



# Report of External Evaluation and Review

International Educational Foundation  
(NZ) Incorporated trading as  
International Pacific College

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 23 August 2011

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# Purpose of this Report

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

## Introduction

### 1. TEO in context

Location:	Palmerston North
Type:	Private training establishment
First registered:	1991
Number of students:	Domestic: 56 equivalent full-time students International: 284 equivalent full-time students
Number of staff:	42 equivalent full-time academic staff 10-12 part-time academic staff
Scope of active accreditation:	Programmes and approximate student enrolments: <ul style="list-style-type: none"><li>• Master of International Studies (Level 9) (three)</li><li>• Postgraduate Diploma of International Studies (Level 8) (three)</li><li>• Bachelor of International Studies (Level 7) (155)</li><li>• Diploma of Japanese Studies (Level 5) (12)</li><li>• Graduate Diploma of International Studies (Level 7) (three)</li><li>• Diploma of International Sports Studies (Level 5) (14)</li><li>• Diploma of International Studies (Level 6) (99)</li><li>• Foundation English programme (50)</li><li>• Certificate of Proficiency in English I and II (one)</li></ul>
Sites:	One main site as above with a smaller site in Queenstown.

Distinctive characteristics:	International Pacific College (IPC) commenced operation in 1990 with an intake of 69 Japanese students. Students have been predominantly Japanese young people but increasingly are coming from over 20 different countries. The number of domestic students has grown and IPC receives Tertiary Education Commission funding for 60 equivalent full-time students. IPC's diploma and degree programmes are at levels 5-7 respectively, with a small number working at levels 8-9 at postgraduate, diploma, or Masters levels. All qualifications are approved by NZQA. The majority of students reside on campus. IPC's board of trustees and the chairman-CEO reside in Japan.
Recent significant changes:	A replacement New Zealand-based president was appointed approximately two years ago.
Previous quality assurance history:	<p>At IPC's NZQA quality assurance review in 2008, one requirement was not met relating to the Code of Practice for the Pastoral Care of International Students. Specifically, 516 students were enrolled, of whom 448 were international students. Signed parental consent forms were not completed for two out of six under-18 student files sampled. IPC has addressed this requirement.</p> <p>The most recent degree monitor's report was in 2010 and included comment on the following.</p> <ul style="list-style-type: none"> <li>• Pastoral care of students.</li> <li>• Staff and student research programmes, especially the latter, with IPC currently in the process of rewriting course notes into a more comprehensive document.</li> <li>• IPC is in the process of rewriting and updating the Environment course.</li> <li>• Following a recommendation made in the monitor's report, it is noteworthy that pre-teaching meetings with the staff have resulted in the adoption of environmental themes being used to develop and underscore the importance of integration across courses.</li> <li>• Staff restructuring, under discussion at present, is aimed at redressing academic staff teaching and administrative loads.</li> <li>• IPC is addressing ongoing problems with computing facilities, notably upgrading student</li> </ul>

internet and mail services and separating them from those that the staff use, and examining whether to outsource computing facilities, with the objective of improving services and reducing costs.

## 2. Scope of external evaluation and review

This evaluation included the following two mandatory focus areas:

- Governance, management, and strategy
- International student support.

The following two focus areas include three programmes and were chosen for the EER based on student enrolment numbers. Together the programmes chosen represent approximately 80 per cent of student enrolments.

- Bachelor of International Studies (including the Diploma of International Studies)
- Foundation English programme.

Other programmes were not included because of low student enrolments within each.

## 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/>*

A team of three evaluators – an NZQA lead evaluator and two team evaluators – conducted the evaluation over three days at the main site in Palmerston North. The team interviewed the following people: the board chair and CEO in Japan, via a video link; the IPC New Zealand president, programme deans, teaching and administration staff including those responsible for the pastoral care of international students; groups of students from each programme focus area; and the academic board and research committee. The team also reviewed relevant documentation and electronic records to confirm and validate matters discussed during the evaluative conversations.

International Pacific College has had an opportunity to comment on the accuracy of this report, and NZQA has fully considered the submissions received before finalising the report.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **International Pacific College**.

Past and current students of IPC achieve success in their studies consistently and at a high level. Results from 2009, the most recent complete set of data, show that 72 per cent of students complete courses, (national median 74 per cent<sup>1</sup>), 90 per cent of students complete a qualification, (national median 71 per cent), and 83 per cent of students complete a qualification or re-enrol with IPC the following year (national median 66 per cent). These figures are significantly above the private training establishment subsector median and represent excellent results.

