

Report of External Evaluation and Review

Airways Corporation of New Zealand
Limited trading as Airways Training
Centre

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 10 October 2012

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	5
3. Conduct of external evaluation and review.....	5
Summary of Results	6
Findings	7
Recommendations	17
Appendix	18

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Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	Airways Corporation of New Zealand Limited trading as Airways Training Centre
Type:	Private training establishment
Location:	26 Sir William Pickering Drive, Christchurch
Delivery sites:	Christchurch and Palmerston North (Auckland currently inactive)
First registered:	17 December 1997
Courses currently delivered	Diploma of Air Traffic Control (with endorsements in Aerodrome and Approach Control, Aerodrome Control, Area Radar, and Area Control) (Level 7)
Code of Practice signatory	Approved for international students aged 18 upwards
Number of students:	Domestic: approximately 37 equivalent full-time students in 2011 – eight Māori (approximately 4 per cent) and five Pasifika (approximately 2 per cent) International: 35 students during 2011 (approximately 15 equivalent full-time students)
Number of staff:	13 full-time and four part-time staff
Scope of active accreditation:	Air Traffic Services to level 7
Distinctive characteristics:	Airways Training Centre (Airways TC) is the training arm of Airways Corporation which is a state-owned enterprise and is New Zealand's air

navigation service provider. Airways TC has been providing air traffic control training in New Zealand continuously since 1944.

Recent significant changes: Airways TC has recently been approved to assess unit standards in the domain Air Traffic Services to level 7 and can now award a National Certificate in Air Traffic Services (Level 5) to students who complete the training centre courses but do not complete on-job training.

The number of domestic students accepted for training depends on the workforce planning requirements of Airways Corporation. During 2012, the number of 'ab-initio', or new, trainees has been significantly reduced.

Previous quality assurance history: The NZQA quality assurance audit in 2007 found that Airways TC met all but three requirements, relating to governance and management, and learner information, entry and support.

Airways TC is not subject to industry training organisation or NZQA moderation for the Diploma of Air Traffic Services which is a local qualification. The Aviation, Tourism and Travel Training Organisation (ATTTO) recently found Airways TC fully compliant with external moderation requirements for the national qualification.

The Civil Aviation Authority (CAA) found that Airways TC was compliant with all the requirements of its 2012 audit.

Airways TC currently has International Civil Aviation Organisation (ICAO) TRAINAIR accreditation, which is a quality assurance rating for air traffic control training providers, and is applying for TRAINAIR Plus accreditation, with an assessment visit scheduled for October 2012.

Airways TC is ISO 9001 certified.

Other: The Diploma of Air Traffic Control comprises approximately seven months of theory instruction and practical training at the Christchurch training centre, including simulator and computer-based training, based on the ICAO curriculum. This is followed by on-job training in regional (air traffic control) towers (between three and nine months),

which enables trainees to complete the diploma and achieve the New Zealand air traffic controller licence, issued by CAA and recognised by ICAO. A longer training programme has been available at the Palmerston North training centre for 12 months, where international students complete theoretical instruction and practical training before returning to their home countries to complete on-job training.

2. Scope of external evaluation and review

The scope of the external evaluation and review included:

- Governance, management, and strategy
- International student support
- Diploma of Air Traffic Control (Level 7)

The first two focus areas are mandatory. The Diploma of Air Traffic Control is the entry-level qualification for air traffic controllers and the primary focus of Airways TC.

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 Airways TC over two days. Interviews were held with senior management, including the chief executive and head of training, and training centre staff, including the training centre manager (day one only) and acting manager, academic quality manager, international manager, four instructors, two pastoral care staff, and sales support officer. Telephone interviews were conducted with two Palmerston North-based instructors, six current trainees and three graduates, and a variety of stakeholders, including two key Airways Corporation 'customers' (group manager, air navigation services delivery and regional manager, operations), two representatives of CAA, and the qualifications manager from ATTTO. A wide range of documents and other resources was sighted and reviewed.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Airways Corporation of New Zealand Limited trading as Airways Training Centre.**

As the sole trainer and employer of air traffic controllers in New Zealand, Airways Corporation of New Zealand Limited (Airways) is highly effective in ensuring that the workforce needs of the air navigation services are well understood and reflected in all aspects of training delivered through Airways TC. Training and operational functions are integrated through organisational strategy, structure, policy and planning, and communication practices. Clear lines of accountability for quality training processes and outcomes ensure a high level of responsiveness by the training provider to the needs of the business.

