

Report of External Evaluation and Review

New Zealand School of Outdoor
Studies Limited trading as NZ School
of Commercial Diver Training

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 19 June 2013

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MoE Number: 8449
NZQA Reference: C10863
Date of EER visit: 2 April 2013

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 School of Outdoor Studies Limited trading as NZ School of Commercial Diver Training
Type:	Private training establishment (PTE)
Location:	137 Rotowaro Road, Huntly
Delivery sites:	Weavers Crossing, Huntly (Lake Puketirini adjacent to teaching premises)
First registered:	1 September 1992
Courses currently delivered:	<ul style="list-style-type: none">• Certificate in Construction Dive Management (Level 6)• Certificate in Offshore Commercial Dive Management (Level 6)• Certificate in Saturation Diving (Level 6)• Certificate in SSBA Construction Diving to 30m (Level 4)• Certificate in SSBA Construction Diving to 50m (Level 5)• Certificate in Underwater Construction Diving (Level 4)
Code of Practice signatory?:	Yes
Number of students:	Domestic: 112 (2012) International: nil (2012)

Number of staff:	6.5 full-time equivalents
Scope of active accreditation:	Occupational dive unit standards to level 5, plus a range of personal development, outdoor education, and English for Speakers of Other Languages unit standards. For details refer to: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=844973001
Distinctive characteristics:	<p>NZ School of Commercial Diver Training is the only publicly available provider of commercial dive programmes in New Zealand. The only other organisations accredited to provide commercial dive programmes in New Zealand are the New Zealand Defence Force (Navy), and the National Institute of Water and Atmospheric Research. This training is unrelated to that for recreational diving – the type of equipment, depth of diving, and skill expectations required are significantly different.</p> <p>The training delivered and skills sought by learners are for international employment opportunities. The PTE therefore maintains an international focus, and its programme has world-wide accreditation and status via the Australian Diver Accreditation Scheme.</p>
Recent significant changes:	The ownership of NZ School of Commercial Diver Training transferred to Intueri Education Group one working day prior to this evaluation and review.
Previous quality assurance history:	<p>NZ School of Commercial Diver Training was last quality assured by audit by NZQA in 2009. At that time, the PTE ‘substantially met’ the requirements of the standard.</p> <p>NZ School of Commercial Diver Training also has an annual Australian Diver Accreditation Scheme (ADAS) audit. This is required to comply with New Zealand legislation relating to commercial diver training. For this evaluation and review, ADAS has confirmed that there are no matters arising with NZ School of Commercial Diver Training, and that the PTE remains part of its regular and standard audit programme.</p>
Other:	Dive training integrates theoretical and practical components (i.e. theory must be applied and

demonstrated in practical settings). Accordingly, a significant proportion of delivery occurs on a dive barge located on Lake Puketirini. This is a unique learning facility, designed to replicate oil rig conditions. All training is highly orientated towards work settings, and NZ School of Commercial Diver has a strong focus on ensuring graduates are ready to work in the dive sector upon course completions.

Unit standards have been aligned with training requirements from the sector, to ensure upon course completion that graduates have sector accreditations and New Zealand unit standards.

2. Scope of external evaluation and review

The agreed scope of the external evaluation and review (EER) was:

- Governance, management, and strategy
- All programmes of delivery.

At the time of the EER visit governance, management and strategy was a mandatory focus area. All programmes were included because it was feasible to consider all provisions through this EER.

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 evaluation team comprised two evaluators. The team visited NZ School of Commercial Diver Training on 2 and 3 April 2013. During the visit the evaluation team meet with:

- The two senior leaders (previously owner-operators of this organisation)
- The new senior manager (representative of new shareholders)
- All staff (tutors and support staff)

- Learners in groups one and two of the educational cohorts (reflecting the two different levels of study).

The evaluation team was able to observe practical delivery of training to learners on the dive barge, and key equipment (on water and land) was outlined to demonstrate learning processes and approaches.

The evaluation team contacted, via telephone, employers, graduates, dive industry consultants, and ADAS for information on the services of NZ School of Commercial Diver Training. The evaluation team is confident that those contacted represent a comprehensive range of stakeholders for the PTE.

During the course of the EER the team also received, and undertook a succinct overview analysis of, key documentation provided by the NZ School of Commercial Diver Training. This included quality management and strategic planning documentation, course delivery information (including 2013 planning), student records, student evaluations, graduate outcome information, student assessments, and other learning materials. These materials were in addition to the summary of self-assessment (and related documents) provided prior to the site visit. These documents contribute to the findings of this EER and key items have therefore been lodged with other background evidential information in NZQA records.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of the **New Zealand School of Outdoor Studies Limited trading as the NZ School of Commercial Diver Training**.

This evaluation finds there is clear and comprehensive evidence that NZ School of Commercial Diver Training is consistently delivering learning opportunities that meet the most important needs of learners and its other stakeholders in a highly effective manner.

The commercial dive programmes offered to learners meet all industry requirements (domestically and internationally), allowing graduates to pursue a specialist career anywhere in the world. Graduate success rates range between 90 and 100 per cent over the last three years. NZ School of Commercial Diver Training, students and stakeholders alike, consider this is an excellent outcome, which reflects the individualised attention students receive. (Note there is no other training of this nature in New Zealand.)

Much care is taken by NZ School of Commercial Diver Training to ensure learners acquire all necessary theory and practical skills. Established industry theory resources are used, which meet various New Zealand, Australian, and international standards. For practical elements of the programmes, NZ School of Commercial Diver Training has a new and modern dive barge, which replicates oil rig working environments. This is the key resource of the school (unique in Australasia and especially designed for training purposes). In addition, there are also suitable land-based facilities, backup equipment, and safety equipment.

Teaching staff are highly experienced commercial divers and are effective at delivering content and providing mentoring support to learners. This approach is valued by learners, who indicate they enjoy their learning experiences with NZ School of Commercial Diver Training. Accommodation is provided (by a third-party), and NZ School of Commercial Diver Training also makes a conscious effort to work through any social issues that are present for learners.

A further strength of NZ School of Commercial Diver Training is highly developed stakeholder relationships and engagements (including formal mechanisms) across its sector. The school focuses on ensuring graduates are placed into employment, and therefore consciously maintains relationships with a large number of dive associations and companies around the world. Employment outcomes for learners are also tracked, and average at 98 percentage relevant industry placement over the last three years. NZ School of Commercial Diver Training is justifiably satisfied with its current educational and employment outcomes, and contributing educational processes. These have been demonstrated in evaluation and review discussions and documentation.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of the **New Zealand School of Outdoor Studies Limited trading as the NZ School of Commercial Diver Training**.

This evaluation finds that highly effective self-assessment, which evaluates all programmes and activities on an ongoing basis, has been established at NZ School of Commercial Diver Training. There are two key drivers for this.

- Structured and systematic self-assessment is required to ensure ongoing student safety in a dangerous learning setting. This means producing and reviewing dive journals (showing learning outcomes). Reviews of dive expeditions are a routine part of teaching and management process. These are used to self-reflect on best practice approaches. NZ School of Commercial Diver Training ensures key learner information is reviewed by tutors, peer reviewed in group discussions, and reviewed by key managers. There are also industry external audits of all relevant self-assessment materials. All such reviews are designed to lead to meaningful improvements and adjustments in learning provisions. Results obtained are shared across the Australian commercial dive schools.
- A second driver for focusing on self-assessment is ensuring the ongoing relevance of programmes to industry and to commercial dive employment opportunities. Dive training is expensive, and learners have an expectation that the training will result in employment opportunities. To that end, NZ School of Commercial Diver Training continuously ensures its learning environment and programmes match the expectations of employers. Formal and informal review information is sought and drawn upon to validate the quality of provisions, and, as necessary, make improvements. Clear evidence of this self-review was demonstrated throughout interviews, and noted by employer stakeholders. It was also clearly articulated in self-assessment materials sighted by the evaluation team. Ultimately, this self-reflection ensures students are considered work-ready in this sector, and employers trust NZ School of Commercial Diver Training brand and its graduates.

Findings¹

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**.

NZ School of Commercial Diver Training ensures most learners successfully complete formal qualifications and acquire industry-useful information and knowledge. This also results in learners gaining in confidence and self-esteem – and in their words, ‘having fun’ while they learn. However, the ultimate outcome desired by NZ School of Commercial Diver Training and learners alike is graduate employment in this sector. To this end, there is clear evidence that this objective is consistently being met and is a main point of focus for the organisation.

Evidence supporting these findings was demonstrated in reporting on learning outcomes, analysis of student feedback and evaluations, student interviews, graduate feedback and stakeholder and employer comments. Through data collected from these sources this EER has found:

- TEC course completion rates and qualification completion rates are consistently between 90 and 100 per cent over the last three years (note there are no international students at the school or other categories of learners)
- All graduates also achieve accreditation under the ADAS (Australian Diver Accreditation Scheme) framework. This is required to work in this sector under New Zealand legislation which NZ School of Commercial Diver Training complies with
- Employment outcomes are tracked by NZ School of Commercial Diver Training, and records from 2010, 2011, and 2012 indicate that 98 per cent of graduates gain employment in commercial diving (graduate feedback also supports this evidence)
- Learners report that the education offered by NZ School of Commercial Diver Training offers them a step-change in life opportunities, and also that the comradeship with tutors and other leaders strengthens their self-esteem, confidence, and sense of vocational purpose.

The excellent education results being achieved by NZ School of Commercial Diver Training are matched with an organisational culture that is highly focused on self-

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

assessment and review. (Ongoing annual audit is required to maintain ADAS accreditation.) Management discusses the progress of students on a weekly basis, and formal reporting is used to track each group of learners. This includes tutor reports, management document reviews of all learner assessments, and a review of student feedback. Self-assessment materials clearly identify the issues NZ School of Commercial Diver Training is working through to ensure it maintains very high graduate and employment outcomes. (For example, a present-term issue has been managing the increased short-term demand for shallow-level commercial divers to work on the wreckage of the MV *Rena* on the Astrolabe Reef near Tauranga. Normally divers train to work in deeper water, so this incident has changed course demand in the short term.)

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**.

Alongside learners, other key stakeholders identified by NZ School of Commercial Diver Training included dive employers, ADAS, and the New Zealand Dive Association.

Employer feedback received for this evaluation was very positive. Employers felt that NZ School of Commercial Diver Training consistently made available a supply of capable graduates who are suitably qualified and skilled employees. Employers noted that those dive graduates who also possessed a pre-existing trade were in particular demand, nationally and internationally. NZ School of Commercial Diver Training is aware of this type of demand, and orientates learner prospectus information towards this grouping of individuals because they have limited student places available due to the specialist equipment required within programmes. This feedback from employers was matched by feedback from graduates who indicated they had received quality educational provision from NZ School of Commercial Diver Training, leading to employment.

ADAS is a key stakeholder with responsibility for ensuring appropriate audits and accreditation of commercial dive operators in Australia/New Zealand. This organisation reports that there are no significant issues of concern with NZ School of Commercial Diver Training, based on regular quality assurance audits. The evaluation team has been provided with copies of recent reports to confirm this, and also interviewed the chief executive of ADAS.

NZ School of Commercial Diver Training is also a member of the New Zealand Association of Diving Contractors, which helps ensure, (i) currency of information on commercial dive related issues, (ii) access to the majority of New Zealand employers in this sector (noting that NZ School of Commercial Diver Training is the only New Zealand training provider.) This association also draws upon the expert

advice of NZ School of Commercial Diver Training. There are also a few commercial dive operations not involved with the association. NZ School of Commercial Diver Training has therefore developed separate relationship-sharing protocols with these operators as well, who were also contacted for this EER, and confirmed their satisfaction with the NZ School of Commercial Diver Training education programmes.

In addition to the above, NZ School of Commercial Diver Training also consults with two individuals as key industry advisors. Both are reported to be experts in this sector, and their advice is drawn upon to ensure practical learning settings continuously reflect the actual work environment, and to ensure best-practice approaches are in place. Information received from a lead consultant to the sector indicates that NZ School of Commercial Diver Training is considered 'a world leader' in dive training.

The evaluation team is confident that, through these approaches, NZ School of Commercial Diver Training is highly connected to all relevant stakeholders, has formal and informal means to gather feedback on its services, and adjusts services to meet the needs of industry and learners alike. Further evidential information supporting this is detailed in NZ School of Commercial Diver Training's self-assessment summary which demonstrates a high awareness of the need to consistently engage with industry stakeholders and reflect on sector needs and demands.

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**.

NZ School of Commercial Diver Training matches well its educational offer with the needs of its learners. This includes programme reviews immediately after each cohort of delivery, formal needs analysis (of learners and industry via surveying), maintaining relevant and up-to-date curricula requirements (matched to both ADAS and NZQA requirements), and ensuring the appropriate resourcing of programmes.

Evidence supporting this finding is as follows:

- In relation to learners, pre-entry skill and competency assessments are undertaken to ensure a match with course provision. All students must have, as a prerequisite, an 'open water diving licence', and aqua and swimming skills are further tested on enrolment. Because of safety requirements, these are binary pass/fail assessments. Any prospective student that fails these essential components receives a full refund from NZ School of Commercial Diver Training and/or can reapply for the programme at a later time. There is also basic literacy and numeracy testing,

interviewing (where required), and trial learning periods, for the first 10 days of each programme. Collectively this is good practice, ensuring students are aware of the demands involved in both the programme of study, and of industry requirements/expectations upon completion.

- Programme content is also regularly reviewed to ensure continued appropriateness. NZ School of Commercial Diver Training incorporates new learnings for the sector as presented by ADAS. This is also linked to any new requirements from the International Marine Contractors Association, of which ADAS (and therefore NZ School of Commercial Diver Training) qualifications are also accredited. In effect, this allows graduates to become qualified to undertake commercial dive activities anywhere in the world. NZ School of Commercial Diver Training has also undertaken a review and matching of programme content to ensure its courses align with NZQA unit standard outcomes, and outcomes required of ADAS, without unnecessary repetition for learners.
- NZ School of Commercial Diver Training's resourcing for its programmes and its facilities is fit for purpose. The school has, in the last year, invested in a new diving barge platform. This facility allows the school to replicate commercial dive settings on oil rigs. It also has a number of additional safety features (such as closed-circuit television) to monitor students while they undertake practical diving activities. The facilities were described to the EER team by an independent industry expert as 'world class'. Students also felt that this was the best possible learning environment for their selected area of study/profession. NZ School of Commercial Diver Training also has land-based facilities, including classrooms, a computer suite, and other necessary resources, so that activities can also be practised on the surface. The school ensures it maintains a second item of all key equipment to ensure suitability of resources and to maintain student safety. In addition, NZ School of Commercial Diver Training has clear written procedures for maintaining equipment and resources, including safety procedures relating to equipment.

NZ School of Commercial Diver Training is aware that most of its learners enjoy the practicum elements more than the theory components of its programmes. Therefore, although there are set classroom theory learning sessions, theory is also incorporated into practical diving exercises. Dive journals (sighted by the evaluation team) are used to track the progress of learners through various theoretical and practical exercises. These are reviewed by tutors, and a second review is undertaken by the operations manager. Tutor meetings are held to self-reflect on the learning outcomes being detailed in these journals. A comprehensive self-assessment document outlining these processes has been reviewed for this evaluation.

1.4 How effective is the teaching?

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

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

Desired learning environments are planned, with elements of programmes having a clear curriculum guide and learning objectives. ADAS teaching materials are used and learners were aware of their progress through the courses, and of requirements to achieve necessary unit standards and ADAS outcomes. Tutor-to-learner ratios are kept low (generally 2:12) to ensure sufficient attention to each learner and to manage student safety.

Teaching staff are all highly qualified in commercial diving, and all have significant experience. Peer-teaching is integrated into processes, and is normal operating procedure. In addition, the operations manager also observes teaching activities. The nature of the dive industry (with sporadic peaks in employment) means NZ School of Commercial Diver Training has a mix of contracted educators (often part-time) and permanent staff. Ensuring stability of the tutor staffing base is an ongoing challenge for NZ School of Commercial Diver Training. To manage this, the NZ School of Commercial Diver Training has employed a full-time lead tutor.

Learners hold teaching staff (and managers) in high regard, indicating staff are approachable and have good rapport; and that staff focus positively on developing their strengths. Learners considered this strengths-based approach to be effective teaching. The evaluation team agrees, noting that teaching staff meet regularly – albeit sometimes informally – to discuss student progress and options to improve learning outcomes.

The evaluation team notes that there is scope for NZ School of Commercial Diver Training to further develop its teaching workforce. Professional development opportunities – particularly in relation to adult education strategies – should be considered a fundamental element for ongoing success. This is an area where some further attention could strengthen educational provision.

The evaluation team viewed a sample of teaching materials and moderated assessments. From the samples noted, the team is of the view that assessment practices are likely to be fair, valid and sufficient.

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**.

NZ School of Commercial Diver Training works with small cohorts of learners (annually there are around 100 learners). Learners report that staff members provide useful guidance, and that they were confident to broach a range of matters

(queries, concerns, etc) with tutors, and with management staff. There are no reported student complaints.

All learners receive a level of career counselling throughout their time with NZ School of Commercial Diver Training. Some of this is formal, such as career planning and goal-setting, which assists in linking learners with prospective employers. Other elements are informal, such as discussions on appropriate behaviour and social hazards (such as the prohibited nature of alcohol in the sector), and the type of activities that will demonstrate positive attitudes and work-readiness to potential employers. This is good practice as it equips learners for real work settings.

NZ School of Commercial Diver Training also arranges for learners within various cohorts to live together at the Huntly Motor Camp during the length of their programme. This replicates, to a degree, life on an oil rig whereby staff members live and work together for months at a time. Students' spoke highly of the 'mateship' and 'brotherhood' developed through living and learning together, and were conscious that they collectively rely on each other during underwater activities. This was considered a positive and key aspect of the learning environment at NZ School of Commercial Diver Training.

NZ School of Commercial Diver Training has had situations where, after enrolment, it has been found that some learners do not have the aptitude required for working in a commercial dive setting. Students noted, and the evaluation team agrees, that further initial information could be made available to better explain the type of programmes on offer and the type of employment outcomes achieved. NZ School of Commercial Diver Training is considering revisiting its initial materials at enrolment and website information to address this area. Undertaking this is an important future action, particularly given the significant costs associated with commercial dive education programmes.

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**.

NZ School of Commercial Diver Training has a clear and coherent management approach centred on educational achievement. Goals for qualification attainment and employment outcomes are set, measured and reflected upon, both for external reporting and internal management purposes. In the words of the operations manager, 'students are trained for work and a job' (not just for education purposes). Necessary managerial systems, such as strategic planning, budgeting, job descriptions, quality management policies, are in place; and were demonstrated for this evaluation. NZ School of Commercial Diver Training reports that there are no legal or ethical issues arising from its activities.

The leadership team – comprising two senior staff with over 12 years' experience with this school – ensures resources are appropriately allocated, that a focus on learners is maintained throughout the provision, and that there are quality management systems in place to guide staff and students. Managerial self-assessment practices are highly developed, as demonstrated in the materials submitted for this evaluation. These materials reflect a culture of consciously reflecting on best practice approaches, to ensure student safety and that student skill levels are at the highest levels.

The leadership team is conscious that the reputation of the school – and its ability to facilitate employment placements – is dependent on its ability to ensure all graduates are work-ready upon completion of their training. Accordingly, significant managerial effort is expended in maintaining industry networks to ensure employment pathways for learners. To this end, the school allows some learners time extensions to complete programmes and/or assessments if required to reach expected standards. (There are no additional charges for this.)

NZ School of Commercial Diver Training was sold one working day before this evaluation. The sale and purchase agreement includes provision for the existing leadership team to remain in place for a minimum of one year. This is to manage any transition issues, and mitigates short-term risks associated with this change in ownership. The evaluation team is confident that the existing quality practices will remain in place for the foreseeable future. Further, the new owners of NZ School of Commercial Diver Training, Intueri Education Group, plan to extend quality assurance procedures to ensure consistency and resource sharing across a number of PTEs within its group (for example, a shared academic committee and shared quality management processes.) Such 'on-boarding' processes will commence over the coming months. The current leadership team and the new owners are confident that NZ School of Commercial Diver Training remains financially viable. Given the significant roles of the two key senior leaders (former owners), it is advisable that the effects of the change of ownership, and in particular whether this has impacted on the staffing quality available to this school, be revisited by NZQA within 24 months.

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 **Excellent**.

2.2 Focus area: All programmes

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

NZQA recommends that the NZ School of Commercial Diver Training:

- Seek to further develop its teaching workforce and facilitate professional development opportunities in relation to adult education strategies
- Seek to further develop the initial information made available to prospective learners to more fully explain the type of programmes on offer, and the type of employment outcomes achieved
- Provide information to NZQA within 24 months as to whether current senior staff are still in place, and/or what other business arrangements have been developed to ensure continuity of effective leadership.

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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