourism and IT (Level 4). In addition, they have also successfully achieved the external International Airline Travel Association

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

(IATA) qualification. Therefore, learners leaving the organisation on completion of the Certificate in Travel and Tourism, also leave with a national certificate, the ITC certificate, and generally the IATA qualification, which makes them on par with graduates from other travel schools.

The National Certificate in Tourism and Travel (Core Skills) (Level 3) is delivered via distance learning using a blended delivery approach. In 2011, the single data return submitted to the Tertiary Education Commission (TEC) showed the completion rate for this course, with 23 students, was 74 per cent, and the qualification achievement was 61 per cent. Although these rates are lower than overall achievement, it is still above the average qualification rate for distance learner outcomes in the PTE sector. Fifty-seven per cent of the successful learners are in employment at the time of completion because many undertake training while raising young families, or are in employment already. Twenty-six per cent of graduates from this programme have progressed to study other courses with ITC, which is facilitated by the transfer of some credits towards the Certificate in Travel and Tourism.

The outcomes for the Diploma in Travel and Tourism Management, delivered by distance learning and the third focus area, showed that course completions were 74 per cent in 2011 and qualification completions were 84 per cent, which were slightly above the national rates of 80 per cent for level 5 qualifications delivered in the PTE sector. The organisation's destination data showed that 12 per cent went into employment and 5 per cent continued with higher-level study elsewhere.

Currently, international learners comprise 12 per cent of enrolments. The organisation has monitored international learner completion rates by subject and qualification, and this data shows that ITC learners are achieving as well as other student groups overall, and higher in the diploma.

The organisation has a good range of sources to understand learner achievement, including the national educational performance indicators, which are used to benchmark with other, similar providers. In addition, the organisation reviews results formally at quarterly board meetings, monthly with staff, and at weekly tutor meetings to compare outcomes between subjects, tutors, and across years and type of course delivery to see whether particular strategies are effective in achieving outcomes for learners. Employment outcomes and feedback from employers are also used to determine whether the learner outcomes are relevant. The analysis of data is used to identify actions that may lead to improved outcomes for the following year.

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**.

Learners on level 3 programmes gain skills for a broad range of travel careers in a diverse industry, including positions as cabin crew, customs officers, retail and wholesale sales, and check-in staff. Graduate data shows that 80 per cent are employed in the travel industry following completion of their training. Recent examples of where graduates are employed include a graduate recently employed as a cabin crew member with Qantas, another employed as a travel agent for Flight Centre, and a graduate employed by Skyline Adventures (AJ Hackett).

Employers approach ITC directly for its graduates before advertising because of the good record the graduates have in the workplace. The industry recognises that ITC graduates have the confidence and the basic customer service and communication skills to be employed in entry-level positions. Many learners also have the internationally recognised IATA qualification. One of the factors contributing to high employment outcomes is the training provided in the use of the computerised reservation system (Amadeus), which helps to prepare the learners for work in the industry. Results of employer surveys conducted after learners have been in work experience placements, or three months after the graduates have been employed, confirm that employers believe graduates have the required basic understanding of the industry as well as the required communication skills.

The high profile that ITC has in the travel and tourism industry is demonstrated by the employment rates from large travel industry companies, as well as international awards (2011 IATA award for the top ten Asia Pacific training providers, Westpac Auckland City and Westpac Auckland South business awards, and tourism industry awards). These successes provide value to learners as they can see how the qualification leads to travel career opportunities. Few wish to go on to study at other tertiary institutes because their intentions are to find employment. The highly positive learner feedback provides further confirmation that the outcomes of training are of value to them. ITC also displays a 'wall of fame' showing where graduates are employed on completion of their training, which needs to be updated continually because of the numbers of learners gaining jobs in the industry.

ITC provides access to entry-level vocational qualifications for learners who have low prior academic achievement and/or no previous work experience to help them into employment or to help further their tertiary studies. ITC fosters links with secondary schools to encourage students to look at careers in the travel and tourism industry through active liaison with secondary schools, and with potential students via open days and attendance at national career expositions. This outreach contributes to the high number of learners aged under 25 years.

The feedback from learners shows that many choose to enrol in the ITC diploma to help advance their careers. Others choose to study the core skills course part-time

via distance learning while they are raising young families, or to study while they are working to gain the qualification to change career. International learners choose to study the Diploma in Travel and Tourism Management at ITC to advance their careers and because they could not get the same qualifications in their home countries, such as Papua New Guinea and New Caledonia.

Overall, the organisation's range of evidence from employer and learner feedback as well as graduate outcomes demonstrates that the training leads to careers in a broad range of travel and tourism industry sectors.

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 **Good**.

ITC offers training programmes for people wanting to find employment in the travel and tourism industry. The training activities are planned to provide learners with practical, hands-on experience as well as the theory to develop their skills and knowledge in the sector. The hands-on learning activities suit the majority of learning styles.