The evaluators found strong evidence of the high value of Airways TC's training for stakeholders. Key internal stakeholders confirmed that the required numbers of air traffic controllers are being trained to international standards and that they are very well prepared for working safely in the challenging operational environment. This requires them to be highly competent technically and to have developed the behavioural and attitudinal characteristics needed to consistently maintain performance standards. The high quality of the training outcomes was also confirmed for the evaluation team by external stakeholders and through information on Airways' international reputation and ability to achieve significant international training contracts.

Acceptance into Airways TC includes a guarantee of employment with Airways on achieving the New Zealand air traffic controller licence, as well as excellent career opportunities within the international aviation industry. Student feedback confirmed their satisfaction with the intensive nature of the training programme, the quality of the training resources (particularly the aerodrome and radar simulation), and the responsiveness of instructors to their individual learning needs. Learner achievement is closely monitored by training centre staff, and comprehensive analysis of data enables any variation in outcomes to be signalled and addressed promptly, as was the case in 2010. The data sighted by the evaluation team confirms that overall learner achievement has been maintained at a high level for many years. Since 2001, 85 per cent of the individuals who gained entry through the rigorous selection process successfully completed the seven-month programme within the training centre and approximately 84 per cent of the students from the 2001-2010 intakes have subsequently successfully completed on-job training and the Diploma of Air Traffic Control, and achieved a New Zealand air traffic controller licence. The average pass rate for *ab-initio* trainees (from initial entry to licence) for the same period is approximately 73 per cent, which compares very favourably with international rates of approximately 60 per cent.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Airways Corporation of New Zealand Limited trading as Airways Training Centre**.

A comprehensive and robust approach to continuous improvement at Airways TC is evident in the achievement of well-defined educational and employment outcomes for learners and in meeting the operational needs of Airways and the wider aviation industry. The evaluation team found many examples of formal and informal review and improvement activities involving staff at all levels of the organisation and informed by the collection and analysis of data from a variety of sources. This includes regular processes, such as those for monitoring and responding to issues relating to learner progress, for maintaining the currency and relevance of course content and teaching resources, and for assessing the extent to which training outcomes meet the workforce needs of Airways and international clients. One-off initiatives, such as an investigation into the causes of a dip in pass rates for a 2010 intake, and a current project to reduce the average time required for on-job training, involve stakeholders from across the organisation.

The organisational culture is reflective and solution-focussed and fosters transparency in self-assessment practices. Actions for improvement are identified and documented, and the impact on outcomes is monitored and reported at regular team and management meetings. There was good evidence of changes having positive impacts, such as refining selection criteria, ensuring consistency of assessment practices across delivery sites, or increasing learner engagement, which contribute to improved educational performance.

Airways is responding to changes in aviation, and specifically in air navigation services, such as efficiency initiatives (performance-based navigation) and new technologies, with a business transformation process. A key objective is to ensure that the skill levels and competencies of air traffic controllers continue to match the needs of the business, by incorporating new operational requirements into the curriculum and training delivery. This process is supported by the National Training Board, which comprises senior staff from the operational, policy and standards, and training divisions.

Strategic and business plans for Airways TC are fully integrated with wider organisational strategy, and annual targets are agreed for the quality, quantity, and cost of air traffic controller training. Airways TC management and staff maintain a high level of routine engagement with key stakeholders, including domestic colleagues and international customers, which provides opportunities for communication and prompt feedback about training needs and delivery and trainee progress. Examples of recent changes in response to international stakeholder feedback include the establishment of a fully equipped training centre at Palmerston North for international students following the 2010 Christchurch earthquake, and the provision for a longer runway and larger aircraft in the simulated air space. A register has also been maintained of a large number of changes to many aspects of training delivery and assessment, arising from

instructor, learner, and stakeholder feedback, the outcomes of which are tracked through the intensive monitoring of learner progress and reflective teaching practice.

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**.

