

Report of External Evaluation and Review

Pacific International Hotel
Management School Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 20 October 2016

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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:	Pacific International Hotel Management School Limited (PIHMS)
Type:	Private training establishment (PTE)
First registered:	10 December 1997
Location:	Bell Block, New Plymouth
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none">• Master of Hotel Management (Level 8)• Postgraduate Diploma in Hotel Management (Level 8)• Bachelor of Applied Hospitality and Tourism Management (Level 7)• Graduate Diploma in Hospitality and Tourism Management (Level 7)• Diploma in Hotel Management (Level 6)• Diploma in Hospitality Management (Level 5)• PIHMS Certificate in English Language (Level 4)
Code of Practice signatory:	Yes
Number of students:	Domestic: 128 International: 346

Number of staff:	40 full-time equivalents
Scope of active accreditation:	PIHMS is accredited for a small number of unit standards found here: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=845715001
Distinctive characteristics:	The students live on campus within the grounds of a former hotel. Staff and students manage the operation of the grounds and facilities as they would in a commercial environment, with students gaining experience in working in various roles during their time with PIHMS.
Recent significant changes:	PIHMS' Master of Hotel Management was approved by NZQA in 2014, and PIHMS has an extension to the date that it must start delivering this programme. The organisation delivers the English Language Training Schemes (levels 3, 4 and 5) which were developed following the mandatory review of qualifications.
Previous quality assurance history:	At the previous external evaluation and review (EER) in 2011, NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of PIHMS.

2. Scope of external evaluation and review

The focus areas selected for the EER included:

- Governance, management and strategy (mandatory)
- International students (mandatory)
- Diploma in Hotel Management (Level 6)
- Postgraduate Diploma in Hotel Management (Level 8).

The Diploma in Hotel Management has the most students enrolled, the majority of whom are international students (235). The programme takes two and a half years to complete. The one-year postgraduate diploma had around 34 students enrolled at the time of the EER visit, and was selected because it was the highest-level programme currently offered by PIHMS. The organisation has a small number of students enrolled in an English language course, but because of the low numbers on this course it was not included as a focus area.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The EER visit was conducted over three days on site at New Plymouth by a team of three evaluators. The lead evaluator and the market, programme and resource manager, who was overseas at the time of the EER, agreed the selected focus areas for the EER.

The EER team interviewed the chief executive, dean academic, quality manager, marketing manager, tutors, students, graduates and support staff. In addition, feedback from hotel managers was sought via email and two responses were received. The EER team was provided with a range of documents as supporting evidence, including programme reviews, alumni reports, staff meeting minutes, student satisfaction surveys and assessment materials.

A follow-up meeting was held on 8 September 2016 for PIHMS to respond to the EER draft report findings. This enabled the academic registrar – who was absent during the original EER visit – to present research evidence and greater analysis. The original lead evaluator and one of the original EER team members were present along with an NZQA lead evaluator with research experience.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Pacific International Hotel Management School Limited**.

Overall student achievement rates are lower than indicated by the Tertiary Education Commission's educational performance indicator (EPI) data. The EPI data has been consistently around 100 per cent for the past three years (2012-2014); however, this is a calculation used for funding and is not an accurate account of actual pass rates. When the organisation's 2014 results are disaggregated, the qualification achievement is 92 per cent for the postgraduate diploma and 64 per cent for the Diploma in Hotel Management, which corresponds closely with the 2013 qualification outcomes. There is insufficient external benchmarking data available at a national level to compare PIHMS' results with providers offering similar programmes; however, the overall achievement rates are sound for the level and nature of the programmes.

A comparison of results for the diploma between international and domestic students shows a noticeable decrease in graduation results for domestic students. There were 46 year 3 domestic students and 46 international students in 2014, with a graduation rate of 56 per cent for domestic students and 70 per cent for internationals. The difference was due to the high withdrawal of a cohort of Māori students. The organisation is looking at understanding how it can improve the results for this group of local students.

The value of the programmes is high, with a survey of alumni outcomes from December 2010-July 2015 showing 98 per cent of all PIHMS students gaining employment in the hotel sector three months after graduation. Of these, 71 per cent of the diploma students were in supervisory positions within one year of graduation. Over 84 per cent of all PIHMS students are still in employment in the sector three years after graduation, which is a good indicator within an industry that typically has an annual 35 per cent staff turnover.¹ The positive support for the programme from large international hotel chains and from the graduates provides additional evidence that PIHMS' qualifications are worthwhile and lead to employment internationally and nationally.

