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Report of External Evaluation and Review

New Zealand College of Chiropractic

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 31 January 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:	New Zealand College of Chiropractic (NZCC)
Type:	Private training establishment (PTE)
First registered:	2 February 1997
Location:	Harrison Rd, Mt Wellington, Auckland
Delivery sites:	As above
Courses currently delivered:	Bachelor of Chiropractic
Code of Practice signatory:	Yes
Number of students:	Students enrolled – 266 (246.5 EFTS (equivalent full-time students)) Domestic: 209 students, mostly Pakeha (5 per cent Māori; 8 per cent Pasifika with equal numbers of males and females) International: 57 students, mainly from Canada, Europe and Scandinavia; some from Asia (European 68 per cent, Asian 24 per cent, other 9 per cent) Ages: 18-19, 11 per cent; 20-24, 57 per cent; 25-39, 28 per cent; >40, 5 per cent
Number of staff:	34 full-time/31 part-time
Scope of active accreditation:	Bachelor of Chiropractic (Level 7)
Distinctive characteristics:	NZCC is the only educational organisation offering a

chiropractic degree in New Zealand. It has close links with other colleges of chiropractic in Australia and North America.

NZCC is a not-for-profit charity organisation and benefits from the requirement of meeting two accreditation standards (Council on Chiropractic Education Australasia and NZQA). This provides the opportunity to benchmark rigorously against other international chiropractic colleges and other PTEs. Since the last external evaluation and review (EER), NZCC has achieved the maximum accreditation awarded to a chiropractic college by the Council of Chiropractic Education Australasia. This is a significant achievement and allows graduates to practise chiropractic worldwide.

The NZCC emphasis is on graduating excellent chiropractors. The programme includes opportunities for those interested in furthering their chiropractic careers in any branch of the profession – practice, research, or academic.

Recent significant changes: The president of NZCC, appointed in 2013, has gained insight into the organisational structure, and in 2015, along with the board of trustees, identified areas where the organisational structure could improve to meet the demands of growing student numbers. As a result, the organisation was restructured. The process was completed by January 2016.

Previous quality assurance history: The previous EER of NZCC was held in 2013, with outcomes of:

- Educational performance – Confident
- Capability in self-assessment – Confident

The EER made the following recommendations:

- Review the workload for both students and staff of the clinical requirements for years 3 and 4 of the degree in the chiropractic centre [for clinical practice].
- Review the involvement of academic staff in the college's Centre for Chiropractic Research outputs and the possible research synergies between the Centre for Chiropractic Research and the chiropractic centre.
- Review professional development opportunities for

academic staff in adult education and develop a plan to up skill staff in this area.

- Review the assessment timetable for the degree papers to determine the best number and mix of assessments required to meet student learning outcomes.

An NZQA degree monitor visited NZCC in October 2014. All 14 recommendations from the previous monitor's visit were noted as having been addressed, and the two areas of weakness were strengthened as noted below. Areas of strength were noted, including the development of the research centre and funding increases, enabling an increase in the depth of faculty involvement in research and the number of projects. Student participation in post graduate research and intercollegiate research was also noted as positive. Staff development initiatives were also noted as an area of strength, with the considerable and wide-ranging changes noted in the behaviour of staff and the feedback to students made as a result of staff completing an adult education certificate. Many of these improvements are outlined in this EER report.

The single recommendation noted in the degree monitor's report covered the development of self-monitoring and assessment processes to conclude formal monitoring.

On 2 December 2014, NZQA granted NZCC the right to self-monitor the Bachelor of Chiropractic in accordance with the NZQA guidelines for monitoring degrees.

2. Scope of external evaluation and review

The scope of the EER included two focus areas:

International student support	This is a mandatory focus area where an organisation has a significant number of international students.
Bachelor of Chiropractic	This is the only qualification offered. As this is a level 7 degree, staff are required to do research.

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.

