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# Report of External Evaluation and Review

The International Travel College of  
New Zealand Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 24 April 2017

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*Final Report*

# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.*

## Introduction

### 1. TEO in context

Name of TEO:	The International Travel College of New Zealand Limited (ITC)
Type:	Private training establishment (PTE)
First registered:	1 September 1999
Location:	Level 4, ITC House, 9 City Road, Auckland
Delivery sites:	ITC has two delivery campuses: at the above address; and 8277-3 Level 1, Fountain Lane North, Botany Town Centre, Auckland
Courses currently delivered:	<ul style="list-style-type: none"><li>• New Zealand Certificate in Tourism (Level 3) with a strand in Tourism and Travel</li><li>• New Zealand Certificate in Tourism (Level 3) with a strand in Aviation</li><li>• New Zealand Certificate in Travel (Level 4)</li><li>• Diploma in Tourism and Travel Management (Level 5)</li><li>• Diploma in International Tourism and Travel Management (Level 5)</li><li>• Diploma in Advanced Tourism and Travel Management</li></ul>
Code of Practice signatory:	ITC is a signatory to the Code of Practice
Number of students:	Domestic: 638 students as at August 2016

International: 44 students

Gender:

- Female, 541
- Male, 97

Ethnicity:

- European, 29 per cent of all students
- Māori, 16 per cent
- Pasifika, 54 per cent
- Asian, 17 per cent

Number of staff: 29 full-time equivalents

Seven part-time

Scope of active accreditation:

<http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=827700001>

Distinctive characteristics:

ITC offers a range of programmes and bespoke training resources associated with the airline, tourism and travel industry. ITC also offers a distance learning package to cater for interested learners who are unable to travel to Auckland. Approximately 17 per cent of learners study at home via distance learning.

ITC has or has had subcontracting arrangements with two institutes of technology/polytechnics, NorthTec and Southern Institute of Technology. ITC delivers level 3 programmes that allow learners to pathway to higher tourism and travel qualifications at these institutes.

In addition, ITC offers 12 short courses to secondary schools throughout New Zealand. These courses are delivered to more than 1,000 students per annum. ITC supports the establishment of links between the schools and stakeholders in the tourism industry.

Recent significant changes: In 2014 new strands were added to the National Certificate in Tourism and Travel (Levels 3 and Level 4) programmes. These were tourism in the level 3 programme, and travel in the level 4.

Delivery of the programmes with the new additions commenced in January 2015.

An added aviation strand was approved in the level 3 programme in October 2015, with delivery beginning in 2016. In 2015, the Diploma in Tourism Management (Level 5) was approved and is now being delivered.

In 2015 and 2016, as a result of the Targeted Review of Qualifications, ITC revised and realigned its programmes to meet specific industry needs.

Previous quality assurance history:

ITC was quality assured by an NZQA external evaluation and review (EER) in October 2012, where it received statements of Highly Confident in educational performance and Confident in capability in self-assessment.

NZQA national external moderation results from 2015 and 2016 show that ITC has met external moderation standards. ITC is also externally moderated by its affiliated industry training organisation, Service IQ.

ITC has been through one consistency review with NZQA and deemed to have 'sufficient' evidence to show their programme is meeting the graduate outcomes for the New Zealand Certificate in Tourism (Level 3).

In 2003, ITC was accredited with the ISO 9001:2008 quality mark. The mark is defined by ISO<sup>1</sup> as having a primary focus on meeting customer requirements and striving to exceed customer expectations. ITC completes an annual external ISO audit. Internal audits are completed by internal appointed auditors, while external audits are conducted by outside certified ISO auditors.

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<sup>1</sup> ISO 9000 is a series of standards, developed and published by the International Organization for Standardization (ISO). These standards define, establish and maintain an effective quality assurance system for manufacturing and service industries.

Other: The two campuses in Auckland are specifically located to service the Greater Auckland area. The city campus caters to learners living in central, west and north Auckland. The Botany campus services learners in south and east Auckland.

## 2. Scope of external evaluation and review

The scope of the EER included two focus areas. These were:

- National Certificate in Tourism (Level 3) with a strand in Tourism and Travel

This programme was chosen as it is ITC's entry programme and all learners, including international students, are required to complete the programme before moving on to other qualifications. The programme is delivered over six months.