Programmes are well designed to meet the needs of the sector. The integration of practical training and the theory of management practice is suited to working in the hotel industry. In addition, current research practices are being reviewed to prepare for the implementation of the Master's programme. Assessments are

¹ Thirty per cent response rate. Source: PIHMS Alumni Progression Report, September 2015.

designed to assess the applied theory of hotel management, and tutors are well qualified and experienced in this area. There is a strong practice of review and ensuring assessments are relevant, with all assessments reviewed before use. PIHMS needs to implement wider external moderation to strengthen current assessment, and to maintain assurance that assessment judgements are consistent and the process of allocating grades across all courses remains valid.

Student support is comprehensive. The organisation ensures students enrol in appropriate courses and receive relevant advice. Students' English language and previous academic experience are checked prior to enrolment. The learning environment supports students well, with the facilities simulating a hotel environment with most students living on the premises, a former hotel. Students and staff work together in a hospitality culture, with staff providing holistic support, from pastoral care to academic skills.

The governing board is forward-looking and responsive to changes in the hospitality industry based on strong links with industry, leading to an understanding of the needs of both industry and students. Internal staff changes have been made to strengthen the management of academic activities with the appointment of a dean academic manager and creation of a stand-alone operations management role. The board has continued to develop its membership skills base and aims to review its performance using set performance measures following a two-year embedding phase for the new board.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Pacific International Hotel Management School Limited**.

The board and senior management review achievement towards the PTE's goals and strategic objectives. The organisation's mission is 'to provide the finest and fully integrated and comprehensive education and training for current and future hospitality managers'. The development of programmes that meet industry needs, from a level 5 Diploma in Hospitality Management to a Master's degree in hospitality management, and the provision of appropriate training strategies and resources, confirms that the organisation understands its industry to achieve its mission.

PIHMS monitors students' performance on an attrition basis for each semester and average percentage pass rates per subject. While this may be effective for identifying some areas of concern, it does not include sufficient analysis to identify trends in achievement for individual programmes and for Māori and Pasifika students. However, the organisation was able to provide this data to the EER team on site. The data provided was robust and the organisation has transparent recording and reporting processes, although further evidence of how this data is

used to inform improvements would demonstrate the effectiveness of the organisation's self-assessment system.

The organisation has a history of gathering data from industry employers to monitor graduate outcomes to determine whether the training is of value. The employers are asked about how well prepared students are, whether they have received enough support for industry work placements, and where the organisation could do better. The surveys show very high satisfaction with the students' abilities and knowledge demonstrated during work placements, and with the support provided by the organisation. The ongoing relationship between the organisation and the sector helps to improve programmes, as evidenced by changes made to content and delivery.

An academic forum reviews programmes using information from various sources to ensure academic rigour and to maintain the currency of the programmes. The forum reviews programmes using tutor input and students' feedback at the end of each term. Student feedback also informs the review of teaching performance, along with lesson plan reviews, peer moderation of assessments, and observations in the classroom. These systems help to identify any gaps in the training and where improvements need to be made.

The management team is undergoing changes as the organisation reviews its structure as part of succession planning. This has involved the change in the role of the programme and resource manager and the food and beverage manager, resulting in the appointment of a dean of academics, responsible for academic management, and a hotel manager role, responsible for the operational side of the training.

The previous EER report recommended strengthening research and assessment and moderation. The further development of a research culture within the organisation is supported by the 2015-2017 formal research plan and is being well managed by the dean of academics, who is also responsible for improving assessment and moderation practices, including external moderation. These activities will enable the organisation to meet the research requirements of staff and contribute to continuous improvement of moderation practices.

The management team understands the implications of the NZQA rule changes relating to enrolling international students, to ensure these students meet all criteria before arrival in New Zealand. It does this to help ensure that international students have a fair opportunity to succeed in education and employment.

Findings²

1.1 How well do learners achieve?

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

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

Students are achieving qualifications relevant to the hospitality industry, with the Tertiary Education Commission's overall EPI course data showing 100 per cent qualification completion in 2014 for all qualifications combined. These figures are consistently high each year. When the cumulative results are broken down by course outcomes, they show that 64 per cent of students who enrolled in the Diploma in Hotel Management completed the course and achieved the qualification in 2014. The average qualification achievement rate for the postgraduate diploma for 2012-2014 was 97 per cent.

Table 1 shows the percentage of students that complete the level 6 diploma overall, and the comparison between international student achievement and domestic students.

