

External Evaluation and Review Report



Personalised Education Ltd trading as
Solomon Group

Date of report: 17 January 2022

About Personalised Education Ltd trading as Solomon Group

Solomon Group is part of the Aspire2 Group. It identifies itself as a Māori private training establishment and has delivered vocational education and training for over 22 years. Programmes funded by the Tertiary Education Commission (TEC) and a diverse range of services are provided without charge to the learner or client. Solomon mahi is based on five specific organisational pillars: Whanaungatanga, Manaakitanga, Pukengatanga, Rangatiratanga, Kaitiakitanga.

Type of organisation:	Private training establishment (PTE)
Location:	236 Great South Road, Manurewa, Auckland
Number of students:	<p>The PTE supports approximately 5,000 people across its programmes and services annually. In 2020 this equated to approximately 611 equivalent full-time students (EFTS). The majority are Māori or Pasifika students (see Appendix 1).</p> <p>No international students are enrolled.</p>
Number of staff:	Full-time: 66; part-time: 12
TEO profile:	Personalised Education
Last EER outcome:	<p>At the previous external evaluation and review (EER) visit, conducted in November 2017, NZQA was Highly Confident in the PTE's educational performance, and Highly Confident in their capability in self-assessment.</p> <p>There has been a significant reduction in formally assessed learning¹ and an overall reduction in student numbers (from 358 EFTS in 2019 to 98 EFTS in 2020) since the last EER. Changed Ministry of Social Development programme needs have been a significant part of this. At the same time, the PTE has been successful in gaining new</p>

¹ The number of unit standards results reported to NZQA declined from 3,215 in 2019 to 768 in 2020, and 694 in 2021 (as at 10 September). Source: NZQA Data Management and Learner Records

or enlarged contracts for other types of learner support, and has also extended training delivery into new regions. This includes, for example: the Tupu Aotearoa Service for Pasifika people; Youth Services for high-risk rangatahi in Tāmaki Makaurau and Te Tai Tokerau; ANZ MoneyMinded budgeting programmes; the Building Awesome Whānau parenting programmes; pastoral care services to MITO² apprentices across the upper North Island.

Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Certificate in Infrastructure Works (Level 2) (Prog Ref. 118390) approved 2020• Certificate in Contact Centre Operations (Level 3) – Training Scheme (Prog. Ref. 123149) approved 2018
MoE number:	8489
NZQA reference:	C45345
Dates of EER visit:	3-5 November 2021 (online)

² Motor Industry Training Organisation

Summary of Results

Solomon Group provides a range of relevant and suitably resourced educational programmes and services which assist often under-served learners or previously unqualified people to gain confidence, skills and qualifications. The processes used for planning, review and introducing change are robust, well documented and have led to wide-ranging improvements. Where limitations or performance gaps are identified, the PTE responds promptly and constructively.

Highly Confident in educational performance

- Solomon Group programmes are well designed, subject to internal monitoring and review, and across the whole portfolio offer a broad range of useful content and valuable learning opportunities, qualifications and enhanced personal development.
- Stakeholder engagement occurs with a diverse range of commercial, educational and governmental entities. Enduring arrangements and relationships are leading to valuable outcomes, ranging from first qualifications to relevant and viable employment.

Confident in capability in self-assessment

- Achievement across all learner groups in programmes at levels 1-3 is sound, and 77 per cent of learners passed their courses in 2020.
- Both the quality and quality assurance of teaching and learner assessment has improved. Agreement rates with external moderators, for example, have improved. Training and development has focused on building and maintaining stronger internal capability.
- The PTE is well managed and has particular strengths in staff leadership development, embedding literacy and numeracy into courses, and the cultural competency to respond effectively to the needs of Māori, Pacific Island communities as well as the multi-cultural population of South Auckland. Oversight, leadership and strategy-setting by governance is both facilitative and effective.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>In the Contact Centre Operations focus area (109 taura in 2021) there have been solid course completions as well as some variability between cohorts, with 2019 a weaker year. Summarising the 2018-21 data provided, Pasifika make up more than 50 per cent of year-on-year enrolments, and have a qualification completion rate of around 75 per cent. For Māori (less than 25 per cent of enrolments, but increasing), qualification completions are around 80 per cent. Non-Māori, non-Pasifika taura (around 25 per cent of enrolments) achieve 85 per cent qualification completions. These are good achievement rates for a relatively short, industry-focused programme with skills which are reportedly in very high demand.</p> <p>For the Infrastructure Works focus area (154 taura in 2021) qualification and course completions have trended downwards, but more rigorous assessment practices as well as Covid-19 impacts are likely influencing factors. Māori and Pasifika taura comprise the majority of enrolments, and the course completions fall between 80-90 per cent for these two groups year-on-year. Qualification completion rates have trended upwards in 2021, returning to rates exceeding 70 per cent. This programme provides relevant employment readiness, transferable knowledge and skills, and an entry-level qualification in an area of work with strong employment opportunities.</p> <p>Internal benchmarks (an 80 per cent target for each of priority learner participation, pass rates, and attendance) are set; comparisons with the sector using TEC data occurs; cohort to cohort and annual trends are compared. This is robust analysis of achievement for each programme or training scheme, across all student demographics. It includes</p>