The organisation has facilities at each campus to enable learners to role-play ticketing and checking-in customers, using weighing machines, and performing customs checks and cabin crew roles in a simulated aircraft complete with overhead lockers and food and beverage trolleys. Feedback from employers and graduates shows that the practical activities help learners to gain confidence and improve their skills, which has helped many to gain jobs (currently 80 per cent have found employment). Feedback from a recent graduate said they found employment at a well-known travel booking agency because the role-plays covered flight packages and selling destinations to 'customers'.

ITC introduced 'famils' into the certificate programme, an industry term used to describe various activities offered by a travel or tourism company as a taster. This helps to inspire learners to find a career and also gives them an understanding of how various travel and tourism businesses operate. The famils were introduced in 2012 as a result of feedback from learners. Evidence from graduate destinations also shows that learners find employment with the companies that offer famils.

The programmes are structured as modules so that learners can enrol at various stages throughout the year, and all new enrollees start together with an introductory module. The modules have e-book resources – developed in New Zealand – which learners can download. Students can also sit IATA exams to gain an international certificate for airline workers as part of their course costs. The flexible programme delivery means that learners may attend morning or afternoon classes to suit those with families or in part-time work.

Learners are notified of work opportunities by campus noticeboards. These are updated from job websites or vacancies advertised by employers who approach ITC directly for recent graduates. Students receive help in writing CVs that are appropriate to the industry, and prepare for interviews using role-plays, which the learners said built their confidence and interviewing skills. ITC staff also assist learners to find work experience, which often leads to employment.

The majority of learners are enrolled in the level 3 Certificate in Travel and Tourism. The achievement of this certificate includes recognition for the National Certificate in Travel and Tourism (Retail), which provides learners with a nationally recognised qualification for their CVs. Learners are awarded the ITC Certificate in Tourism once they have achieved a minimum of 64 credits towards the Certificate in Travel and Tourism (128 credits), which provides an exit qualification. However, as previously mentioned, few learners leave with only this qualification and a higher-level review of all programmes has not been conducted annually to understand how the structure of the qualifications and awards remains relevant and continues to meet the needs of industry and students.

Programmes are reviewed regularly by the tutors to ensure modules are matching learner needs and to include updates to industry practice. Tutors share ideas and resources at regular quality circle meetings, and feedback is sought from the organisation's industry advisory group, consisting of a range of industry employers, secondary school representatives, and graduates. Evidence that these review activities are effective in checking that the training matches the needs of industry is the positive feedback from employers who employed learners who used the revised CV formats.

The managing director has been involved in Targeted Review of Qualifications (TRoQ) meetings to develop suitable New Zealand qualifications to meet future requirements. Currently, it is standard practice by tourism and travel training providers to deliver qualifications with high credit values within a year, and this timeframe will be reviewed under the TRoQ process. Other than the issue of delivery of a high number of credits within the six-month programme timeframe, which is an historical issue with the structure of approved programmes in the sector, the organisation has demonstrated that the programmes are highly relevant and match the needs of learners to enable them to work in the industry. The managing director is also involved with the Industry, Provider Advisory Group (IPAG) that is developing higher level qualifications for the industry.

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**.

The tutors have an extensive range of industry backgrounds as well as the relevant teaching qualifications to help learners understand and develop skills for the industry. Tutors provide hands-on activities and group projects using real industry examples to encourage learners' participation. Inclusiveness is encouraged through the use of these activities, and tutors draw on their cultural backgrounds to engage in ways that students can relate to.

Learners are assessed on their learning using formative and summative assessments, which are also used to help motivate learners to engage using feedback to encourage learners to develop their individual skills and knowledge. Learners interviewed said the assessment requirements were clear and the tutor feedback was useful. Further incentives for achievement are provided by awarding distinction, merit, or pass grades to students based on additional requirements for attendance, attitude, and number of re-sits. Students said this practice – which reflects industry reward practices – was motivational. The organisation is currently trialling the Halswell minimal marking system method, a type of formative assessment, where the diploma learners submit an assessment for checking by the tutor. If there are too many errors in first couple of pages the assignment is returned to the learner for review, and no mark or grade given until revision received.

The organisation reviews tutors' performance using learner feedback and course results to identify where further training is required. ITC assists tutors with both their personal and professional development needs. Tutors are encouraged to maintain membership of key travel and tourism associations and to attend industry events and conferences. Peer observations contribute to an open, transparent environment where good teaching practices are shared at monthly and weekly tutor meetings, including meetings across campuses. New tutors receive an induction to orient them to the organisation and help them to understand their role and responsibilities.

The tutors all have moderation and assessment unit standards, or are working towards achieving them. Feedback at quality circle meeting with tutors is used to improve teaching practice, such as sharing the technique of 'chunking' large projects into more manageable pieces, leading to improved completions. The quality circles are also well used to conduct internal moderation to maintain the quality of assessment. This practice is working well as the organisation has met all relevant external moderation requirements.