Table 1. Diploma in Hotel Management (Level 6) qualification achievement, 2011-2014

Year	Overall %	International %	Domestic %
2011	na	72	64
2012	62	70	56
2013	68	78	56
2014	na	na	65

The organisation understands that the lower course completion rates for the diploma – in contrast to the overall EPI data – is due to a high rate of attrition within the first year, particularly for Māori, as students discover that a hospitality career is not for them or face financial pressures preventing them from completing their study. PIHMS has identified and discussed strategies with local iwi representatives to understand ways in which this issue can be addressed. One option is a scholarship, but this has yet to eventuate and contribute to attracting and retaining Māori students in study.

PIHMS has benchmarked its overall performance against other organisations delivering similar hospitality qualifications, using the overall EPI data. This analysis shows that PIHMS is achieving above the rates of the other providers. This is an

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

acceptable measure because PIHMS cannot obtain other providers' data on specific programmes due to the competitive nature of the sector. As such, it is not possible for PIHMS to identify how well students perform at certain levels for comparison.

PIHMS has analysed average pass rates for individual papers and withdrawal or attrition information for each semester across all courses rather than individual programmes. This provides information about how many students are expected to complete and is useful for identifying overall completion trends, but does not generate clear data on each cohort, such as whether students of the Diploma in Hotel Management are completing their course and achieving a qualification.

Although the organisation does not analyse overall pass rates, it does monitor the number of students completing each semester, which is sufficient to identify whether there are any issues with retention. However, a more comprehensive analysis of student outcomes across ethnicity, gender and over time for each programme would contribute to a more robust evaluation of how well different groups of students are achieving, or how different courses are performing to identify how the PTE can improve outcomes.

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**.

PIHMS uses the three education principles of knowledge, attitude and skills as the foundation on which to build qualifications for graduate success. These principles reflect the needs of international and domestic hotels for capable, qualified staff. The feedback from employer surveys shows that the graduates are well prepared to work in hospitality, with good time management, grooming and a willingness to learn with integrity and honesty. The high proportion of graduates (98 per cent) employed in the hospitality sector on completion is another indicator that the industry values the qualifications achieved by PIHMS' students.

Graduates are employed in international hotel chains and independent hotels in New Zealand and overseas. The skills that employers and graduates said were most useful were understanding finance, marketing principles, human resources, as well as the industry-related skills for front of house, food and beverage service, and hotel operations.

Follow-up surveys show that 72 per cent of all graduates from all PIHMS' programmes are promoted within one year of graduating, with 55 per cent moving

into management and 17 per cent into supervisor positions³ (which is similar for Diploma in Hotel Management students only, at 71 per cent). This success demonstrates a strong alignment between the training and career progression, another indicator of the value of the hospitality management qualifications offered by PIHMS.

The strong relationships PIHMS maintains with international hotel chains and local employers enables the PTE to cater to the need of the sector for people trained in the relevant hospitality skills, attitudes and knowledge. In a survey of hotel employers with a response rate of 52 per cent, 78 per cent of respondents stated a preference for employing a PIHMS student when they had a vacancy. This is supported by the range of hotels internationally that PIHMS' graduates find employment with.

The feedback from students, of whom the majority are international, shows that the qualifications offered by PIHMS are recognised by employers in their home countries. They are also a viable way to gain residency to work in the hotel industry in New Zealand. Students' skills are visible in the community, with the student body organising and providing hospitality for community events, including a number of charities over the years.

PIHMS understands the value of involvement in the community and responsiveness to sector feedback to ensure the skills taught are aligned to industry needs. The level of graduate destination analysis is appropriate for the size of the organisation. The analysis has a depth of information from student and employer feedback to help understand the value of the qualifications, as well as to compare immediate employment outcomes with longer-term career success.

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**.

PIHMS has a high profile within the hospitality industry, in particular with international hotel chains. This relationship extends to hotel managers' representation on the PIHMS advisory board, which provides advice on training needs and the future direction of qualifications. PIHMS has developed a qualifications pathway to reflect the need for training hospitality managers, with clear rules for progression from a level 5 hospitality certificate to a Master's in hotel management. Students who require English language training are also able to enrol in the English language course at PIHMS to meet the entry requirements for

³ Source: PIHMS December 2010-July 2015 Alumni Performance Review Report

other programmes. This has also helped to reduce the attrition rate in semester one of the level 6 Diploma in Hotel Management, with students developing their English language skills before they enrol in this programme.

The students live on campus, which provides a suitable environment for learning hospitality skills. Students are assigned roles that reflect hotel operations, such as working in the restaurant, front of house and housekeeping, providing them with a simulated experience of working in the sector. The industry environment is further enhanced by PIHM's enrolment procedures similar to a hotel check-in, wearing of uniforms, and students taking turns to be the duty manager over the duration of their course. This simulated environment is realistic and provides the learners with confidence and the appropriate skills.