Students requiring development in their English language skills enrol in the Foundation English programme prior to enrolment in a diploma or degree programme of their choice. Over the past four years, between 86 and 100 per cent of students in the Foundation English programme have made progress with their English language at levels enabling them to enrol in higher courses.

Current and past students interviewed at this evaluation consistently commented that they were satisfied with their academic progress, highly satisfied with the learning resources provided, such as the library, highly satisfied with access to online academic databases, and highly satisfied with the ready availability of academic and administration staff to support them. IPC's student survey results confirm this level of student satisfaction.

Teaching staff are well supported to progress and update their academic qualifications as well as to undertake relevant training to maintain the currency of their adult education practice. Staff are actively involved in a robust and regular moderation of student assessments, which has consistently confirmed the validity and consistency of marking.

Many staff are currently completing postgraduate qualifications, with five staff completing their PhDs this year. Several staff have also presented papers at conferences and published material in peer reviewed academic journals. This level of staff involvement in research and academic development is actively supported by management and is seen by students and staff as contributing well to the standing of IPC in the tertiary education sector.

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<sup>1</sup> Tertiary Education Commission published educational performance data. [www.tec.govt.nz](http://www.tec.govt.nz).

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **International Pacific College**.

IPC has well-developed policies and well-embedded practices that review how well the organisation operates across its programmes and how well it supports its international and domestic students towards high student achievement. Beyond this internal performance benchmarking, IPC has not yet been able to establish external benchmark data with which to judge its educational performance, beyond that recently published by the Tertiary Education Commission. IPC's wide range of self-assessment practices is leading to worthwhile improvements across the organisation, both in processes and outcomes. Examples noted include the introduction of supplementary papers to support degree students to further their English language development and the updating of existing course prescriptions to stay current, especially in relation to the interdisciplinary nature of both the Diploma and Bachelor of International Studies.

### **Student management system**

The organisation has a purpose-built computerised student management system utilising an interactive database along with spreadsheet and other processing capability. The system provides a high level of functionality to record, monitor, and report on all aspects of the programmes offered and other aspects related to IPC being a largely residential operation with a wide range of student support services. Most students live on site, so IPC is able to monitor closely students' attendance and performance in all their courses, giving close attention to their well-being.

While a reasonably systematic and good level of reporting on programme performance and outcomes is in place, not all aspects are tracked and monitored over time, and data are not analysed routinely to identify patterns and trends in order to bring about improvements. For example, IPC management may find it useful to analyse student survey data more than at present and use the findings to guide, for example, the evaluation of course delivery and teacher performance. These steps are well within IPC's administrative and processing capability, especially given the recent shift from paper-based to electronic format of its reporting and recording processes, and this in turn should enable relevant staff more easily to carry out programme and other reviews, as required for decision and policy purposes. At present, however, such activity is not evident in the wider sense of trends over time, patterns across courses, or across the staff members who teach and support the students.

While lecturers moderate students' scripts regularly and well across all programmes, the potential exists for gaps in the checking of new and revised assessment material and in testing for validity and fitness for purpose prior to use.

### **Post-course tracking**

The organisation has conducted a significant study of student outcomes over 20 years, gaining a commendable response rate of 700 out of a possible 1700 students. The study showed that 86 per cent of respondents gain employment in a related field and 14 per cent move on to further higher education. IPC has also established a Facebook page where past students frequently post messages regarding their satisfaction with their time at IPC, and often noting where they are working. IPC also receives many unsolicited emails of a similar nature from past students.

IPC has well-established internal benchmarking practices to track and monitor programme performance over time, but has not yet established external benchmarks with tertiary education organisations offering programmes at a similar level.

### **TEO response**

International Pacific College has confirmed the factual accuracy of this report.

# Findings<sup>2</sup>

## 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**.

IPC's degree-level student retention and qualification completion rates are significantly higher than for other private training establishments offering diplomas, degrees, and postgraduate programmes. The subsector median for qualification completions is 71 per cent, whereas for IPC it is 90 per cent. The subsector median for student retention is 66 per cent, whereas IPC is achieving 83 per cent. IPC students complete courses at 2 per cent below the subsector median of 74 per cent. Two of these three rates are significantly above the subsector and are in the main achieved by students studying in a second language, which indicates students are performing well at IPC.

Over the past five years Foundation English student retention rates have been very high. Students enrol on the Foundation English course for between one and two semesters or up to one year. The 2009 cohort achieved 92.8 per cent retention. Similarly, these students are making significant improvements in their English language skills, scoring greatly enhanced scores on the TOEIC (Test of English for International Communication) tests at the end of the course, with the majority achieving average TOEIC scores of above 500, which are equivalent to between a 5.5 and 6.0 IELTS (International English Language Testing System) score. This is a very good achievement rate, raising students' English language ability from an equivalent standard of 3.0-3.5 IELTS on entry.

Longer-term student outcomes as a result of studying at IPC have been very positive. As already noted, an IPC survey of students enrolled between 1990 and 2010 showed that 86 per cent of students gained employment and 14 per cent went on to higher education or training. Further to this, students interviewed at this evaluation commented that they were achieving considerable growth in valuable skills and knowledge and were likely to gain employment because of this study. These sentiments are confirmed in IPC's student surveys. IPC has a clearly focused graduate profile that supports this aim.

Academic and support staff have appropriate qualifications. Ongoing professional development opportunities enable them to stay up to date with current trends and current best practice.

IPC staff and management engage in a range of activities to review and analyse organisational performance across programmes. The organisation has developed a purpose-built student management system whose fitness for purpose, functionality, and ease of use enables staff to access appropriate data and reports and generate the information they need for multiple purposes, for example to evaluate teaching, learning assessment, and student

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

support. Self-assessment in these respects is well developed, but to some extent the organisation is not yet reviewing and analysing its educational performance in a general and overall sense and on an ongoing basis. An example of this is the one-off study of learning outcomes between 1990 and 2010. The evaluation team did not see evidence of IPC embedding this level of self-assessment across the organisation and on an ongoing basis. However, many wide-ranging self-assessment processes are in place for reviewing how well the organisation addresses many of the most important needs of learners. In particular, teaching and support staff and members of the management team noted several areas where genuine improvements were made, such as to programmes and resources.

## 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 **Good**.

IPC believes that the programme it has developed, at the graduate and postgraduate levels, reflects current practice in international business. The recent study of long-term student outcomes, noted in section 1.1 above, provided confirmation that IPC graduates are sought after, and a very high percentage of respondents move into employment related to their qualification<sup>3</sup>.

The flexibility of IPC's undergraduate programmes and courses is a distinguishing feature of the organisation. Students interviewed at this evaluation confirmed that they found that their study invigorating, challenging, and prepared them well for seeking employment.

IPC collects outcome data from past graduates via its Facebook page and through unsolicited emails from graduates once they return to their home country.

The organisation has many memoranda of understanding (MOUs) with high schools in a number of countries, mostly in Asia. The purpose of these MOUs is to facilitate mutual sharing of education and training opportunities between IPC and these schools and reflect the organisation's goal to broaden the relevance of its education to a wider international audience. The outcome of this goal is a number of students and teachers visiting IPC for short courses and for a number of IPC's graduates gaining teaching positions within these schools overseas.

IPC staff members work with students to develop and carry out collaborative student-tutor research projects. The staff members facilitate, encourage, and support the students to publish their research. In a similar manner, IPC supports its academic staff to complete advanced degrees and to publish in reputable journals. Currently a number are receiving support to complete PhDs and many have published articles in academic journals, such as *New Zealand Studies in Applied Linguistics*.

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<sup>3</sup> Of 1,700 students surveyed, 700 responded. Of these 700, 86 per cent were in employment related to their qualification and 14 per cent were engaged in further study.

IPC supports Diploma and Bachelor of International Studies students specialising in tourism to find internships both in and around Palmerston North and through IPC's satellite site in Queenstown, thereby enabling students to put theory into practice. The value of the Foundation English programme now is well established. A high percentage of students improve their English language abilities significantly, enabling access to the diploma or bachelor programmes.

As noted in 1.1 above, IPC has established self-assessment practices reasonably well, involving continuous monitoring of student progress, evaluating programmes, and assessing their value. However, developing and institutionalising self-assessment is a work in progress, and although IPC already has made meaningful improvements (at course and programme levels, supporting students, and facilitating staff development), further work is required in order that self-assessment is (or becomes) "business as usual" across the organisation.

### 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 **Good**.

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

Both the Foundation English programme and the Diploma and Bachelor of International Studies programmes meet the needs of students very well and prepare them appropriately for employment and higher study. IPC provides high-speed internet access and subscriptions to appropriate academic databases to support and facilitate student and staff research. This is a greatly improved service, as confirmed by staff and students interviewed at this evaluation. IPC also has available a very well equipped and extensive academic library.