Learners' feedback on course evaluations indicated that they were highly satisfied with the training and they found the course material helpful. The organisation has yet to use the TEC literacy and numeracy assessment tool, but has implemented a

test of learners' abilities from the beginning of their course, which has been successful in identifying how to help learners with additional learning needs.

Overall, the organisation has multiple avenues for reviewing teaching effectiveness from the regular tutor meetings, quality circle discussions, and review of individual course results to identify any good practices for sharing and continuous improvement.

1.5 How well are learners guided and supported?

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

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

The organisation conducts an initial assessment of authenticity of learners' desire and suitability to work in the sector prior to enrolment, as well as assessing their academic abilities to identify learner needs. This is to ensure potential learners have the right aptitude and attitude to succeed in the industry. Initial assessment is conducted through industry-related literacy and numeracy tests as well as assessments of the candidates' knowledge of the New Zealand tourism industry. This process supports the organisation's vision for training only those that are 'authentic' and 'passionate' about working in the industry, as identified by its own strategic review conducted in 2010.

Learners enrolling in the Certificate in Travel and Tourism must be 17 years of age and hold NCEA level 2, as well as the National Certificate in Travel and Tourism (Core Skills), or demonstrate the equivalent. Although learners' records of achievement are sighted at enrolment, there was no evidence that learners are checked to ensure they meet all academic prerequisites and have suitable and sufficient prior knowledge and skills to complete the programme.

The organisation has a low withdrawal rate, and attributes this to a number of factors. First, the assessment of suitability and information about expectations occurs at the beginning of the programme. Secondly, all learners must have parental/family support to study. Thirdly, learners are required to attend 90 per cent of the course to instil a workplace ethic. Staff are proactive in contacting learners who do not turn up, and feedback from tutors is that this helps in maintaining learners' engagement with the training.

In addition, a home tutor is allocated to a group of learners to review progress daily and address any concerns or issues learners may have with their studies. This helps to ensure that any academic issues are identified early on and, because the home tutor may be different to the course tutor, provides continuity across the teaching staff to foster good learner support and guidance. Learners have access to one-to-one tutorial help after class to assist with written assignments, writing CVs etc.

All learners are able to participate in campus-based activities, such as shared lunches. Distance learners, who complete most of their study online and at a

workshop held for each module, reported that they had very good support from their tutors and received prompt responses to any issues they had in understanding the course material or assignments. The distance learners also reported favourably on the online orientation programme, where they have an opportunity to 'meet' other learners by posting a small profile about themselves before they begin a teamwork assignment. Learners were also happy with the information provided about strategies for succeeding at learning by distance.

All learners complete an individual learning plan to record their previous experience in the industry and their goals. This is reviewed by the campus managers' at mid-course to help align training needs to goals. A weekly review by the home tutors also provides up to date information on learner's progress towards individual goals.

International learners receive a welcome pack before they arrive, with information about New Zealand. The organisation recommends an accommodation agency and meets the learners at the airport. Each campus organises a shared lunch for international learners every three months, which helps with getting to know one another, as courses have continuous enrolments. Learners are able to reach key staff with any issues on a 24-hour basis and attendance is highly monitored as part of ITC's Code of Practice requirements.

A council has been established as a result of learner feedback and this is used to put forward any suggestions for learner activities or improvements for the campus. Evaluations conducted at the end of each module and monitored feedback on Facebook shows good to high satisfaction with the learner support and the organisation overall. This also provides evidence that the organisation has identified and implemented good learner support and guidance to improve outcomes for learners.

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**.

Outcomes show that the organisation's aim, 'to be NZ's leading provider of education and qualifications for employees entering the airline, travel, tourism industries' is being achieved. This occurs through the strong setting of strategic direction by the board and planning to address learners' specific needs.

The management team is well connected to the industry and uses its contacts as well as formal industry surveys to determine whether the training is relevant and the outcomes are meeting diverse stakeholders' needs. The organisation has also contracted out surveys of competitors to use for comparing processes and reviewing outcomes. The organisation uses independent business advice from a consultant as a result of receiving a business excellence award.

The staff at both campuses are brought together to encourage the sharing of good practice and resources at regular staff meetings. It was evident that this is working by the sense of unity and the similar culture across the campuses for learner support and processes.

The ITC board monitors the organisation's learner outcomes using the TEC educational performance indicators and employment outcomes, including learners' career progressions, at regular board meetings. Any issues or new initiatives are communicated to staff, and tutors review their performance at monthly meetings. All staff meet together twice yearly to hear a strategic briefing from the board and also to raise any concerns, ask questions and contribute to the development of organisational goals. The organisation is currently implementing a new student management system with better reporting facilities to provide more understanding of sector needs and the specific needs of learners.

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: International student support

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

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

2.3 Focus area: Certificate in Travel and Tourism (Level 3)

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

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

2.4 Focus area: National Certificate in Tourism (Core Skills) (Level 3)

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

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

2.5 Focus area: Diploma in Tourism and Travel Management (Level 5)

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

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

Recommendations

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

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process approved by the NZQA Board.

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

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

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

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

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