- New Zealand Certificate in Travel (Level 4)

This programme is the follow-on training from level 3. Similarly, it is delivered over six months. The focus area was selected to evaluate completion rates between the level 3 and level 4 certificates, to understand why learners continue training with ITC, and to assess how well learners are supported.

## 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 one and a half days by two evaluators who visited ITC at its head office in central Auckland.

The evaluation involved engagement with:

- two ITC directors
- head of academic services
- distance learning programme manager
- international marketing manager
- tutor team leader Botany
- head of group services

- five tutors
- seven international students
- 15 domestic students
- five stakeholders comprising representatives from the hospitality, tourism and travel industries, academic support services, quality assurance services, as well as members of the ITC advisory board.

In addition to documents provided for the EER scoping, the EER team sighted and was provided with strategic and investment plans, management and operational policies, quality management system documents, moderation review results<sup>2</sup>, self-assessment documents, stakeholder references and support letters, and monitoring and programme review data (including results data and stakeholder and learner feedback surveys).

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<sup>2</sup> Moderation review results from the relevant industry training organisation (Service IQ) were provided during the EER.

# 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**.

ITC performs strongly in enabling learners to gain and complete formal qualifications.

Key reasons for this judgement include the following:

- Clear purpose and direction actively demonstrated by the two directors/owners. The continued support and resourcing of facilities, marketing and recruitment, professional development and advisory board expenses demonstrate the commitment of the directors to supporting educational achievement.
- The positive relationship between senior management and teaching staff further reinforces the confidence in sustained learner success. This is also highlighted by the low attrition rate of teaching staff.
- Employment of experienced staff who have extensive knowledge of the tourism and travel industry. They have all travelled extensively and use this experience in their teaching. They maintain their currency by working in the industry as well as tutoring.
- ITC programmes provide learners with the relevant vocational skills needed to gain employment in the tourism and travel sector. There is clear and comprehensive evidence that learners complete courses and gain qualifications.
- Successful course qualification with an average of 84 per cent over the last three years compared to the sector median of 79 per cent. In 2015 there was a sharp decrease in learner results. ITC identified the issue and traced it to teaching delivery and teachers becoming familiar with new qualifications and teaching materials. This was addressed during the 2015 year with remedies to take effect in 2016. End-of-year results indicate a return to the average course qualification results. Although Māori qualification rates fluctuated over the same period, ITC was able to identify the low enrolment rates of Māori as a contributing factor for the variations, and was able to provide culturally appropriate activities to best support these learners.
- Strong engagement with industry stakeholders ensures ITC has good relationships to enable it to broker employment opportunities for its graduates. ITC is highly valued in the travel and tourism industry. This is shown through employers' evaluative feedback and evidence of their strong involvement in providing advice to ITC as well as nominating ITC as a preferred training provider.



- ITC is meeting its compliance obligations. In relation to international learners, ITC is meticulous in meeting its obligations under the Code of Practice. A clear directive from the directors requires staff responsible for international learners to produce regular reports on their pastoral care practices.

## Statement of confidence on capability in self-assessment

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

Key reasons include the following:

- Clear and concise policies and procedures relating to compliance standards detailing delegated responsibilities, obligations, reporting mechanisms and production of appropriate evidential data to verify standards are being met and in a timely fashion.
- Establishment of an advisory board made up of representatives from both the tourism and travel industry and the education sector. These people provide up-to-date, relevant information for ITC and are heavily involved in the design, development and approval of ITC programmes prior to obtaining NZQA approval.
- Effective implementation and use of learner, tutor and key stakeholder feedback through regular evaluation. Analyses of the data is monitored by the academic team with summary reporting regularly provided for senior management approval and decisions.
- Implementation of a structured process to evaluate and quality assure all qualifications. This includes a whole-of-organisation workshop approach called the 'Quality Circle' where teaching and academic support teams evaluate each sector of a qualification, review teaching lesson plans and delivery, and internally moderate assessments. Any changes or improvements must be vetted and approved by the academic board and senior management. This level of scrutiny ensures accountability and responsibility
- Active involvement in peak bodies related to the tourism and travel industry and the education sector. This keeps ITC abreast of any developments and ensures the programmes and practices are meeting Tertiary Education Commission and NZQA requirements.