A team of two evaluators visited the NZCC site over two days, followed by phone calls to stakeholders on the subsequent days. Interviews were held with the president, two board members, the Roundtable group¹, the international pastoral support team, lecturers, the research leader and research staff, 14 year 1 and 2 students, 11 year 3 and 4 students (including three student council members), and stakeholders who included industry community members and graduates.

A separate group of 14 international students from all four years were interviewed to ensure good coverage of the pastoral care aspect. A wide range of documents were viewed pertaining to the academic and management activities of NZCC, including meeting minutes and reports, strategic reviews and planning, learner and graduate feedback, and internal and external moderation reviews. The evaluators viewed additional information on pastoral care activities on subsequent days.

¹ Roundtable is made up of the executive management team: dean of research, dean of chiropractic, dean of academic, chief financial officer, executive vice president.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **New Zealand College of Chiropractic**.

The reasons for this judgement are as follows:

- Significant progress has been made against the recommendations from the last EER report. For example, clinic workload for both staff and students has been reviewed and is now managed well, and course delivery is now supporting the staircasing of knowledge. As a result of specific professional development opportunities for staff, shared innovative teaching methods support learning. The centre for research is now well connected with the centre and academic staff, and as a result research capability overall has lifted significantly.
- Governance and management has recently had a restructure, where positions have been redistributed for a better fit with the purpose and direction of the organisation. The governance and Roundtable team has ensured the degree is aligned to the teaching and learning, research, community engagement and national and international recognition.
- The strategic thinking of the restructured governance and management has led to many improvements in the college, best exemplified by the fact that it has now been permitted to self-monitor its degree programme.
- NZCC is meeting all the most important needs of learners and key stakeholders, both nationally and internationally. This is confirmed by the consistently high pass rates, positive student satisfaction survey ratings, exemplary graduate outcomes, repeat business from professional bodies, and word-of-mouth reputation both in New Zealand and overseas. The NZCC qualification is acknowledged internationally, especially in Australasia and Canada, as an excellent indicator of graduate performance and knowledge.
- High rates of course and qualification completion have been maintained by NZCC over the last four years (97 per cent and 100 per cent respectively). Attrition rates are very low, indicating that, once enrolled, the majority of students are committed to completing the degree.
- Strong connections with industry, and partnerships and collaborations including a memorandum of understanding with the New Zealand Chiropractic Board, the regulatory body for chiropractic, and with the New Zealand Chiropractors' Association, support student learning, research and graduate outcomes.

- Useful and meaningful skills are acquired, as shown by the number of graduates in employment, managing their own businesses and working overseas, with most still in practice. All learners contribute positively to the local, national and international communities through their work or through the ongoing research that is now an integral part of the college's academic activities.
- Many graduates have continued with their studies, moving into further study, and some have become research-active and/or become part of NZCC as members of the teaching team or as guest lecturers or mentors in the on-site chiropractic clinic.
- Effective learning environments provide excellent learning conditions. The site features an up-to-date gym and a wellness café (owned by NZCC) to ensure good exercise and nutrition for its learners. There is also a practising clinic for hands-on work experience supported by mentoring. The Education (Pastoral Care for International Students) Code of Practice is embedded in the organisation's processes and practices.
- External moderation and monitoring reports acknowledge the excellent teaching and assessment being achieved and the value for learners, employers and the wider community. Internal peer moderation practice supports tutors in assessment decisions, and ensures consistency.
- Research is strong throughout the organisation, and all staff are research-active. Many students are also involved in the research aspect of the college. Participation in research by staff and students contributes positively to the growth and development of knowledge, which feeds into the learning environment.
- Sound review processes are in place, such as regular and ongoing staff meetings and content and course review. This ensures the currency of educational delivery where modules and content are regularly updated to better suit the student body in response to their feedback. Ongoing curriculum changes occur in response to staff and student feedback to identify and address the needs of learners, employers and the wider community.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **New Zealand College of Chiropractic**.