The level 6 diploma programme is designed to provide theory knowledge and practical skills for hotel management careers. There are five semesters over two and a half years. Students alternate each semester, with theory learning in the first semester and industry placement in the second semester. The postgraduate Diploma in Hotel Management courses include industry placements to enable the learners to apply the theory learned throughout their year-long course. After each semester, PIHMS gathers feedback to check that the training is relevant and is meeting the needs of employers and the students. This feedback is taken into account in the review of the programme, as evidenced by recent alignment of the programme to better meet industry needs for knowledge about wine, and the introduction of more frequent workplace visits to support the students and employers.

The industry placement coordinator has helped students find employment in New Zealand and overseas. The coordinator matches the student with an employer based on the needs of both. The records show that 73 per cent of students are very happy with their placements and how the course aligns with practice, with very few leaving. According to the PIHMS student industry placement survey, 96 per cent of students said they felt they had the skills and support to do the placements. Forty-four per cent of the hotels that employ students on industry placements also rated PIHMS' student performance highly.

PIHMS conducts comprehensive reviews of all programmes to look at course outlines and activities to provide clarity around content and alignment to industry. Feedback is sought from the paper stream coordinators across the different levels and each year coordinator (part of the academic support team) to get a holistic perspective on the alignment to student needs. A large programme review was conducted by the academic forum in 2014, involving the academic team meeting weekly, then two-weekly, which created a greater understanding of the programme content and better alignment between the courses. In addition, programmes are reviewed using feedback from employers and students at the end of each semester.

Students provide feedback at the end of each course about the teaching style, the lecturers' organisation of the course, assessment feedback and any improvements. There is already an improved satisfaction rating by students on the overall course as a result of the organisation responding to feedback. This approach shows that the review of programmes and related activities is planned and embedded into the organisation to make improvements. The postgraduate diploma tutors are beginning to develop a research culture that provides inputs into the organisation's learning and teaching activities to better inform the programme review at this level. This is an area that will need to be fully implemented prior to the implementation of the Master's degree.

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**.

PIHMS' tutors all come from a hospitality background and are well qualified in the subject areas they teach. The staff also represent a range of nationalities, which helps in working with students from different cultural backgrounds.

PIHMS has reformed the academic management team as part of planning for succession of the day-to-day management activities. The academic registrar helps to ensure moderation activities are carried out in conjunction with the academic forum. A dean of academics was appointed in 2015 to oversee the implementation of academic policies and processes to provide clearer academic direction and continuous improvement of review and research practices. This has led to a renewed focus on assessment and moderation, with the review of the moderation system a key focus for ensuring assessment is robust across all tutors. The dean of academics has led the way with more external moderation and involving the tutors in the development and review of existing assessment rubrics and weighting of marking.

The organisation's pre-assessment moderation is working to ensure the assessments are aligned to the learning outcomes. The post-assessment process involves the stream leader, who is the academic expert for that stream, reviewing ambiguous questions using a statistical comparison of student outcomes to identify students who have failed assessments. Any changes to assessments are made in consultation with the academic forum, and failed assessments are re-marked by another tutor. The system does not capture the students who have passed assessments to ensure tutors' awarding of grades at higher levels or to students who have passed is consistent. Although moderation is supported by robust pre-assessment moderation processes and application of the rubrics by the tutors, this moderation gap is an area of concern.

Teaching and assessment quality is monitored through peer observation, peer assessment and pre-assessment moderation of all summative assessment material. This is sufficient to identify any issues with teaching and assessment, along with annual staff performance reviews using peer observation, a self-review, course outcomes and student feedback. The high attrition of domestic students was one issue recently identified which has been a motivator for the change in teaching philosophy to a student-centred approach. Tutors are supported by PIHMS to upskill in their area and are required to hold a minimum teaching qualification.

The classroom environments vary according to lecturer styles. Additional training is provided in using APA referencing style and other academic skills, which is important with a high international student population. Students' literacy and numeracy skills are also assessed at the beginning of their programme to diagnose any learning issues, and a learning plan is developed if required.

The organisation's academic forum, along with the programme and resource manager, are working on a number of areas to guide research and oversee curriculum review and planning. However, there is still a lack of evidence of how well teaching staff research outputs are meeting the requirements for staff teaching on the postgraduate and Bachelor's-level programmes to be actively engaged in research.

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**.