# Findings<sup>3</sup>

## 1.1 How well do students achieve?

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

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

**Table 1. Educational performance indicators across level 3 and level 4 programmes**

	All ethnicities	Māori	Pasifika
Course completions			
2013	85%	77%	82%
2014	83%	79%	80%
2015	79%	66%	79%
2016*	83%	78%	82%
Learner progression to higher-level study			
2014	66%	66%	67%
2015	73%	79%	80%
Retained in study			
2014	74%	62%	72%
2015	75%	71%	75%

Source: International Training College Self-Assessment Summary

\*As to 31 December 2016

The primary aim for learners who enrol in ITC's travel and tourism programmes is to gain the necessary qualifications to work in the industry and to ensure that they understand what it takes to provide high-quality service. Evidence provided for the EER shows that, overall, ITC is a high-performing provider. ITC explained during the EER that the figures in Table 1 are used for ongoing internal monitoring and reporting achievement results to the Tertiary Education Commission. ITC also acknowledged during the EER and in its self-assessment summary that there was a decline in course completions between 2013 and 2015, and then a sharp increase at the end of 2016.<sup>4</sup> ITC explained that through its own analysis, they realised the reductions in course completions in 2015 was due to the teaching staff not being familiar with the resources and standards of the newly introduced programme.

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<sup>3</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>4</sup> This evidence was provided to the evaluators after the EER.

Variations had been added to the programme from the previous year. After identifying the problem, the ITC quality assurance team put in place training and monitoring of delivery to assess the impact of changes made. The turnaround of results in 2016 provides good evidence of ITC understanding its business, acting immediately when issues arise, and monitoring results.

Māori students have remained consistently below the sector median for course completions. This was further highlighted in 2015 with a 66 per cent course completion rate (compared with all students, 79 per cent), which is consistent with the issues identified above. The increase in 2016 further validates the processes implemented by ITC. ITC believes that the low numbers of Māori enrolled exacerbates the effects of the performance issues of a few. ITC realises that achievement figures will fluctuate depending on the numbers of Māori enrolled, and has plans to mitigate this trend. These include marae visits, increased one-to-one teacher sessions, and encouraging cohort meetings to foster better collaboration between learners. Achievement results for Pasifika learners have been consistently above the sector median. There are large number of Pasifika people in the region, and increased tourism opportunities in the Pacific have led to an increase in Pasifika enrolments.

In addition to positive academic results, learners gain useful skills, including a good work ethic, disciplined and refined dress and bearing, increased customer service confidence and improved communication skills. Evidence from industry stakeholders shows that their expectations of ITC learners have been exceeded. Those stakeholders who have taken on learners for work placements have been impressed with their attitude and skills and, in some cases, have filled vacancies with some of ITC's higher-performing learners. At the time of the EER, 130 learners had been placed into work in 2016.<sup>5</sup>

Since the previous EER, ITC raised the standard of its self-assessment. Senior management has ensured that all achievement results are comprehensively analysed and trend information clearly articulated, with suggested strategies for continual improvement. Programme reviews are regularly monitored and reviewed by staff, with summary reports compiled by the academic manager for senior management discussion and strategic decision-making.

ITC also makes good use of learner and stakeholder evaluations, with analysis indicating that 90 per cent of respondents were more than satisfied with ITC. Internal and external moderation results indicate that ITC's assessment processes are fair, robust and valid. This gives ITC confidence that the work produced by learners meets the requirements of the unit standards. These examples and steps

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<sup>5</sup> This figure takes into consideration the fact that many of these learners enrol in more than one programme in the year and therefore should not be regarded as a percentage of total enrolments.

taken to address course completions in 2015 provide strong evidence of a highly capable and competent provider with strong self-assessment capability.

## 1.2 What is the value of the outcomes for key stakeholders, including students?

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**.

Evidence collected by way of evaluator interviews and learner and stakeholder feedback shows that stakeholders derive considerable value from the outcomes. Learners get the benefit of the up-to-date industry experience of the tutors, adding to their employment readiness, attraction to employers, and further adding to their knowledge and skills base. This extends to involvement in industry expos where the learners can meet people working in the industry and gain valuable information as well as increasing their industry networks. The value to the learner is that they are able to identify relatively quickly the future direction of their career. ITC data shows that over its 20 years in operation, almost 4,000 graduates have found employment with over 350 tourism-related employers. Comparing annual enrolments averaging 350, and then taking into consideration most of these enrolments are learners enrolling in two courses per annum, the number of graduates gaining employment in the industry is high.