The reasons for this judgement are as follows:

- Self-assessment is demonstrated by the governance group through embedding an expectation of self-assessment practice across the organisation, and is role-modelled by the leadership team. This is a strategic change since the last EER as a result of assessing NZCC needs and capabilities.
- NZCC and the board have a methodical, organisation-wide approach to self-assessment which is well embedded into ongoing processes and practices, and as a result is now more strategic. The approach includes regular reviews of the programme and delivery, effective resources, relevant policies and procedures, and graduate outcomes. Self-assessment uses evaluative enquiry to foster organisational improvement and improve outcomes for learners.
- The annual student survey shows student needs are consistently met. The survey is benchmarked against previous years, as are course evaluations, to identify areas of concern and to provide evidence of achievement. The information gathered is given to the board of trustees, the Roundtable, heads of department, the stakeholders advisory committee, and lecturers, and then reassessed in the next period to gauge change and identify new areas for improvement.
- Relevant and worthwhile improvements to organisational outcomes occur as a result of systematic, ongoing feedback from all parts of the organisation. This ensures that the needs of the learners, employers and the wider community are met. Examples include the organisational restructure, updates to information technology, increased library hours, a curriculum review, and revisions to competency assessment for graduation.
- Since the last EER, systems have been reviewed and strengthened, and a self-reflective culture pervades the organisation and is strongly supported by well-qualified and committed management and staff. NZCC was able to demonstrate the impact and effectiveness of change throughout many aspects of the organisation. These include staff training to assist delivery, course and content updates, revised delivery methods, assessment changes to assist student workload, streamlined administration and academic processes, and effective practices around a comprehensive research capability to achieve research outcomes.

The characteristics of effective self-assessment were clearly evident and convincingly demonstrated.

Findings²

1.1 How well do learners achieve?

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

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

NZCC has consistently achieved excellent course and qualification completion rates, exceeding 95 per cent in both areas since 2013 with International students achieving at the same level as the domestic. High numbers (93 per cent in 2015) of graduates move into chiropractic employment and practice, nationally and internationally, in both rural and urban settings.

Table 1. Domestic student achievement rates, Tertiary Education Commission educational performance indicators, 2013-2015

	2013	2014	2015
Course completion	98%	96%	97%
Qualification completion	100%	100%	100%

Although Māori and Pasifika make up a very small proportion of domestic students (approximately 9%) their course completion achievement over the last three years is as good as other students showing in the 90% range. Qualification completions dropped for Māori in 2015, 3 students [50%] withdrew for valid personal reasons. Training is in place to improve understanding of cultural needs by staff and to ensure relevant teaching that generates good learning outcomes for the students.

NZCC benchmarks positively against other PTEs nationally that operate at a similar level, and also performs well against international chiropractic colleges. As an example, of those returning Canadian students who sit the Canadian Board of Chiropractic exam, NZCC graduates are the top students each year.

The high completion rates are supported by careful, selective entry and admission processes, and a relevant and effective critical thinking module to ensure each learner has the ability and motivation to complete the degree. Both of these are a result of a review of entry processes. Purposeful collaboration with Auckland University of Technology enables potential students to undergo a one-year, pre-entry programme in science to give learners the relevant foundation knowledge and

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

skills for chiropractic study. This ensures students are study-ready and able to gain technical theoretical skills and knowledge for chiropractic in a real-world context.

NZCC identifies opportunities for students to be recognised and to win awards. These achievements include international students achieving the ITENZ³ International Student of the Year award for the last three years (2013, 2014 and 2015) and domestic students in 2013 and 2015.

While the majority of graduates move into employment, some graduates engage in further study in later years to gain Master's and PhD-level qualifications, and some return to NZCC to be part of the mentor scheme or as teaching staff.

Regular and ongoing feedback mechanisms with stakeholders, staff and students to understand learning, technical and resource needs are discussed, addressed and embedded in future planning of the programme.

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 **Excellent**.

NZCC offers a niche market qualification as the chiropractic degree is the only qualification of this kind offered in New Zealand. Learners who complete the four-year qualification acquire highly relevant skills using the latest technology and knowledge to become trained and qualified chiropractors who gain work immediately.