The achievement rates for New Zealand students training to become air traffic controllers have been consistently high for many years. The average pass rate for *ab-initio* trainees (from initial entry to licence) for the period 2001-2010 was approximately 73 per cent. This compares very favourably with international rates of about 60 per cent. Airways TC closely monitors achievement rates for each phase of training. Since 2001, approximately 85 per cent of students who gained entry successfully completed the seven-month programme within the training centre (91 per cent of the 2011 intake). Eighty-four per cent of the students who progressed from the centre to on-job training between 2001 and 2010 successfully completed the Diploma of Air Traffic Control and achieved a New Zealand air traffic controller licence (2011 intake yet to complete). All graduates gained employment with Airways Corporation.

Another key measure of achievement is the time required in on-job training before licensing. This varies (between three and nine months) depending on the training tower, which reflects the nature of the location and air traffic. Any variation from the published 'normal' time for the on-job training posting is identified through the routine monitoring of trainees. In general, trainees are completing on-job training within the expected timeframes, although several stakeholders reported a trend towards trainees taking longer to rate. Operational staff confirmed, however, that this is largely due to the complexity of modern technology and the need for trainees to build proficiency in using the support tools, rather than reflecting the preparation of trainees for on-job training. An initiative is currently underway to reduce the overall rating time, through closer management of the training environment, including the introduction of simulators and a reclassification of training towers.

The evaluators found evidence that international students are generally achieving at very high levels. For example, 26 of the 28 students (93 per cent) from Saudi Arabia successfully completed a one-year training programme in Palmerston North in July 2012. During 2011 a group of seven students from Hong Kong all passed the Airways training programme and have all subsequently achieved their licence in their home country. In addition to gaining the technical skills and competencies required for work as an air traffic controller, international students are also

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

achieving significant improvements in their English language ability, including specialist terminology.

Assurance of the standard of teaching and assessment is provided via appropriate internal moderation systems, the involvement of external examiners certified by CAA, in summative assessments and licensing, and international quality accreditations such as TRAINAIR accreditation. Learner progress at each stage is closely monitored by training centre staff at an individual level and regularly reviewed at meetings. The evaluators also sighted summary achievement data (analysed by course, intake, and year), as well as an analysis of failures against key competencies. This analysis enables any variation in learner outcomes to be signalled and addressed promptly, as was the case in 2010. An independent investigation into the causes of a dip in pass rates for that year involved key stakeholders from across the organisation. Significantly improved results for the 2011 intake suggest that steps taken to refine the selection criteria, and to more closely monitor individual strengths and weaknesses and team dynamics during training, have been effective.

Airways TC trainees are acquiring specialist technical knowledge and high-level cognitive processing and practical skills which are essential for their subsequent employment. They are also developing other important competencies (such as the ability to handle stress, to operate effectively in a team, and to accept and use feedback to improve their own work performance). Stakeholder interviews and other evidence confirmed that training is effective in developing these skills to a very high standard, which is crucial for the safe operation of air navigation services.

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**.

The evaluators found strong evidence of the high value of Airways TC's training for domestic stakeholders who require a supply of highly skilled air traffic controllers who can operate safely in the challenging operational environment. Graduates have the required theoretical knowledge and practical skills and display the behavioural and attitudinal characteristics needed to consistently maintain performance standards. The value of the training outcomes was also confirmed for the evaluation team by external stakeholders and information on Airways's international reputation for high standards and ability to achieve significant international training contracts.

The high value placed on the training and career opportunities for air traffic controllers is indicated by the very large number of applications that Airways TC routinely receives for the very limited number of training places available. Acceptance into Airways TC includes a guarantee of employment with Airways on

achieving the New Zealand air traffic controller licence. The overall training period is relatively short (approximately 13 months in total), trainees are supported with a scholarship while undertaking on-job training, and then they begin full-time, well-paid employment. A clear career path is available, including ongoing training towards the achievement of the radar endorsement and/or instructor ratings. In addition, many New Zealand-trained air traffic controllers undertake secondments or achieve employment in the international aviation industry.

In addition to their confidence in the quality of the training they had received, international students reported that the opportunity to study abroad and to improve their English was of significant value to them both personally and in terms of their career opportunities in their home countries.

Airways TC is constantly assessing the extent to which training outcomes meet the workforce needs of Airways and international clients. A high level of routine engagement with key stakeholders provides opportunities for communication and prompt feedback about training needs and delivery and trainee and graduate progress. A comprehensive record of graduate outcomes is available to Airways TC, and this is used to track their ongoing training needs. Regular Airways TC instructor visits to regional towers provide opportunities to speak with on-job training trainees, field instructors, and recent graduates and to identify areas for improvement, such as the changes made to the simulated air space environment to better match the variety of conditions found in regional towers. There was also good evidence that management planning and reporting processes, including those required by the National Training Board, ensure that Airways TC management and staff are well informed about stakeholder expectations and understand their role in the organisation and wider aviation industry. As a result, the training work plan is closely aligned to the wider organisation's objectives, where there is high-level accountability for achieving valued outcomes.

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

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

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

Airways TC is very effective in delivering training that meets the needs of the industry and enables trainees to achieve the skills and knowledge required for employment. The air traffic controller training has been developed and delivered over many years. Changing aviation industry practices and technology are constantly being reflected in the design and delivery of the programme, including teaching practices and resources. This ranges from changes made to teaching materials in response to the 28-day update cycle for Airways's Manual of Air Traffic Services to the planned redevelopment of curriculum and training exercises in response to the introduction of performance-based navigation. The aerodrome and radar simulation units, which have been designed and developed by Airways, are

valuable teaching resources which enhance trainees' skills acquisition and deliver a learning environment that closely matches the real world. The recent development of an educational pathway to degree-level study in aviation management will further enhance the employment opportunities for Airways TC graduates.

A major redevelopment of the training programme was undertaken recently to meet the needs of a major international client. The programme includes English language training (delivered by a contracted specialist provider), and an extended teaching timetable (to accommodate religious observances). Although the learning outcomes and standards are the same, the training covers general concepts and generic international (ICAO) standards, rather than New Zealand-specific approaches. This programme was completed recently at the Palmerston North site, which was developed in response to client concerns following the Christchurch earthquakes. Formal client feedback is now being sought, in addition to follow-up of graduates, to establish how well the programme matched the needs of the international employer and funder.

The evaluation team found good evidence of a systematic approach to understanding and responding to local needs. The National Advisory Board, comprising representatives of the training, operational, and policy and standards divisions of Airways, provides advice and training needs analysis to management and governance, and oversees major changes to training and capital investment. A recently established training advisory group also brings together key staff from the wider organisation to work on specific improvement projects, such as the training towers reclassification project. There is an opportunity for Airways TC to supplement its information-gathering, which already occurs as part of the normal interactions between training and operational staff, with more formal feedback and review mechanisms. This could usefully inform the planned course review process, which is intended to strengthen the alignment between training provision and operational requirements.

Airways TC has a very clear understanding of the characteristics of successful trainees, which underpins the recruitment and selection process and informs the training model. Every effort is made to ensure the selected candidates have the required abilities and aptitudes for success. Recent research into the relationships between success in achieving the air traffic controller licence and selection criteria has contributed to a refinement of the selection process and the approach to training. This has contributed to an improvement in achievement rates and stakeholder satisfaction.

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**.

Air traffic control trainees are benefiting from well-structured training in which the curriculum is delivered in a prescribed manner, consistent with aviation industry requirements, while each individual receives intensive coaching for their personal and professional development. The combination of classroom-based theory instruction and practical exercises on the simulators ensures learning is consolidated. As a result, trainees are acquiring the necessary skills and attributes to move into on-job training, where they are closely supervised by a field instructor. Throughout the training programme, each learner's progress is monitored through frequent formative assessments and teaching observations to gather evidence on individual strengths and weaknesses. The evaluators found that the competency-based training system is highly effective, as individual progress against the competency framework is assessed regularly throughout training, and additional coaching is provided to ensure that the required standards are achieved.

Airways TC has effective processes in place to monitor progress and respond to learner needs. These processes include daily feedback to learners throughout their training, recorded on a periodic training report, which is consolidated every eight days into a summary of progress for each trainee. Behavioural or training issues that emerge are entered into an online course log by the lead trainer, which provides an opportunity to identify any trends across the cohort or for specific classes. Examples of worthwhile changes include rescheduling of classes to maintain learner focus and redeveloping assessment activities to increase learner engagement with subject content. End-of-course reports are provided to trainees summarising their level of achievement. The instructors review each course, using learner progress information and learner feedback, to identify improvements such as changes to course content or teaching plans and resources. Actions are then entered into the work plan and the change register, which records changes made to many aspects of training delivery and assessment over the last five years. The impacts of changes are evaluated through the close tracking of learner progress and achievement.

The training centre instructors have significant experience, domestically and internationally, as air traffic controllers and, in some cases, as pilots. Their enthusiasm for the aviation industry and their commitment to preparing students for successful careers was evident in the written material sighted by the evaluation team and the feedback from students and other stakeholders. Teaching activities and resources are constantly reviewed to maintain learner engagement, and instructors work closely together, including team-teaching in the simulation environment, which ensures a high level of consistency. Regular visits from the Christchurch training centre to Palmerston North and internal moderation practices also ensure consistency of teaching and assessment practice across both sites.

The professional development of each instructor is enhanced by peer observation and feedback on their teaching as well as regular performance appraisals. Airways TC reported plans to enhance the capability of the centre instructors by supporting them to complete a Certificate in Adult Teaching, and to strengthen the training course for the on-job training instructors.

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**.

Airway's approach to training ensures that a high level of guidance and support is provided for trainees, from the recruitment and selection process, through the intensive, centre-based training and on-job training, to completion of the qualification and licensing. This reflects both the challenging nature of the training for individual learners and the critical importance of the training outcomes for the organisation. Consistently high levels of learner achievement and positive feedback from learners and stakeholders (domestic and international) confirm the effectiveness of the guidance and support mechanisms at Airways TC.

The selection process generates comprehensive information on individual attributes which instructors use to understand trainee needs and manage class dynamics. As training progresses, close relationships and a deep understanding of each learner's characteristics provide a strong foundation for individual coaching. Unit and specialist training reviews identify why trainees have failed to achieve key milestones and result in additional training and pastoral support. Training centre and operational staff take account of this detailed knowledge about individuals when determining postings to regional towers for on-job training. An end-of-course report is provided by the training centre instructors to the on-job training instructor which provides detailed information on the trainees' competencies and preferred learning styles. Airways recently established a new role of chief controller training to provide a greater level of support for trainees and on-job training instructors.

The evaluators found evidence that Airways TC has a good understanding of the needs of its international learners and provides effective and targeted support services which contribute to their well-being and success. These services include dedicated pastoral care staff in both Christchurch and Palmerston North, including a Chinese language speaker. Service provision and monitoring activities are focussed on attendance, learner progress and achievement, and student feedback and well-being. Weekly meetings of teaching and pastoral care staff in Palmerston North provide opportunities to share information on each student and to highlight any issues that are emerging, so that they can be addressed at an early stage. Additional English language tuition was required for one group of students, and as a result subsequent intakes will all be tested for their English language level and will be grouped accordingly. Comprehensive information on living in New Zealand

is provided for each international intake, and the support staff organise free activities and tours to enhance students' New Zealand experience.

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**.

The governance and management of Airways are very effective in supporting educational performance at Airways TC. Comprehensive and integrated strategic and business planning and reporting processes inform the allocation of resources to training activities, and annual targets ensure accountability for the quality, quantity, and cost of training. The evaluators found evidence of a strong focus on educational achievement at all levels of the organisation, and across divisions, such as the investigation of *ab-initio* training prompted by the 2010 dip in learner achievement. This focus reflects the importance of training for Airways' commercial success and reputation.

Airways is also responding strategically to changes in the aviation industry which have significant implications for air navigation service providers and air traffic controller training. The organisational context of strong leadership, effective communication processes, and an established culture of reflection indicates that Airways TC is well positioned to engage constructively with stakeholders and to adjust its training provision as needs change. Investment in teaching resources such as simulation technologies, training sites, and additional staff resources indicate a commitment across the organisation to strengthening training quality.

Airways TC staff reported that they had been engaged in comprehensive self-assessment activities for a long time, and a recently completed self-assessment against the key evaluation questions confirmed this. Other evidence included the longitudinal achievement data and robust analysis, and well-established processes for reflection and improvement which involve staff at all levels of the organisation. These processes mirror the requirement for trainees to develop their ability to reflect on their own performance and to receive and use feedback for performance improvement in a 'no blame' culture.

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: 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**.

2.3 Focus area: Diploma of Air Traffic Control (Level 7)

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, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

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

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

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the EER process approved by the NZQA Board.

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

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

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

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

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