Written testimonials from schools and travel and tourism businesses show that they are highly satisfied with the standard of graduates coming from ITC. One business owner believes this is due to the positive relationship with ITC. They appreciate and have documented that ITC has a good understanding of their business needs and provides for those needs by maintaining strong communications and networks with the industry. Another stakeholder stated that over the last six years they have only had to publicly advertise for general crew members once, preferring to use tourism graduates from ITC, one of their preferred providers.

Self-assessment practices in relation to this question are concise and useful in supporting ITC to meet the needs of its stakeholders. Learner and stakeholder evaluations provide ITC with a good source of analysed information about how well these groups value the training, and for quickly identifying any issues that hinder their expectations. For learners, many of their concerns relate to pastoral care and support. Once these are addressed, ITC has noted a steady increase in achievement rates. In addition to evaluation reviews, ITC seeks written testimonials from stakeholders such as employers of ITC graduates and also schools where ITC offers its programme. These provide a rich direct source of feedback to ITC as well as helping to maintain critical networks. The feedback from

stakeholders is used to inform programme design, monitor graduate employment progression, and ensure programme content is relevant to the industry.

The advisory board – comprising education and industry representatives – strongly validates ITC’s programmes and how it is meeting expectations. The board has advised on the development of ITC’s programmes as well as approving some qualifications prior to being submitted to NZQA for approval.

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant 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**.

ITC’s programme are well matched to the needs of key stakeholders, particularly learners. There has been a conscious intent by ITC to ensure that the programmes on offer meet specific graduate outcomes, are relevant to the tourism and travel industry, and are pitched at a level that is appropriate to the learners. ITC uses simulated and real-life activities to prepare the learners for the sorts of situations they will encounter in the tourism industry. These activities include practice using simulated airport facilities available at ITC’s two teaching campuses, and field trips to major tourist attractions in Auckland where learners are able to see how tourism businesses operate in the real world. Through these visits, learners are able to interact with business owners with the prospect of future employment. ITC also uses a range of assessment methods such as roleplays, developing portfolios, submitting research assignments and open and closed book written assessments. These assessments further reinforce the simulated activities. Employers appreciate that ITC learners gain this type of practical experience because it saves on training and development costs.

ITC’s self-assessment shows that it has the right programmes in place and that they have been designed well enough to enable the learners to achieve the expected outcomes. Programmes are continually reviewed throughout the teaching year through learner evaluations, tutor evaluations and industry feedback on ITC graduates. ITC also conducts in-depth analyses of evaluative data involving all staff. This includes scrutiny of lesson plans, learning resources, teaching delivery, and moderation of assessments (internally and externally). There is then a structured approach to implementing changes identified in the analyses. This includes final approval by the academic team and senior management. Once implemented, there is a trial period where the improvements are then re-evaluated, including re-moderating any assessments that were part of the changes.

#### 1.4 How effectively are students supported and involved in their learning?

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 pastoral care and support provided by ITC to its learners is highly effective. Evidence shows that there is a genuine intent from ITC to create a personalised welcoming education experience for learners. With a high proportion of young learners – many whom are recent graduates of secondary school – ITC has implemented clear and simple processes and systems designed to ensure learners are given every chance of succeeding. There is a structured induction for all learners where they are formally welcomed into the school and shown the facilities. They are briefed on their rights as students and provided with staff contact details in case of emergencies. Throughout the induction, ITC ensures the learners' families are kept fully informed and are encouraged to contact ITC staff if they have any queries or questions. This invitation is extended throughout the learning year and not just at induction.

As a signatory of the Code of Practice for international learners, ITC has effective systems in place to comply with the code. The support begins at the marketing and recruitment stage in the learner's home country. International students and their families are fully briefed on the details of ITC's programmes and visa requirements, and also take the necessary IELTS (International English Language Testing System) English language competency requirements. ITC has the capability to conduct these tests internally. On arrival in New Zealand, international students are given a comprehensive information pack that includes insurance, fee protection, staff point of contact, as well as general information about Auckland and New Zealand. During the teaching year, attendance is strictly monitored, and any issues identified by staff or the learners are assigned to support staff delegated to manage international students. Feedback from learners during the EER interviews, and evidence collected from learner evaluations, provides sufficient direct feedback that support from ITC is effective.

ITC has clear and concise processes for reviewing its practices for supporting learners. ITC has dedicated management-level staff responsible for ensuring all new Code of Practice changes are implemented without delay and monitored for effectiveness. ITC's policies, procedures and information related to the code are annually reviewed by the managing director to ensure practices are up to date.