A high percentage of graduates (averaging 93 per cent over the last four years) are immediately employed in the industry or manage their own business either in New Zealand or overseas following completion of the chiropractic qualification, thereby meeting their career goals.

NZCC benefits from the requirement of meeting two accreditation standards (Council on Chiropractic Education Australasia and NZQA). This provides the opportunity to benchmark rigorously against international chiropractic colleges and other PTEs. NZCC achieved the maximum accreditation (five years) awarded to a chiropractic college by the Council on Chiropractic Education Australasia. This is a significant achievement as the accreditation allows NZCC graduates to practise chiropractic worldwide.

³ Independent Tertiary Education New Zealand, an association of private tertiary institutions.

The NZCC qualification is acknowledged internationally, especially in Australasia and Canada, as an excellent indication of graduate performance and knowledge. A significant number of international students return to practise in their home countries. NZCC has a positive reputation which acknowledges its standing as a preferred provider internationally for many individuals.

NZCC has the highest graduate practice requirements of any chiropractic college worldwide. The minimum requirement of the Council on Chiropractic Education Australasia is 250 patient visits – NZCC requires 500. This means that NZCC students are market-ready chiropractors, and this is a contributing factor to the high employment rates of graduates.

The campus includes a 'real world' chiropractic centre which is used for the clinical practice requirements of years 3 and 4 of the Bachelor of Chiropractic. At the chiropractic centre, students (as interns) have appointments with members of the public who are paying patients.

NZCC has good leadership leading a strong team that encourages learning, and this is reflected in student behaviour. Good leadership is a value for learners, employers and the wider community, and is nurtured and fostered through the four years of study.

Strong connections with industry, and partnerships and research collaborations that support and contribute to student learning and graduate outcomes ensure the learning is current and of value for learners, employers and the wider national and international communities.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

There is strong evidence that NZCC is highly effective in meeting the needs of a wide range of learners and other stakeholders. NZCC has sound processes for ensuring the currency of educational delivery, including the regular update of content to align with the latest industry and graduate feedback and research results. In response to comments in the last EER, the workload of the clinical requirement in the chiropractic centre has been addressed following a review.

NZCC has a memorandum of understanding with the New Zealand Chiropractic Board, the regulatory body for chiropractic, and with the New Zealand Chiropractor's Association. These groups meet to discuss current issues, updates and opportunities for the profession to ensure the curriculum meets industry needs and regulations.

NZCC has extensive engagement with its key stakeholders and consults regularly with industry and profession specialists nationally and internationally. The PTE also engages through collaboration events and research partnerships and alliances.

Research outputs and outcomes are embedded in the curriculum to add to the foundation of chiropractic teaching and learning at NZCC. Collaborative research with the academic faculty supports innovation and the creation of new knowledge.

The stakeholders advisory committee, which meets four times a year, includes students, graduates, iwi, employers and industry bodies such as the New Zealand Chiropractors' Association. This ensures ongoing review and improvement to quality, and the relevance of education and knowledge, which supports the social, cultural and financial outcomes noted by students and key stakeholders.

There is regular and meaningful engagement of iwi and Māori stakeholders in programme delivery, content and graduate outcomes. NZCC has been slowly increasing its Māori and Pasifika student numbers by increasing recruitment efforts and offering scholarships directly through the college and through iwi. As noted in 1.1 a Māori and Pasifika enhanced learning course and cultural safety training is in place to improve understanding by staff of cultural needs, and to ensure relevant teaching that is comprehensive and generates good learning outcomes for the students.

The extent to which improvements are relevant and worthwhile can be attributed to the PTE's response to systematic, ongoing feedback from across the organisation. Ongoing and regular learner feedback and programme review informs revision, which is effective and meets learning needs. In response to learner feedback at the end of each semester, courses are revised to align better to the desired outcomes. Findings are used to implement changes. Students noted many instances where classes, modules and teaching delivery had changed to better support the students' understanding and learning of chiropractic concepts.