Students and teaching staff interviewed at this evaluation confirmed that the courses and programmes meet students' learning needs and expectations, and specifically:

- the IPC library provides students and staff with the study and learning resources they require across multiple levels of study and learning
- the tutors engage students effectively, provide them with appropriate academic challenge, and motivate the students to learn and achieve.

Foundation English students study at the pre-diploma/degree level because they have insufficient English to enter directly into diploma and bachelor-level programmes. As already noted, IPC supports these students well to progress their English language to the level necessary for entry into diploma and degree courses.

With its current focus on sustainability and interdisciplinary studies, IPC is proactive in anticipating change in the international business and tertiary education environments. The organisation is currently exploring the development of specific business studies to add to its programmes.

Class sizes are small, with teacher-student ratios ranging between 1:10 and 1:15. In this way, IPC delivers teaching and learning personalised to the students and to meeting both their learning and personal/social development needs. Teachers and students interact frequently on a one-to-one basis.

IPC conducts student surveys at mid- and end of term and has recently reviewed its processes around these and moved to online surveys. The move has resulted in a disappointing percentage of students submitting surveys, and the organisation is currently making further changes to ensure a greater and more representative response in order to increase the reliability and validity of results. IPC staff (tutors) review student survey data to identify issues pertinent to them and their programmes, and they use the survey findings to make genuine changes to improve the courses and teaching. As indicated above, IPC has further work to do to achieve the range and depth of survey data required to identify patterns and trends (e.g. in assessment results) across programmes and across the diversity of international student groups now enrolled at IPC.

#### 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**.

Teaching staff at IPC are highly effective. This is evident in the very high student retention and qualification achievement rates, as noted above in section 1.1. Academic staff members are very well qualified, with 30 staff currently holding a Master's degree and nine staff with PhDs, three staff having submitted PhD theses for examination, and four staff currently studying for a PhD. Many staff members also hold, or are engaged in study towards, an adult teaching certificate. Further to this, the New Zealand Teachers Council has recently approved IPC is a recognised site for the maintenance of teacher registration.

Staff interviews revealed, and student interviews confirmed, that IPC staff use a wide range of teaching strategies to facilitate student learning. Students appear engaged and challenged academically, and a very positive rapport was evident between tutors and students. It is noted also that students and teaching staff commented on how well the programmes are structured, enabling students to develop research and study skills appropriate to the level of study (undergraduate and postgraduate) they are undertaking.

Teaching staff are frequently involved in peer observations combined with reflection, critique, and discussions. This process is an important means by which staff members exchange ideas and methods, support each other, and share good practice.

Interviews by the evaluation team revealed a high level of collegiality and open communication between staff and management. IPC has recently redeveloped the existing performance monitoring process, based on key result areas (KRAs), and is currently introducing it across all the staff. IPC anticipates that the process will lead to greater self-reflection and assist the staff to identify areas for improvement.

Teaching staff use appropriate processes to moderate and monitor the validity and consistency of assessments. A gap in processes appears to exist, however, in respect to

insufficient checking of assessment material prior to its use to ensure fitness for purpose. Thus, while moderation and monitoring of assessment is occurring, it is seemingly not yet done in a planned and consistent manner across the organisation. While no evidence was found of poor assessment practice, the lack of consistency has the potential, if not counteracted, to result in poor assessment practice, which would not be identified prior to students completing assessments.

IPC has a number of processes to review and monitor the effectiveness of its teaching, and in the main these are effective. However, IPC needs to address and close any gaps so that:

- i. The organisation may assure itself that student learning is assessed using valid and reliable material
- ii. The assessment materials used are appropriate for the task.

Nonetheless, IPC's post-assessment moderation practices currently provide an acceptable level of checking to verify that assessment material is valid and is suitable to measure student progress and achievement.

## 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**.

IPC provides its international and domestic students with superb guidance and support, which begins prior to enrolment and continues through to follow-up after graduation. IPC staff meet many students and their parents in their home country. They provide them with the information that both need about all aspects of IPC such as the programmes of study, life in New Zealand, communication strategies with parents, and English language entry requirements. This area of guidance and support is a particular strength of IPC.

Student interviews revealed that the students are cared for very well and have very good access to all staff as needed. IPC provides many on-campus resources, such as accommodation in Palmerston North, a fully licensed cafeteria, a free Wi-Fi network, an extensive academic library, significant sports facilities, security patrols, and on-site medical services.

Students have phone contact 24 hours a day with security and support staff. The majority of students live on campus, with a small group in homestays in Palmerston North and Queenstown.

IPC has appropriate processes to check its compliance with the Code of Practice for the Pastoral Care of International Students. No issues are noted and none came to the attention of the evaluation team. IPC notes and records (electronically) and follows up on students' attendance, both in class and at the cafeteria, especially in cases where students living on site are unwell. Staff members visit students to check on their welfare when their absence is noted. At all levels IPC takes student complaints and concerns seriously, and records show that appropriate action is taken and seen to be taken.

Monitoring and review in this area of student well-being is effective, with all student data regarding enrolment, attendance, academic progress, and emerging personal issues recorded and maintained on the student management system and database. Regular reporting or tracking across the organisation is not yet fully coordinated or complete. Development work here is ongoing and commendable, but remains a work in progress.

## 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**.

The governance and management of IPC provides a high level of focus and commitment towards learner achievement, and learners are achieving very well in terms of developing meaningful knowledge and skills, completing qualifications, and creating and disseminating new knowledge through research activities.

IPC has a clear and appropriate management structure within New Zealand. A New Zealand-based president was appointed approximately two years ago. The outcome is a range of improvements over that period, including:

- lifting IPC's teaching capacity through the appointment of better qualified staff
- improved communication among staff who now appear to operate more as a community of practice
- IPC gaining recognition from the New Zealand Teachers Council as a site for the maintenance of teacher registration.
- A well-qualified academic staff and an experienced corporate administration staff, along with a smoothly functioning research committee and an academic board, supports the IPC senior management team and provides it and the IPC board with the reports and communications they require in a timely manner to meet organisational deadlines and accountability requirements.

IPC has developed a number of key management and strategic documents, providing effective and innovative direction for the organisation. These documents have guided IPC's progress and include reports of the English language promotion working group, the Developing the IPC Research Culture report, a new KRA document and procedure, currently in use as part of staff planning and performance evaluation, reviews, and improvements in library and IT systems. These key strategic developments have provided the foundation for ongoing improvements to educational performance as well as self-assessment.

The governance body of IPC – the board of trustees and chairman of International Educational Foundation – resides in Japan. Communications between the chair of the board and New Zealand management is facilitated through internet-based videoconferencing and telephone contact, often several times a day. The chairman visits the New Zealand campus

several times a year and is actively engaged during these times visiting relevant stakeholders such as the Tertiary Education Commission and NZQA. This evaluation included a videoconference with the chair of the board, and free and open communication was observed between the New Zealand management staff present and the chairman.

IPC has been established in Palmerston North for 20 years. The physical facilities of IPC are purpose-built and are well maintained and resourced, and appropriate to the level of undergraduate and postgraduate programmes offered and the number of students enrolled. IPC offers a number of scholarships to international students to study in New Zealand, providing them with an opportunity for access to tertiary education that they might not otherwise get.

The organisation has maintained investment plans with the Tertiary Education Commission over a number of years. Currently it receives student achievement component (SAC) funding for 60 equivalent full-time domestic students. IPC supports these domestic students to achieve at rates similar to the international students.

Organisational self-assessment functions well. IPC has established an appropriate computerised student management system comprising an interactive database and reporting processes. The organisation uses the system to monitor and review how well it is performing as an educational institution and uses system-generated information to help identify areas for improvement and ways to bring it about. As already noted, some gaps exist in IPC's self-assessment strategy. In the main, these gaps are not significant and do not put students at risk. Self-assessment could be improved in such areas as:

- i. Monitoring and review of student survey data across the organisation, and the discernment, over time, of patterns and trends
- ii. The establishment of procedures for reviewing assessment material prior to its use, to ensure fitness for purpose
- iii. Ongoing monitoring of long-term student outcomes to evaluate the value of IPC's programmes.

# 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 **Excellent**.

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

## 2.3 Focus area: Bachelor of International Studies (including the Diploma of International Studies)

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

The key concern here is the validation of assessment material prior to use.

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

## 2.4 Focus area: Foundation English

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

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

# Recommendations

- Develop policies and procedures to more regularly review and moderate new and revised assessment material, to ensure it is fit for purpose.
- Further to current good practices, review programme data, such as from student surveys, and longer-term outcomes data, such as employment and further education, over time to establish patterns and trends and to identify areas for further improvement.

# Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.*

*In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria approved by the NZQA Board.*

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

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

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

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