Student council meetings are held monthly to provide a student voice to the student service team meetings. Staff are able to obtain relevant feedback about whether current support practices are of any benefit or if further support is needed. ITC can demonstrate through its analyses of learner evaluation feedback how effectively its systems are supporting learners.

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

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

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

The governance and management of ITC is highly effective in supporting educational achievement. The PTE is owned and managed by two directors who have a long history in the travel industry, in New Zealand and overseas. Both directors demonstrate a strong passion for tourism and travel education and are committed to ensuring there is an effective and sustainable workforce for the industry. This level of leadership is a key contributing factor to the low attrition rate among the teaching and managerial staff as well as the consistently high learner course and qualification achievement.

Management responsibilities are clearly detailed and focus on maintaining a positive organisational culture. This was expressed in ITC's previous EER and is a follow-on from the previous owner. ITC's vision of being the 'first-choice travel and tourism study option' for learners in New Zealand and overseas is unambiguous and achievable. Its mission statement complements the vision by providing action statements that express ITC's ambition to be seen as a leading tourism and travel education provider. Evidence collected shows that organisational, investment, marketing and operational strategies clearly align with the intent of the vision and mission statements. One example that validates the vision is the endorsement by Air New Zealand Aviation Institute of ITC as its preferred training provider. This is a major coup for ITC, and testimonials from Air New Zealand Aviation Institute are included in ITC's marketing strategy.

In relation to self-assessment of governance and management, ITC is taking a more deliberate and focused approach to raise its capability for assessing how it operates. This is an obvious difference from the previous EER. Strategies have been developed to ensure ITC's operations remain relevant to the industry, are adequately resourced, and meet all regulatory standards. The directors are active in travel and tourism training peak bodies including:

- Tourism Industry Aotearoa New Zealand
- Targeted Review of Qualifications working party for travel tourism and aviation qualifications
- Ministry of Education Schools Pathway Alignment
- Tertiary Education Commission working party for the revision of educational performance indicator methodologies

- Futures Group - New Zealand Cross-Sector International Educational policy and sustainability growth strategies
- New Zealand Asian Leaders Forum.

In addition, ITC makes strong use of its advisory board which is made up of people representing travel and tourism as well as education. The board has provided ITC senior management team with information relevant to tourism recruitment cycles, updates on the sector, and likely tourist visitor numbers. The education representatives provide updates on school challenges pertaining to tourism classes as well as learner and school needs. This type of information and level of support by the advisory board gives confidence to ITC that the resourcing of the board is justified.

## 1.6 How effectively are important compliance accountabilities managed?

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**.

ITC has clear and concise processes in place that ensure it is highly effective in managing its important compliance accountabilities. The directors said that ITC was meeting all its legal and ethical obligations, including those related to education, employment, health and safety and within the tourism and travel industry. These statements were backed up by evidence. The evidence showed clear policies in place and assignment of dedicated people with delegated responsibilities to ensure compliance accountabilities are met in a timely fashion. The process also includes steps that require sign-off by the directors or one of the senior leadership team. The significance of this process is that it demonstrates significant leadership and oversight of the organisation for these important strategic and operational requirements.

In relation to international student support, ITC has established a team that is responsible for working with international students and their whānau. The team is vigilant in their adherence to the Code of Practice and achieve this by having a strong focus on the well-being of international students, their education requirements and pastoral care. In addition, the international marketing manager travels extensively overseas, and ensures that prospective learners and their representatives are aware of the support systems available to international students at ITC.

Governance oversight by the ITC directors, delegated responsibility to senior management, and regular monitoring of due dates to ensure compliance accountabilities are met provide NZQA with the assurance that ITC has robust



policies and procedures in place and that they are actively implemented throughout the organisation. As an added quality assurance process, ITC has also attained accreditation under ISO 9000 standards. This provides ITC with another layer of quality assurance and compliance procedures that can attest to the exemplary self-assessment practices in relation to this key evaluation question. In addition, programme approvals, annual plans and timetables attest to programme compliance and were further verified in interviews with senior management and tutors.

## Focus Areas

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

### 2.1 Focus area: National Certificate in 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**.

### 2.2 Focus area: National Certificate in Travel (Level 4)

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

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

# Recommendations

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

# Appendix

## Regulatory basis for external evaluation and review

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

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

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

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

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

*The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment. External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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