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**.

Achievement at NZCC is consistently high. Student survey responses indicate high satisfaction with the teaching, mentoring and internships. There are effective relationships between learners and staff, where learners feel supported and are satisfied with the calibre of teaching and knowledge and the structure (order) of the modules and their alignment. Learner feedback is always monitored and evidence was heard of how the modules and structure are changed in response to student and staff feedback. Examples of responsiveness included extended library hours,

module-switching to ensure topic flow to assist understanding, and changes to competency assessment for graduation.

Staff are suitably qualified and experienced in the subject areas. NZCC chiropractic faculty staff are required to have a minimum of five years' practice experience and are actively involved in private practice and professional bodies (e.g. the New Zealand Chiropractors' Association). This ensures that the teaching programmes and student wellbeing result in the graduates acquiring appropriate skills and attributes. Tutors are supported to undertake and attend further professional development opportunities, and are given appropriate internal guidance to support teaching. The last EER identified the need for faculty to upskill in adult teaching and learning. As a result, NZCC put all full-time faculty members through the Certificate in Tertiary Teaching at Auckland University of Technology in 2014. NZCC also offers continuing professional development internally.

External and internal moderation processes ensure national and international expertise. Ongoing internal peer-moderation practice, monitoring and observations and communication regularly update staff about practice and teaching.

Teaching content and structure for each year progresses appropriately from the previous year, and learners are appropriately informed of expectations. This prepares learners each year for the knowledge required in the following year. The programme is supported by a carefully planned and reviewed assessment schedule that ensures an even and fair spread of assessments. Learners are satisfied with the calibre of teaching and knowledge, and the structure of the teaching modules of the programme.

Responding to the recommendations from the last EER, NZCC has identified clear links between the research strategy, the research leader activities, mentors, staff, research and the relevance of the research to student learning. Teaching and learning is informed by research and professional development. Evidence for this was seen in the collaborations with external agencies on research, and the success of both staff and student research assistants being recognised and rewarded with national and international awards and scholarships.

The programme committee and academic board closely monitor student progress, overseen by the NZCC Roundtable. Internships enable the students to work as trainees gaining practical experience in the working clinic. This combines and supports theory and practical knowledge and industry expectations of client management. Re-sits, mentoring and internships are well monitored. Staff capability in monitoring was noted as being strategic and a strength by management, staff and students.

NZCC reviewed its research culture and appointed a research fellow to foster and support faculty research across all departments. In 2014, NZCC had five papers published, and in 2015 this increased to 24. Two faculty members are undertaking Master's degrees involving research, and most staff members are on target to

produce at least one piece of published research within their two-year key performance indicator targets.

Each semester student evaluations show consistently high levels of student satisfaction with the teaching, resources and programme content overall. Teaching delivery has an average semester course evaluation of 4.2 out of 5. Monitoring and review – including course evaluations, tutor evaluations, peer observations and resulting changes – are shown in peer teaching, updates to the curriculum, and the embedding of research into course evaluations.

1.5 How well are learners guided and supported?

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

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

Students are well supported by a large academic team, including highly experienced chiropractors who provide hands-on support in the NZCC chiropractic centre. The student council – made up of class representatives, members of the New Zealand Chiropractic Students' Association and the executive team – supports learners to give feedback and a voice at the governance level. The student council is strong across all four study years, with ongoing consultation, review and feedback loops noted and recorded, with significant changes made where needed. These include a new critical thinking course as a result of a review of the pass rates of a critical thinking test of final-year students in 2015. Feedback from students from all four years of study regularly attests to the thorough and ongoing support offered throughout their study.

The Code of Practice is embedded in the organisation's processes and practices. NZCC offers thorough and comprehensive international student support where staff have a good awareness of the school's obligations under the code. A whole-of-school approach to the pastoral care of international students demonstrates the college's values, particularly those of mutual respect and responsibility. The support and guidance of students is the primary role of the welfare team, who have clear roles and responsibilities to ensure all aspects of student welfare are identified and responded to. Following a review of the coordination of the pastoral care, training for student representatives was put in place to enable specific pathways for students to deal with specific concerns about bullying or harassment.

An extensive range of facilities and equipment, including a gym, café, library and the working clinic are available to the students. These contribute to the students acquiring useful skills, wellness and knowledge that they can use immediately in the workforce. NZCC has a strong extracurricular timetable, and students participate actively in student-led clubs and activities, including an annual ball, which focus on the social, academic and cultural wellbeing of the students.

The annual student survey of both domestic and international students shows that student needs are consistently met. The survey is benchmarked against previous years, as are course evaluations, to identify areas of concern and to provide evidence of achievement. The information gathered is given to the board of trustees, the Roundtable, heads of department, the stakeholders advisory committee, and lecturers, and then reassessed in the next period to gauge change and identify any further areas for improvement.

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 **Excellent**.

NZCC's purpose and direction is clear and concise and well supported by a strong leadership team. Governance and management has, over the last nine months, completed a major restructure and worked through a comprehensive strategy to ensure the degree is aligned to relevant teaching and learning, the latest research, having comprehensive community engagement and national and international recognition. As a result, the management and governance relationship is more effective, with a shared vision that is understood and well supported across the organisation.

The NZCC mission was changed to better reflect the cultural shift towards student support and learning led by the executive management team (the Roundtable) where all key areas of the organisation are represented. The management team responded proactively to the major changes in the strategy, a new board and management structure. This ensured a high-quality analysis of the current campus layout, facilities, staffing model and overall approach to education, resulting in effective investment decisions around buildings, the gym and a self-managed wellness café.

Board membership reflects a good mix of skills that were particularly important to managing the financial and legal requirements of the restructure. Roundtable members also have some experience in supporting change from previous years. They manage risk well and discuss and disseminate information around change. Consultation and feedback also occurs through the stakeholder advisory committee and the board of trustees. Decisions, consultation, feedback and information flows through the Roundtable and student council to ensure a methodical approach to a continuous cycle of organisational improvement.

NZCC has a memorandum of understanding with the New Zealand regulatory body for chiropractic, the New Zealand Chiropractic Board, and with the New Zealand Chiropractor's Association. These groups meet a minimum of twice of year to

discuss current issues and opportunities for the profession. They provide guidance to the profession in New Zealand and valuable feedback to NZCC to ensure the curriculum meets industry needs and regulations.

The Council on Chiropractic Education Australasia has bestowed on NZCC the highest recommendation and an accreditation period of five years. This grants NZCC graduates the right to apply for registration worldwide.

In response to recommendations in the 2013 EER report, NZCC reviewed its research culture, including the involvement of academic staff and the possible synergies between the Centre for Chiropractic Research and the centre itself. NZCC appointed a research fellow with responsibility to foster and support faculty research across all departments. As a result, the research team is integrated and the faculty and students are actively involved in research. NZCC has strengthened its research capability through the work of the Centre for Chiropractic Research and has signed a memorandum of understanding with Life University (the largest chiropractic college in the world) to collaborate on research, receiving a \$US50,000 grant. This has resulted in an increase in research activity at NZCC (see Findings 1.4)

Staff are well qualified and knowledgeable, with postgraduate qualifications and extensive subject knowledge as a result of the college's up-to-date research capability. As noted, in response to the recommendations from the last EER, academic staff have been fully supported to gain adult teaching qualifications. The college ensures and supports recognition of individual, departmental, field and organisational excellence through the many awards given, both in-house and by other agencies.

Weekly management meetings ensure that any issues are effectively addressed. A range of statistics from course evaluations, the annual student survey, the staff survey and student feedback groups are subject to further scrutiny and analysis. The analysis feeds into improvement changes since the last EER, such as the organisational restructure, updates to information technology, increased library hours, a curriculum review, and revisions to competency assessment for graduation.

Focus Areas

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

2.1 Focus area: International student support

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: Bachelor of Chiropractic

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).

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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