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

	<p>withdrawal/retention data and literacy and numeracy progression analysis. Self-assessment here is thorough and has most likely improved with the introduction of new staff expertise and new software. This was reflected in the quality and comprehensiveness of operational documentation sampled by the evaluators.</p> <p>Quality assurance of assessment has been strengthened; targeted and relevant tutor professional development, as well as improvements in external moderation agreement rates, provide improved confidence in the reliability of results.</p>
Conclusion:	<p>Tauira are passing their courses and gaining qualifications at strong rates, which are mostly close to internal benchmarks. The relevance of content and the approach to student support and teaching underpin this. Self-assessment is thorough and data analysis has significantly improved, leading to timely monitoring and a clear understanding of trends and any areas needing intervention (see also Appendices 1 and 2).</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Solomon Group states that ‘the primary reason learners enrol in our courses is to gain employment. However, through our self-assessment process [we] have identified an opportunity to strengthen pathways to support those who want to move into further training prior to employment. We are working to achieve the TEC [progression] target of 47%’. The PTE also states that 176 learners – slightly over 50 per cent – entered the contact centre industry in 2018-20. Graduates contacted by NZQA described the course content and the teaching approach as highly relevant to their employment and career prospects.</p> <p>Infrastructure Works graduates reported that they gained full-time employment and had gained skills relevant for the job. They also said the course built their confidence to be successful. It has helped them ‘put bread on the table, to get a car’ and so on. Employment outcomes are approximately 50 per cent for 2018-20. This represents 155 graduates gaining employment. The PTE’s analysis is that they ‘continue to strengthen tracking of graduate outcomes, and have placed additional resource into</p>

	<p>this area, to capture all outcomes, as anecdotal feedback indicates higher outcomes are being achieved', which seems plausible.</p> <p>Ministry of Pacific Peoples, Auckland Council and Ports of Auckland-connected stakeholders described a collaborative programming relationship which is enduring and now at reasonable scale, with multiple substantial graduate outcomes and benefits: a better trained workforce; new, permanent full-time or casual jobs; Class 2 licences; and increased incomes for mainly Māori and/or Pasifika tauira or employees.</p> <p>The achievement of soft skills outcomes is of high interest to the PTE. In 2020, 92 per cent of learners surveyed agreed or strongly agreed that their confidence had increased, and 86 per cent agreed or strongly agreed that they had improved their time management. As well as survey feedback like this, reflection on improved dimensions using Te Whare Tapa Whā is being discussed with tauira. The ANZ MoneyMinded programme⁴, and assistance with driver licensing (car licence, Class 2 theory and forklift tickets) also provide examples of notable value. Comprehensive data on numeracy and literacy gains is maintained, and again underlines the value being added through tutor skill in this area of teaching, as discussed below.</p>
<p>Conclusion:</p>	<p>Though there is good and improving evidence of employment outcomes in the focus areas, knowledge of graduate outcomes is not as yet highly comprehensive. However, for some discrete programme areas it is unarguably high value (Kia Puawai for example⁵) and is well understood and articulated; for others it is a work in progress. Overall though, the value for tauira, graduates and stakeholders, based on available evidence, is high.</p>

⁴ Since 2018, the PTE has trained 46 facilitators and delivered the programme to 681 participants, most of whom are on low incomes.

⁵ Auckland Council, Solomon Group and the Ministry of Social Development have partnered to deliver the Kia Puawai programme since 2019. Kia Puawai supports South Aucklanders, primarily Māori and Pasifika, into employment at the Auckland Council Contact Centre(s). The programme has become a success case study of interest to other New Zealand councils.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Programmes, both formal and non-formal, are well designed and delivered, and there is strong evidence that they match the needs of tauira and a wide range of stakeholders. They have been continuously reviewed, refreshed or retired. For example, the largest programme at the previous EER has been replaced.⁶</p> <p>Tutor recruitment is apparent as delivery sites have expanded, with a notable proportion relatively new to their role and still in their formative training. The PTE has a well-resourced, well-qualified academic support team, and similarly experienced and competent site and programme leadership. Ongoing review of each programme has been strengthened and is robust and verifiable. There have been a few areas of strengthening where NZQA monitoring or external moderation was the most likely catalyst, as opposed to highly effective self-assessment. The PTE is highly responsive to external feedback, seeks it and acts upon it in a considered way.</p> <p>Programme content is delivered in an industry-like context, wherever feasible. Infrastructure activities and community projects, such as work on car parks and driveways for marae, simulate on-the-job roles, responsibilities and use of equipment. A new contact centre lab also simulates the commercial environment, including equipment, software and call scripts. Role plays and similar activities provide an opportunity for scenario-based learning and assessment. Tauira confirmed the benefits to their learning of all these activities and described empathetic and knowledgeable tutors who encourage their understanding and progress. Tutors have been very adaptable, but the learner experience has been, invariably and understandably, somewhat disrupted by Covid-related lockdowns (see endnote at focus area ratings below).</p>

⁶ Whānau Ara Mua Certificate in Intergenerational Education. The PTE determined that it was no longer meeting the needs of communities and stakeholders. NZQA monitoring in 2021 led to a required plan for improvement. Whānau Ara Mua has now been replaced by Community Hauora (Health and Wellbeing) which focusses on supporting vulnerable communities through health and wellbeing.

	<p>Formal and informal evidence around developing taura literacy and numeracy is compelling. This includes deliberate acts of teaching; embedding and targeted use of Pathways Ararua; effective use of the online testing tool, re-tests and ongoing discussion with learners by trained teachers.⁷ Staff are developing their skills in the delivery of adult education, literacy and numeracy. Internal and external professional development, focused on initial assessor training, is occurring.⁸</p> <p>The PTE has also worked closely with Ako Aotearoa in 2021, around foundation learning professional standards awards for staff.⁹ Examples of well-embedded and useful self-assessment activities include structured teacher appraisal and evidence of consideration of student survey feedback. Students expressed their satisfaction with the resources provided.</p> <p>The PTE has a sound record on developing programmes acceptable for approval by NZQA, and the new Health and Wellbeing programme provides a recent example of successful collaboration with stakeholders, including the qualification developer. The PTE is innovative, and stakeholders described the credibility of their approach.</p>
<p>Conclusion:</p>	<p>Programmes are well designed, subject to monitoring and review, and across the portfolio offer a broad range of useful content and valuable learning. NZQA and ITO¹⁰ or other external moderation or monitoring has shown variability, but this has improved (Appendix 2).</p>

⁷ New Zealand Certificate in Adult Literacy and Numeracy Education (Level 5) or equivalent

⁸ Leading to unit standards 4098, 11551 and 11552.

⁹ [Foundation Learning Professional Standards Framework » Ako Aotearoa](#)

¹⁰ Industry training organisation

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The PTE states in their self-assessment summary that: 'Rangatiratanga represents the mana of the individual, that each has worth, has dignity and is unique. For Solomon Group this means capturing 'Te Pore' (the potential) that exists in the individual. It signifies Ka Mahi, Ka Ora'. This evaluation found that the focus on the individual taura and their needs is well connected and suitably resourced, from initial interview and enrolment through to graduation. Many taura know and have personally interacted with the chief executive and site managers, and so this genuine connectedness extends beyond the tutors and administrative staff.</p> <p>There is attention to culture, and steady and intentional progress around Te Reo and tikanga practices attuned to the multi-cultural staff and student demographic at the PTE. A range of well-embedded tools and strategies (such as needs assessment, individual learning plans, and 1:1 meetings with taura) underpin the monitoring and review of student progress. Student voice is gained through regular surveys, hui and student representative models. The PTE seeks and attends to student feedback.</p> <p>Student interviews revealed something of the impacts upon vulnerable individuals and whānau caused by Covid-19 lockdowns; as is too common, secure, quality, affordable housing is a persistent barrier (and the PTE has some capacity to help with this through partner agencies). Loss of employment and constrained incomes test others. Numerous examples of practical support and distribution of needed resources¹¹ were identified as occurring.</p> <p>Programme delivery has continued, albeit with huge constraints on the practical infrastructure content in the Auckland region. In the Contact Centre Operations programme, online/blended delivery is more feasible and is now well embedded. Ongoing contact, support and guidance and efforts by staff to retain and</p>

¹¹ Resources such as food vouchers, petrol vouchers, mobile top-ups to maintain connection, and for those most in need, devices and WiFi capability to engage with the programmes.

	involve learners have occurred, with good oversight, monitoring and recording.
Conclusion:	Student progress, and identification and mitigation of barriers, is systematic, well documented and visible to governance and management. Code review ¹² was thorough, led by the chief executive, and was change or development orientated, as opposed to a 'tick-box' approach. This reflected the integrity and aspirational intent of the PTE on behalf of their taura.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>A capable and experienced governance and management team, with intentional overlap into the Aspire2 Group's co-ordinated planning, academic quality and other central services, has added new dimensions to the PTE. Strategic planning, resourcing and shared technical resources have been enhanced. Staff are well able to explain how the outcomes of their respective roles feed into the overall strategic and operational activities of the PTE. Five well-developed strategies are linked to an outcomes framework. This includes the most recent Tuhonotanga 2020-24, which has goals around 'Supporting Māori to realise their potential'. These have measurable performance indicators which are readily identifiable as being tracked in a cyclical manner at the relevant meetings.</p> <p>Teachers and support staff are assisted by a sound academic quality infrastructure. Improved data capture capabilities provide a range of digital and manual tracking systems spanning taura attendance, assessment, progress through courses, and 'student at risk' flags. There is use of robust analysed data, structured and less formal meetings, and whole-of-organisation hui as part of self-assessment. There is good evidence that the PTE invests in staff, attends to their voice, and provides for career development. The PTE also invests in staff development and encouraging increasing knowledge and use of Te Reo, so as to better support Māori learners toward success.</p> <p>Governance and management believe their increased</p>

¹² Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019

	<p>investment in a range of areas has strengthened the organisation's capacity to increase its footprint, contributing to South Auckland communities and new expansions in Rotorua and Tokoroa. The evaluators agree with that summary. Leadership is grounded in, and informed by, the community experience of the groups they work with.</p> <p>The PTE submitted a successful proposal to the TEC to participate in the Learner Success Framework pilots. The project focuses on 'developing and testing a strategy to help retain Māori and Pasifika tauira more effectively right through the learner journey, [to gain] a comprehensive, robust, and systemic means of addressing the existing gaps during their journey'. Self-assessment at this level of the organisation is aspirational and connected, as well illustrated here.</p>
Conclusion:	<p>Governance and management are effectively supporting strong and valuable educational achievement and outcomes, particularly for under-served communities. Appropriately resourcing and developing staff and leveraging the power of IT systems to gather and report timely data have been key aspects of that success. There is strong strategic-level thinking and investing.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Reflecting a well-structured, well-resourced and intelligence-led TEO, important compliance accountabilities are effectively managed at Solomon Group. Numerous examples of note include the following.</p> <p>NZQA site approvals, programme approval applications and change applications show a pattern of well-managed activity. Notifications and other attestations are also well attended to. The timeliness of learner results reporting to NZQA (as measured being within the required three-month timeframe) is excellent.</p> <p>Participation in all ITO, Ministry of Pacific Peoples and TEC compliance-related activities is apparent and positive. For example, the Tupu Aotearoa programme evaluation reports and Social Services Accreditation reports sighted, commend</p>

	<p>engaging with the regulator, and any findings were primarily developmental. The 2019 TEC Audit raised no issues, with 15 of the 18 audited areas compliant, and three administrative improvements required.</p> <p>Executive and management documents indicate that compliance monitoring is structured and ongoing. Staff qualification, professional development and teacher evaluation records were sampled and appraised and found to be up to date and comprehensive, for example. In the Infrastructure Works focus area, a need was identified for the PTE to more explicitly evaluate and provide evidence that the tutor experience meets NZQA's expectations for consent and moderation requirements. The programme tutors have relevant industry experience, but it was unclear whether this had been comprehensively explored and validated (see Requirements section below).</p>
<p>Conclusion:</p>	<p>Important compliance accountabilities are effectively managed, with very few gaps or weaknesses, which are also mostly managed effectively.</p>

Focus Areas

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

2.1 Focus area: New Zealand Certificate in Infrastructure Works (Level 2)

Performance:	Excellent
Self-assessment:	Good

2.2 Focus area: Certificate in Contact Centre Operations (Level 3) Training Scheme

Performance:	Excellent
Self-assessment:	Good

A note on the PTE's pandemic response

The Covid-19 pandemic, and in particular the successive lockdowns in Auckland, have been challenging to learners, their whānau and the staff at Solomon Group. Even before government committed to funding additional learner support, Aspire2 had allocated resources to ensure that, for example, tauira would have access to devices to enable some continuity of contact with tutors and progress through course work.

The lockdown scenario has presented challenges for the practical components of Infrastructure Works, and in consultation with the TEC and NZQA some programmes were extended. The Contact Centre Operations course was more readily adaptable to the online/blended environment (depending on level restrictions), and has become an even more important programme as the skills taught are in very high demand. This has resulted in various course design and teaching adaptations and innovations, based on experience and organisational reflection.

The PTE states: 'anecdotal feedback from Tutors and Site Managers identified that our learners struggled with distance learning and preferred face to face delivery. This was reflected in our withdrawals during Covid-19, which [increased by approximately 5% in 2020]....whilst Covid-19 presented challenges, the pastoral care supports [provided by staff] and additional grants offered by the TEC, meant we were able to continue to deliver quality learning across this period'.

Staff were formally surveyed about support from the PTE during lockdown, with a very high proportion indicating they strongly agreed/agreed that they felt well supported. Reflection and learning from experience has occurred at the PTE.

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

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

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

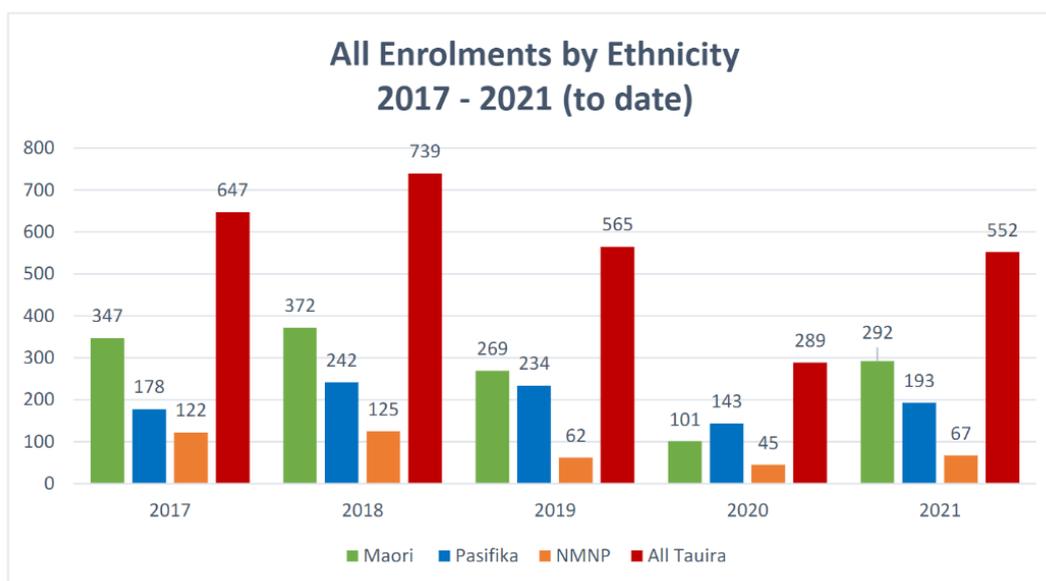
NZQA requires Personalised Education Ltd to:

Develop a more formal, documented process to appraise tutors' previous work history (presumably with stakeholder expert advice) to ensure that the 'equivalent to qualification above' status implied by the relevant consent and moderation requirements document is well matched. This may lead to a process of recognising current competence, or recognition of prior learning, and shape professional development planning for some staff.

This would better ensure clear alignment with NZQA's Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021, Part 2 Maintaining consent and approval 13.1 (a) i.

Appendix 1

Overall Enrolments



Increase in Māori enrolments in 2021. This is a result of IW2 Rotorua, Hamilton and the introduction Health and Wellbeing, attracting a high number of Māori.

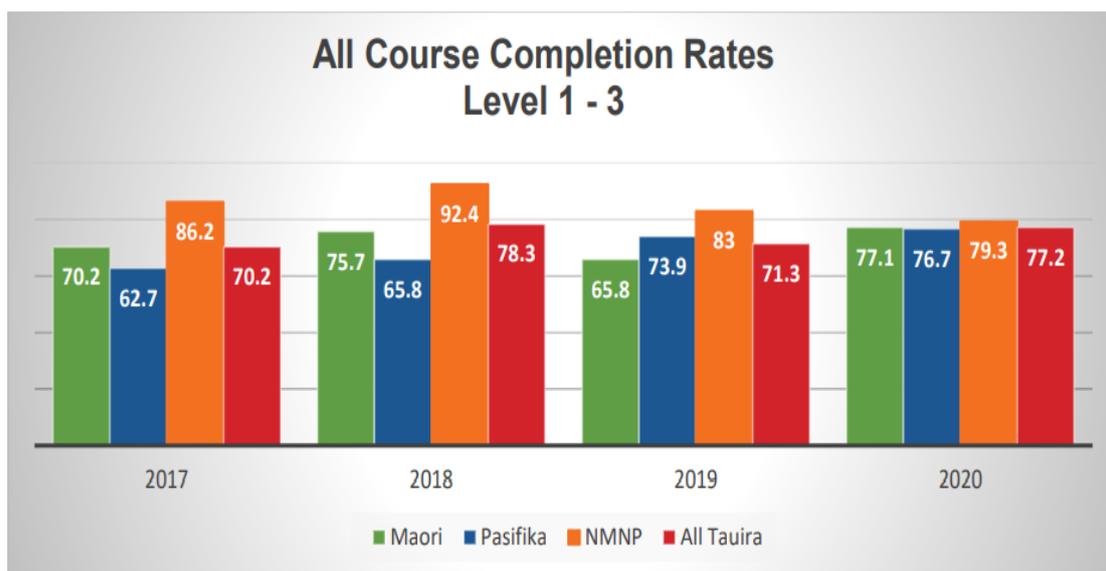
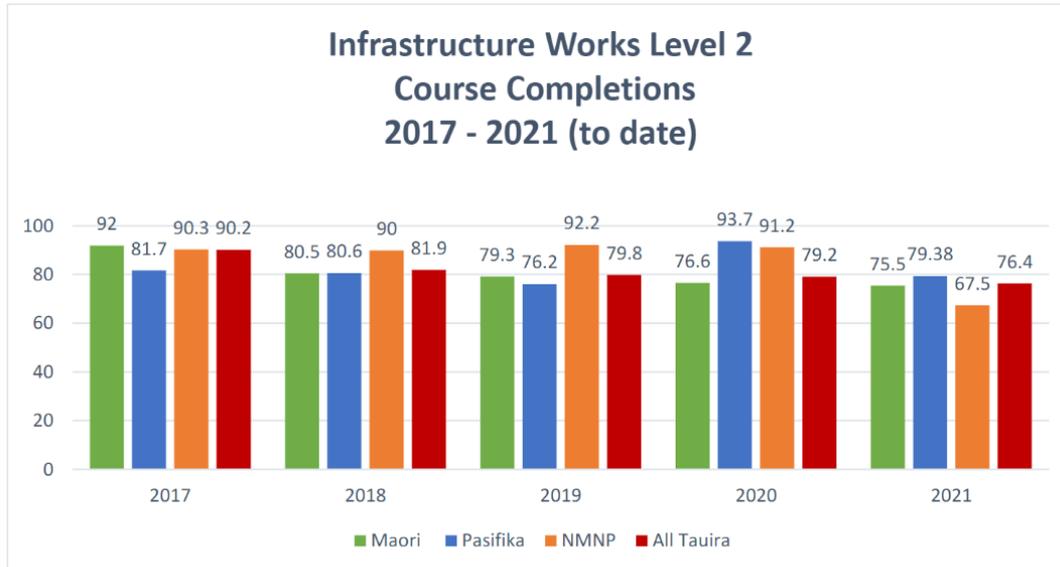


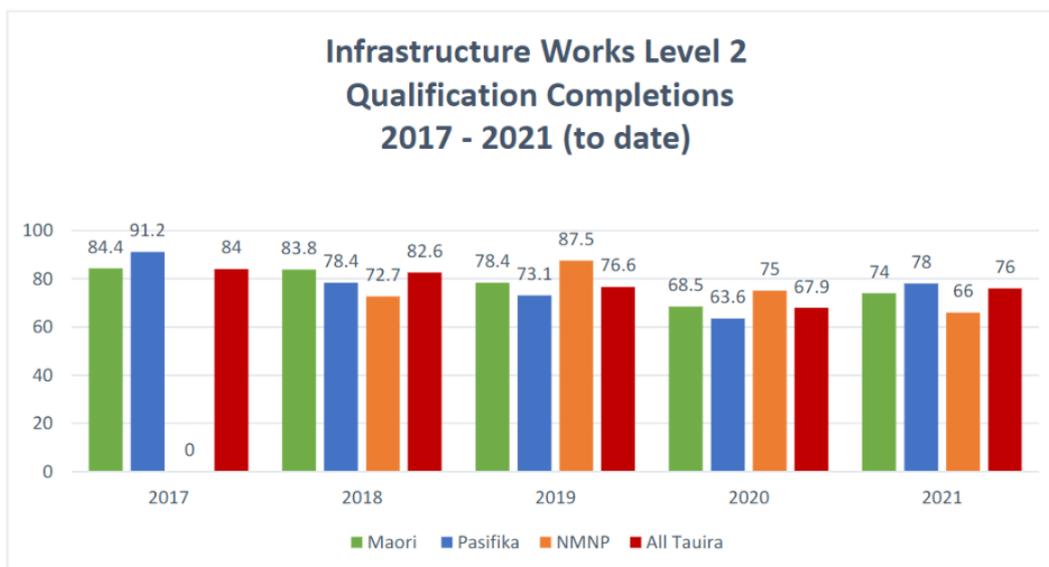
Table 2 – Overall Completions Data 2017 – 2020 (graph indicates percentages)

Current Course Overall Completions for Focus Areas

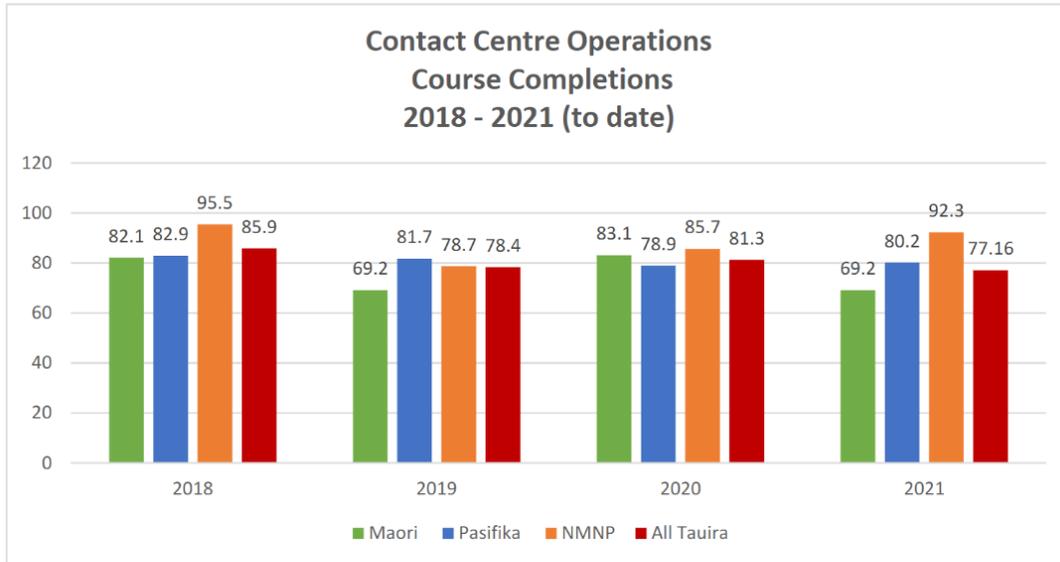
Note infrastructure is tracking at 97% Māori and Pasifika Students. Therefore, although the NMP results are lower this is only based on two students.



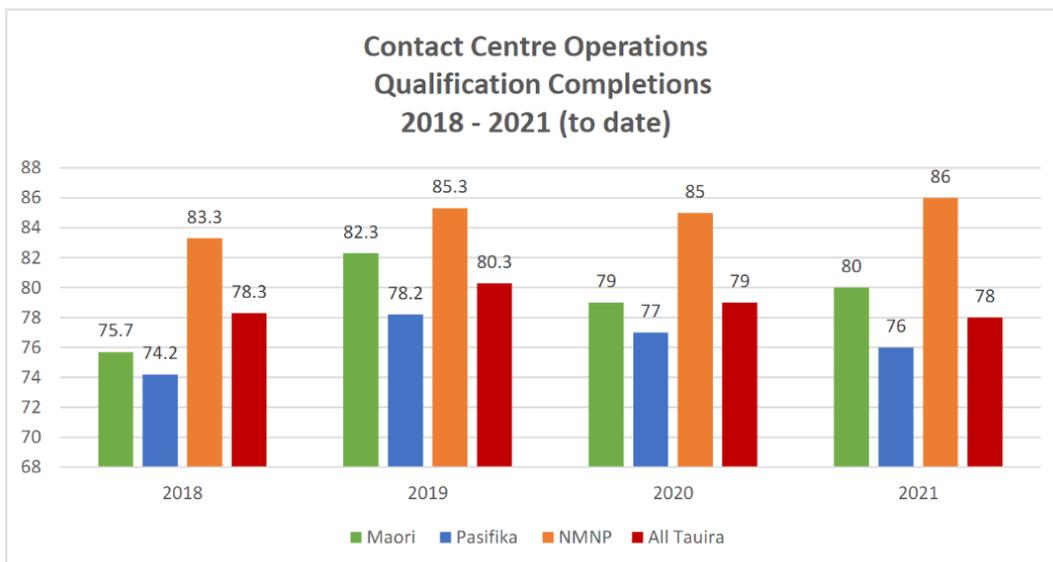
We are forecasting to achieve above 77% for 2021.



2020 Covid impacted our qualification completions, we supported the students to complete as many units as possible which reflects in our course completion rates but the students were impacted by financial pressures and mental health which impacted them completing the full qualification.



We are forecasting to achieve over 80% CC for CCO by the end of 2021.



Source: Solomon Group PTE (NMNP = not-Maori and not-Pacific Island tairua)

Appendix 2

Summary of recent external educational quality assurance

NZQA national external moderation

For each year since the last EER, this has been deemed satisfactory. Specifically, in 2020 the PTE met all NZQA moderation requirements in the Computing and Business and Management systems and the majority of moderation requirements in the Core Skills system.

Infrastructure Works programme moderation

There has been improved Connexis ITO external moderation in 2020; 17 out of 30 samples of marked learner work for three unit standards were approved. In 2021, 15/15 samples of marked learner work for six standards were approved.

Contact Centre Operations training scheme moderation

Assessment is competency based, designed to assess locally developed courses at NZQF Level 3. The 2020 external moderator approval rate was 27 per cent (for 15 samples of marked learner work), and in 2021 this has improved to 58 per cent (for 12 samples of marked learner work). An experienced contract moderator is used under a Memorandum of Understanding arrangement. Administration errors in relation to correct or full completion of records has, it is fair to say, impacted these results. A range of stronger, collaborative assessment review practices is now occurring.

Consistency reviews

The PTE had undergone four consistency reviews at the time of this EER, and achieved a rating of Sufficient for each, including for the focus area programme: New Zealand Certificate in Infrastructure Works (Level 2) in 2021.

NZQA programme monitoring

NZQA monitoring in March 2021 of the PTE's Whānau Ara Mua (WAM) Certificate in Intergenerational Education (Prog. Ref: 119912) leading to the New Zealand Certificate in Foundation Skills (Level 1) [NZQF Ref: 2861-1] and the New Zealand Certificate in Foundation Skills (Level 2) [NZQF Ref: 2862-1], Whānau Ara Mua Certificate in Intergenerational Education found that the programme partially met requirements and required an action plan. The report describes evidence of effective organisational self-review and critical analysis leading to changes in assessment and moderation procedures. Solomon Group was also found to encourage professional development for staff to improve assessment and moderation practice. Some tutors were yet to complete a National Certificate in Adult Literacy Education qualification and/or an adult education qualification to level 4 and/or unit standard 4098.

Appendix 3

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud¹³*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

¹³ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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