Report of External Evaluation and Review

Whitecliffe Enterprises Limited
trading as Whitecliffe College of Arts and Design

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 13 December 2017

Contents

MoE Number: 8509

NZQA Reference: C27243

Date of EER visit: 19-21 September 2017

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:	Whitecliffe Enterprises Limited trading as Whitecliffe College of Arts and Design
Type:	Private training establishment (PTE)
First registered:	1 April 1991
Location:	24 Balfour Road, Parnell, Auckland
Delivery sites:	24 Balfour Road, Parnell, Auckland
	133 St Georges Bay Road, Parnell, Auckland (additional studio space and the Pearce Gallery)
	21 Shaddock Street, Eden Terrace, Auckland (MFA project and exhibition space – DEMO)
	120 Madras Street, Christchurch (leased space from Ara Institute of Canterbury)
Courses currently delivered:	• New Zealand Certificate in Arts and Design (Level 4)
	• New Zealand Certificate in Digital Media and Design (Level 4)
	• Bachelor of Fine Arts (Level 7)
	• Bachelor of Fine Arts (Honours) (Level 8)
	• Diploma of Arts and Design (Level 6)
	• Diploma of Arts and Design (Advanced) (Level 7)
	• Master of Fine Arts (Level 9)
	• Postgraduate Diploma in Arts Management

(Level 8)

- Master of Arts in Arts Management (Level 9)

- Postgraduate Diploma in Arts Therapy (Level 8)

- Master of Arts in Arts Therapy (Clinical) (Level 9)

Code of Practice signatory:	Yes
Number of students:	Domestic: 420 EFTS (equivalent full-time students) including 27 EFTS Māori and 25 EFTS Pasifika
	International: 58 EFTS
Number of staff:	32 full-time equivalent (FTE)
	23 part-time (equivalent to 15.6 FTE)
Scope of active accreditation:	Refer http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=850994001&delSiteInd=0
Distinctive characteristics:	Whitecliffe specialises in providing quality tertiary education within the arts and design fields, with the aim of creating 'graduates who are independently minded and able to practise their art and design related professions within the wider society'[1], as employed and self-employed artists and designers within the creative arts sectors. Whitecliffe is one of a very small number of PTEs that offer postgraduate programmes.
	Whitecliffe offers programmes leading to level 4 certificates in arts and design and digital media and design (10 per cent); the Bachelor of Fine Arts through four subject pathways – fine arts, fashion design, graphic design and photo media (70 per cent); and postgraduate programmes in fine arts, arts management and arts therapy (20 per cent).
	Purpose-designed premises in Parnell, Auckland provide up-to-date physical spaces including custom-made studios with additional digital suites, specialist photography darkrooms and individual fine arts studios. Whitecliffe owns and manages the Pearce Gallery as exhibition space for students, graduates

---

[1] Self-assessment summary for EER, Whitecliffe College of Arts and Design, p2

Final report

	and invited guest artists.
Recent significant changes:	A review of leadership and management requirements in early 2017 resulted in a newly structured senior management team (SMT) and a revised organisational and reporting structure being put in place in May 2017. Recently an external stakeholder advisory board with key representation from the creative industries has been formed and has held its first meeting. This board will provide advice and support at a governance and strategy level to the president (owner).
	A new committee structure has been developed and implemented in 2017 'to improve communication, staff engagement, discussion and transparency of academic and other processes across the college. These committees are intended to bring staff together to make college and programme level decisions and recommendations to the SMT on strategic matters'.[2]
	From 2014-2017, Whitecliffe undertook more programme development than at any time in its 20-year history. Certificate programmes have been replaced by New Zealand certificate programmes. The significant development has been the review of the capstone four-year Bachelor of Fine Arts. To align with national trends, this has been replaced with a three-year Bachelor of Fine Arts plus a one-year Honours degree. Students began the first year of the new Bachelor of Fine Arts in February 2017.
Previous quality assurance history:	In May 2015, a Tertiary Education Commission (TEC) audit of Whitecliffe was undertaken to assess the compliance of educational delivery with TEC funding conditions as part of the TEC's standard monitoring process. The final report had three recommendations which have been addressed with the TEC.
	Monitoring of degree and postgraduate programmes is well established and complies with NZQA requirements.
	The outcomes of previous external evaluation and reviews (EER) are:
	● In 2009, NZQA was Highly Confident in both the

---

[2] Self-assessment summary for EER, Whitecliffe College of Arts and Design, p4

Final report

educational performance and capability in self-assessment of Whitecliffe

- In 2014, NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of Whitecliffe.

Other:

The impact of the outcomes of the Targeted Review of Qualifications for creative arts resulted in two New Zealand certificates replacing previous certificate programmes.

Whitecliffe is an active member of the Quality Tertiary Institutions group of PTEs, and the Australian and New Zealand Arts Therapy Association (ANZATA).

2. Scope of external evaluation and review

The focus areas for the evaluation were chosen in consultation with the director academic (undergraduate) and the director academic (postgraduate). The EER team also interviewed students who had completed the certificate programmes and progressed to the Bachelor of Fine Arts.

The following focus areas were included in the EER:

International student support and wellbeing

This is a mandatory area as international students are 12 per cent of the total students.

Bachelor of Fine Arts (Level 7)

In 2017, the first year of the new three-year Bachelor of Fine Arts is being delivered for the first time with the previous four-year degree being phased out over the next three years. The new programme demonstrates changes in delivery methodology with integrated courses in the first year and an increased focus on student-centred learning. Graduate profile outcomes have been reshaped and realigned to ensure that graduates are well prepared for their chosen career pathways.

Master of Arts in Arts Therapy (Clinical) (Level 9) and Postgraduate Diploma in Arts Therapy (Level 8)

Arts therapy is a growth area for Whitecliffe. This postgraduate programme is unique in New Zealand – Whitecliffe is the only provider in this discipline area. The postgraduate year is offered in Auckland and Christchurch through weekend delivery (one weekend per month for 10 months) and the Master's programme (years two and three) is delivered in Auckland through block courses and seminars. The programme has a significant workplace component and includes an indigenous therapies component.

Final report

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 was conducted by a team of four evaluators over three days at the Auckland campus.

Prior to the EER visit, the lead and a team evaluator met with the director academic (undergraduate) and director academic (postgraduate) to discuss the purpose of the EER and the scope and arrangements for the on-site enquiry. A self-assessment summary was supplied in advance of that visit. After the finalisation of the focus areas, relevant key documents were supplied to the evaluation team to support the on-site enquiry, including annual programme review reports, minutes and notes of meetings of key committees and self-assessment reports across a range of areas.

During the EER, interviews were conducted with the president, senior management team, academic committees, academic board, programme management, teaching staff, students, support staff, graduates, external stakeholders and advisory group members. The EER team reviewed a wide range of documentation, both paper-based and online, and viewed physical spaces including group and individual studios, specialist digital workspaces and photographic spaces.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/. 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 fraud[3]*

---

[3] 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.

- *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.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Whitecliffe Enterprises Limited trading as Whitecliffe College of Arts and Design.**

- Whitecliffe has a clearly articulated and well-established vision, mission and values which focus on achieving excellent outcomes for students within a real-world learning environment.

- Staff and students are actively engaged with industry and the community to work collaboratively and build strong industry connections. External stakeholders highly value the quality of the graduates and the inclusiveness and responsiveness of the organisation to engage proactively with their industries and the community.

- Student achievement and retention is excellent across all programmes and all student groups. In 2015 and 2016, overall course completions were 94 per cent, qualifications completions were 100 per cent and 90 per cent respectively, and 91 per cent were retained in study in both years. Māori achievement is excellent – course completion for Māori since 2013 has been consistent at 90-100 per cent. However, Māori participation of 6 per cent is well below the regional demographic.

- Students complete their qualifications and are well supported to connect with and integrate into the arts and design community relevant to their area of practice.[4] Whitecliffe programmes provide effective pathways for students to progress to further study, employment and self-employment. Students develop personal skills such as the ability to work independently, and develop critical and reflective thinking and confidence in their own aesthetic practice.

- The learning environment is being transformed from a lecturer-led to a student-centred model across all programmes and disciplines to replicate collaboration and teamwork in the workplace. This has enhanced the integrated theory and practice with a cross-discipline focus.

- Highly qualified lecturers are practising artists and designers and are well supported in their research. Academic staff build strong learning relationships with their students to support achievement and engage with professional industry networks. Students have access to a range of real-world opportunities which complement their study, including supporting community events, industry projects and internships.

---

[4] Refer to Findings 1.2 of this report.

Final report

- The recent review of Whitecliffe's leadership and management requirements has resulted in significant changes to the management and reporting structure across the organisation. The new committee structure is intended to provide useful opportunities to improve communication and transparency of decision-making, and to engage staff in discussions on academic and other processes. Although in the early stages, these changes are enabling more integrated and focused discussion between academic staff, student services and senior management, resulting in standardised practice across discipline areas.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Whitecliffe Enterprises Limited trading as Whitecliffe College of Arts and Design.**

- Annual programme reports are a key strength of Whitecliffe's self-assessment. Self-review and reflective practice are embedded within these comprehensive reports. Formal and informal feedback is used to constantly review and analyse the quality of achievement, and the value and relevance of the programmes to students, community and employers. This feedback is showing high levels of satisfaction with the outcomes achieved.

- Targeted review reports are used to identify areas for improvement on an as-needs basis. A recent report identified that the student management system rollout had not been successful and proposed recommendations for resolving the key issues. More systematic self-reviews across the organisation could strengthen evidence-based decision-making at senior management level and support the consistency and effectiveness of operational systems and processes. The new reporting structure and comprehensive improvement plan under development at the time of the EER aim to provide more comprehensive self-assessment at an organisational level.

- The 2017 graduate destination survey is providing evidence of employment trends for graduates across the programme areas. This data can be used as a comparison with future survey feedback. It would be useful to identify feedback from specific student groups (Māori, Pasifika and international) in future surveys.

Findings[5]

1.1 How well do students 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.**

Overall achievement and retention is very strong and reflects the organisation's commitment to excellent outcomes for all students across all programmes.

Table 1. Whitecliffe achievement data 2013-2016

	2013	2014	2015	2016
Course completions				
All	92%	89%	94%	94%
Māori	90%	97%	97%	98%
Pasifika	81%	86%	89%	88%
International students	93%	93%	94%	94%
Qualification completions				
All	100%	100%	100%	87%
Māori	100%	100%	100%	90%
Pasifika	100%	100%	65%	67%
Under 25	100%	100%	97%	97%
International students	91%	89%	90%	90%
Progression to higher-level study	88%	70%	70%	66%
Retained in study	82%	76%	91%	91%

Source: TEC Performance Report (2013-2016)

Student achievement is well understood by staff through the monitoring and analysis of results by course and cohort to identify trends and areas of concern. This enables ongoing support for students to ensure their learning progress. Analysis of priority groups (Māori and international in particular) would be useful to inform improvements to the programmes.

Students are gaining a range of personal skills and knowledge to prepare them for their careers in the arts and design sector. These include ability to work independently, confidence in their own area of practice, critical thinking skills, research capability and working in teams. Students also develop their own industry

---

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

Final report

networks to support their individual practice in employment or self-employment following graduation.

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

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

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

Students highly value the positive, supportive, real-world learning environment which provides opportunities for all students to achieve new skills and knowledge with an integrated arts and design focus. Students commented that they achieve well beyond their expectations and experience ongoing and relevant opportunities to develop their own aesthetic practice. The 2017 graduate destination survey provides an emergent understanding of graduate outcomes for each programme area in terms of employment outcomes and trends. It would be useful to extend the survey to include Māori, Pasifika and international graduate employment outcomes.

Table 2. Whitecliffe graduate employment rates

	Employment rates (including full-time, part-time and self-employment)			
	1 year after graduating	2 years after graduating	3 years after graduating	4 years after graduating
Bachelor of Fine Arts	59%	90%	92%	91%
Master of Fine Arts	33%	67%	80%	75%
Master of Arts in Arts Therapy	50%	100%	100%	100%

Source: Whitecliffe College of Arts & Design Self-assessment summary for EER, pp 11-12 and 2017 Graduate Destination Survey Report

Whitecliffe has a range of approaches to obtain formal and informal student, graduate and stakeholder feedback to inform programme development and to ensure industry trends are included within learning and teaching.

- Whitecliffe's strong emphasis on industry relevance and having a real-world learning environment is highly visible through the intentional focus on building strong relationships and connections to enhance the relevance and value of student outcomes. This relational approach is highly valued by students and supports the transition from study to employment. Stakeholders commented on the importance of an individual area of practice as a highly valued outcome for graduates.

- Genuine and ongoing attempts have been made to consult with and involve local iwi to enhance cultural inclusiveness. However, this is taking some time to establish.

Final report

- Strong connections with other art and design schools both nationally and internationally enable teaching staff[6] to develop professionally and be recognised as experts within the sector, which benefits the Whitecliffe learning environment.

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

There is clear and consistent evidence that Whitecliffe is meeting many of the most important needs of the students and stakeholders.

- The strong emphasis on studio practice to build the ability to work independently and the integration of theory and practice and professional practice are key components of all programmes. Feedback from graduates and employers confirms that graduates transition seamlessly into the workplace and are able to meet the standards required by the arts and design industry.

- Students build strong relationships with industry experts through the engagement of professional artists and designers in the learning and teaching process - in guest presentations, guest exhibitions, industry placements and internships, as external examiners and members of advisory groups. This strengthens connections with the art and design sector for students, graduates, staff, the community and industry.

- Significant programme development has been undertaken over the past three years. New Zealand Certificate programmes are providing an effective pathway to the Bachelor of Fine Arts for students who did not meet the degree's entry requirements. Stakeholders commented that the changes to the Bachelor of Fine Arts have strengthened the programme.

- Different learning environments and delivery models are appropriately applied to different discipline areas. For example, in the Bachelor of Fine Arts, students attend classes, small group tutorials, have dedicated studio space and after-hours access to enable them to develop individual, independent study and research. In the arts therapy postgraduate programmes, block courses and clinical placements are key learning and teaching strategies which are relevant for the specific learner group.

---

[6] As monitors, external examiners, artists in residence, partners in collaborative research and other professional roles.

- Students highly value the professional expertise of the staff (who are experienced, practising artists and designers) and the exposure to a variety of approaches from different staff which provides a wide range of views on their work and develops critical reflection.

- The organisation has recognised that current practice can be enhanced to ensure that the teaching approaches and research support the needs of Māori students. Students commented that, for Māori students to achieve 'as Māori', it is important that teaching staff are able to critique student work from Māori perspectives to support students to develop their area of practice. Students said there was a need for more Māori staff and staff development for current staff to enable appropriate cultural critique and support.

- As international students move to higher levels within programmes, appropriate testing is needed to ensure that these students are capable of studying at the higher level. Variable practice across programmes indicates that a more systematic approach is required to provide appropriate English support to meet the needs of these students.

- A comprehensive internal moderation plan is now in place to strengthen assessment and ensure alignment with the graduate profile.   Staff commented on the value of the professional conversations between assessor and moderator to ensure assessment quality. External moderation has not yet been fully implemented and Whitecliffe has identified this as an area for improvement.

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

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.**

At Whitecliffe, lecturers know their students, know their aspirations and support students to achieve their goals. Lecturers have an open-door policy to ensure that they are accessible and available to discuss progress, respond to queries and encourage skill and capability development. Students commented positively on the quality of feedback on their progress; the feedback is constructive, identifying strengths and providing suggestions for improvement.

Comprehensive course information and expectations are provided to all students to ensure that there is clear understanding of the requirements and outcomes of the programme. Whitecliffe is well aware of its responsibilities to support international students' safety and wellbeing. Key staff have clear responsibilities to provide this personal support to the students when this is required.

Student surveys are very positive about their experience at Whitecliffe, particularly the quality of teaching and the learning environment. Students appreciate their

group or individual studio space and commented that this is a highly attractive point of difference to other art schools, as are the small class sizes. There is a gap in feedback processes to evaluate how effectively Māori, Pasifika and international students are supported to identify the level of inclusiveness at the campus.

1.5 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.**

Whitecliffe has good leadership with a strong focus on excellent educational achievement. The current review of its leadership and management requirements and the resulting changes are still in the early stages of implementation, although there has been a high level of commitment to improving communication and transparency across the organisation. Academic committees have been introduced to provide a forum for robust discussion on teaching and learning practice, to collaboratively identify areas for improvement. It is important that identified improvements are assigned timelines and designated responsibilities for monitoring and completion.

The mission and purpose of the organisation is clearly stated. However, the strategic direction and priorities need to be aligned, visible and active. Strategic planning needs to be formalised with key performance indicators and monitoring clearly understood across the organisation. Gaps in planning and leadership were evident, and while initiatives are being put in place to ensure that lines of responsibility and accountability are clear, the current situation is in the very early stages of implementation and carries some risk for the organisation.

Self-assessment at Whitecliffe is centred on the annual programme review process. This process is robust, co-ordinated and collaborative, and results in a comprehensive annual programme report for both internal and external use. The action plans are useful to monitor improvements which lead to programme and practice improvements to enhance programme delivery and outcomes.

Management has engaged external consultants to assist with reviews of areas of the organisation where change is required. Members of the senior management team have roles and responsibilities for specific areas to ensure that the outcomes of these reviews are fully considered and implemented using project management approaches.

The strong research culture at Whitecliffe is well-resourced and supported by management. A staff development, research and supervision plan has recently been put in place to provide relevant, accessible professional development opportunities for all academic staff to refresh and enhance their learning and teaching capabilities in line with the new curricula.

Final report

Internal and external reports show a recurring theme identifying the need to develop the relevant knowledge and skills of staff, and within the curriculum for working with Māori, to build iwi relationships and to ensure that Māori students are supported culturally to develop their areas of practice. Māori participation rates across all programmes are well below the regional demographic and Whitecliffe needs to review its approach to improving this.

Whitecliffe is a reflective organisation, using and analysing data and information to inform improvements especially at programme level. Multiple approaches have been taken recently to improve the leadership and management of the organisation. The proposed improvements in technology are likely to provide a more systematic and purposeful approach to co-ordinating achievement data, feedback and self-review reports.

1.6 How effectively are important compliance accountabilities managed?

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.**

Whitecliffe manages its compliance accountabilities and responsibilities effectively at both programme and organisational level. The senior management team has recently allocated roles and responsibilities for specific compliance activities to improve the effectiveness of the organisation's compliance management.

- Systems and processes to maintain compliance with the Code of Practice[7] are in place. In 2016, a self-review against the new code confirmed compliance and identified improvements, including the need for more formal tracking of enrolment records, more robust attendance checking, and updating of international student documents. Whitecliffe recognises that the introduction of a more robust student management system will enable improved systems to be implemented. Overall management responsibility and accountability for code compliance needs strengthening to ensure that responsibility, accountability and lines of communication are clear.

- A review of Whitecliffe's policies and procedures is identified in the PTE's draft improvement plan to systematically align and update these documents with the new programme regulations and standardised practices across the organisation. .

- NZQA requirements are being met through successful applications for programme accreditation and approval. Delivery site approvals are up-to-date and programme changes are approved through the academic board for submission to NZQA. The New Zealand certificate programmes will undergo

---

[7] Education (Pastoral Care of International Students) Code of Practice, 2016

consistency reviews in 2018, and Whitecliffe needs to understand what is required to prepare for this process.

- Current documentation and records show that TEC and NZQA requirements are met in a timely manner with no risks or issues identified by either agency.

Management has strong engagement with other PTEs in the Quality Tertiary Institutions group and regularly meets to discuss management, academic and compliance matters.

The evaluation team completed a compliance check of a random sample of international student files. It was clear that these files support the decisions made and meet immigration and NZQA requirements.

Final report

Focus Areas

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

2.1   Focus area: International Students Support and Wellbeing

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

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

2.2   Focus area: Master of Arts in Arts Therapy (Clinical) and Postgraduate Diploma in Arts Therapy

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

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

2.3   Focus area: Bachelor of Fine Arts (BFA)

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

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

Recommendations

NZQA recommends that Whitecliffe College of Arts and Design:

- Strengthen and review programmes to ensure they are culturally inclusive and free from barriers to success for Māori students.

- Continue to pursue contacts with local iwi to establish relationships to support practice that is inclusive of Māori values and priorities

- Strengthen moderation processes to ensure that systematic external moderation is established across all programmes.

- Develop a more systematic approach to monitor graduate data on employment, further study and community to understand the value and relevance of outcomes for stakeholders and priority groups of students (Māori, Pasifika and international).

- Regularly update and review the website and student information to ensure international students receive information consistent with the Code of Practice.

- Ensure that the improvement plan is implemented and systematically monitored.

- Continue to embed leadership and management structures to effectively support the strategic and operational direction of the organisation and provide clear accountabilities and responsibilities.

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

Final report