PIHMS has a comprehensive support system which takes into account students' needs from before enrolment up to and beyond graduation. PIHMS has relationships with agents through offices in Korea, Russia, India and China, which is helpful in selecting the international students and for providing accurate information to students before enrolment. It also helps to have contacts in students' home countries if there is an issue and family needs to be contacted. The week-long induction process includes an initial check-in where visas and insurance requirements are covered and students meet staff and receive their student identification and uniforms. The process is similar to checking into a hotel, further confirming the nature of the simulated learning environment.

Students are given a handbook outlining where to receive academic and personal support services. All students, except those who are married, are accommodated on campus. Students alternate the duty manager role and there is additional security over the weekend, with an on-call staff member to help with any problems outside of class. The student council arranges social activities and outings, which students said were a good way to learn about New Zealand. Students who may be at risk of withdrawing are identified and any learning barriers, such as with literacy

or the English language, are addressed by the academic support team including the tutor and the year coordinator.

PIHMS provided many examples of where the organisation has worked to cater to the different needs of students, including where there are significant health issues. The students' satisfaction levels are very high and there are few complaints recorded. This provides assurance that students' needs are well managed and students are supported in their learning. The organisation is aware of the Code of Practice for the Pastoral Care of International Students and performs its duties in compliance with this. The code policies and practices have been regularly reviewed to ensure they are up to date and that staff are made aware of their responsibilities. The organisation has clear information on the level of attrition and identified that the reason for high domestic student withdrawal was due to programme-related fees and costs. It has approached local iwi to help with engaging students and supporting them for the duration of the programme, but a clear strategy has yet to eventuate.

1.6 How effective are governance and management in supporting educational achievement?

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**.

PIHMS is a well-established organisation which has developed programmes to meet industry needs using its own knowledge of the sector and also the involvement of external advisory people. The programmes are structured and enable students to achieve appropriate-level qualifications for their career needs, including clear progression from the theory to the practical application required to gain employment in the industry.

The organisation has clear direction and guidance from its board and senior management team. The review of the board carried out two years ago was in response to succession plans. This is an ongoing activity, with a review of the board's performance planned for 2017 to ensure effective governance. Decision-making processes are in place with bi-monthly management reports to the board on activities, including marketing, student achievement and attrition, and academic reviews. The board uses this information to measure progress against goals. There is evidence that the organisational structure and review processes are working to ensure the organisation's goals and vision can be achieved.

The staff structure provides for comprehensive support, with stream leaders and year coordinators working alongside appropriately skilled tutoring staff and the academic support team. Stream leaders take responsibility for a specific programme/subject, and the year coordinators look after students across a semester. This provides a comprehensive system to identify issues and helps

provide continuity of academic alignment and student support across the programmes. The effectiveness of this is evident in the consistent student qualification achievement and employment outcomes.

The organisation is responsive to resourcing needs and has been updating the facilities with new technology for the classroom and systems that reflect the tools used in the industry. PIHMS has a relationship with the Russian Vladivostok University where students come to PIHMS to complete the practical training in the third year of the Diploma in Hotel Management. At this stage, all 12 Russian students enrolled have been successful in completing the qualification.

An emphasis on improving research capability and research outputs is part of the newly appointed dean's priority planning and will follow the review of assessment and moderation.

Overall, qualification achievement data is not reviewed comprehensively to ensure there is relevant and meaningful data for comparison and to identify improvements between intakes. PIHMS monitors students' performance on an attrition basis for each semester and average percentage pass rate per subject. While this may be effective for identifying some areas of concern, it does not include sufficient analysis to identify trends in achievement for individual programmes and for Māori and Pasifika students. The organisation also needs to better align to the Tertiary Education Strategy⁴ for Māori achievement as there are areas that still need to be addressed. For example, it is not evident in the teaching, programme content or with individual needs assessment that Māori learning and their cultural context is addressed or portrayed within the programmes.

⁴ <http://www.education.govt.nz/further-education/policies-and-strategies/tertiary-education-strategy/>

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 **Good**.

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

2.2 Focus area: International students

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

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

2.3 Focus area: Diploma in Hotel Management (Level 6)

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

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

2.4 Focus area: Postgraduate Diploma in Hotel Management (Level 8)

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

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

Recommendations

NZQA recommends that PIHMS:

- Establish processes for analysing learner achievement in a more comprehensive way for understanding trends in academic outcomes for each programme.
- Better evaluate Māori and Pasifika achievement rates to help improve outcomes for these learners.
- Include industry experts within the academic forum to provide input into programme planning and review.
- Continue to establish, and in some areas strengthen, a research culture with staff research outputs from all tutors delivering programmes at level 7 and above.

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/>.

NZQA

Ph. 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz