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Report of External Evaluation and Review

Southern Cross Language Institute

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 12 December 2016

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Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	Southern Cross Language Institute (SCLI)
Type:	Private training establishment (PTE)
First registered:	1991
Location and delivery site:	55 Papanui Road, Christchurch
Programmes currently delivered:	Diploma in English as a Foreign Language (approved by NZQA 1992)
Code of Practice signatory:	Yes
Number of students:	51 students in the 2015-16 year, 46 in the 2016-17 year. All international students from Japan.
Number of staff:	Five full-time and two part-time
Scope of active accreditation:	As per programmes delivered
Distinctive characteristics:	<p>The PTE was one of the first English language schools in Christchurch, established in 1987. All students enrolled are female Japanese higher secondary students (16-17 years old) on a year of study abroad with an English language development focus. High school graduates may also be accepted for enrolment. All students are accommodated using homestay arrangements in Christchurch.</p> <p>The school day runs from 9.30am to 3pm five days per week. The diploma programme runs for 39 weeks. The nine holiday weeks coincide with New Zealand school holidays. This allows students to</p>

travel, as well as spend time with their host families. The school year runs from April until March to coincide with the Japanese academic year.

The school also offers preparation for the TOEIC (Test of English for International Communication) test as part of the programme of study.

Recent significant changes: The school’s founder and major shareholder retired in 2016. The current directors now own the PTE, but have been actively involved in teaching and/or managing there since the early 1990s.

Previous quality assurance history: At the external evaluation and review (EER) in 2012, NZQA was Highly Confident in the educational performance and Highly Confident in the capability in self-assessment of the PTE. Both focus areas and all key evaluation questions were rated Excellent.

2. Scope of external evaluation and review

Focus areas and rationale for selection		
1.	Governance, management and strategy	This focus area was mandatory in all EERs at the time of scoping. It has importance for the quality of the educational experience for students, matching the needs of key stakeholders, the employment experiences of staff, and the legal, ethical and compliance context for operating as a registered PTE.
2.	Diploma in English as a Foreign Language	This is the only programme the PTE offers and covers all students currently enrolled, and enrolled since the previous EER.

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.

Scoping for this EER was undertaken by phone and email contact. A self-assessment summary, completed TEO details and compliance declaration forms were received prior to the on-site visit.

Two evaluators conducted the on-site enquiry phase of the EER on 6 October 2016. One evaluator has current expertise in the ESOL (English for Speakers of Foreign Languages) sector. The evaluators met with and interviewed:

- The two directors, three tutors and a student support person
- A group of six current full-time students
- External stakeholders (the evaluators also contacted source schools in Japan and a sample of homestays accommodating students after the on-site visit, to gain their perspectives).

Documentation considered as part of the evaluation included: syllabus and curriculum materials; students' grade information, including TOEIC scores; self-assessment documentation relating to achievement; teaching-related materials (teacher observation records, curriculum work notes, lesson planning and topic planning notes, assessment activities and course outlines); and teachers' CVs.

These documents were used to gauge the quality and development of the PTE's self-assessment activities, and to validate claimed improvements in performance and in the quality of related administrative processes.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Southern Cross Language Institute**.

SCLI has a longstanding, mutually beneficial relationship with three Japanese private secondary schools. This is reflected in a steady flow of first-year senior high school students wishing to spend a year abroad, live with a host family, attend daily scheduled English language classes, and participate in community social and cultural activities alongside Kiwis. The PTE consistently and effectively accomplishes these goals.

The SCLI local Diploma in English as a Foreign Language has no particular or wider recognition as a qualification. Achievement of it does, however, reflect the syllabus and students' coverage of the programme content, achievement of appropriate grades, and successful completion of the year's study. Almost all students complete this diploma, which includes a stated New Zealand culture and language learning aim, providing a link between the SCLI programme and the students' other studies in Japan.

Outcomes from this include improved cross-cultural knowledge and confidence to use English – especially in informal settings – as well as personal growth and development. Although there is genuine value here, SCLI's evidence of the breadth and depth of that value is – quite reasonably – somewhat limited. The school does reportedly maintain ongoing contact with many graduates through social media, and also gains anecdotal feedback on how graduates progress after returning to Japan by maintaining contact with all schools and some graduates through annual staff visits to Japan.

An overall syllabus document, along with externally developed teaching and learning materials and locally developed resources and tests, guides teaching. Teachers are aware of individual students' strengths and weaknesses and their progress. It was not entirely evident or convincing as to precisely what extent or by how much students were progressing, for example according to some common ESOL measures. Regardless, improvements in TOEIC test scores between the beginning and end of the programme are a reliable, externally benchmarked measure of student progress. This progress has important implications for university admission in Japan, and many students achieve markedly improved scores by the conclusion of their programme – as is their goal.

Students enjoy their time at SCLI, their teachers, and the variety of methods used to assist them to learn. They and their Japanese high schools speak highly of the learning and pastoral care provided to them. Comments from homestay hosts support this view. Students have the opportunity to give feedback by anonymous survey as well as personalised means (one-to-one conversations with the principal

and or a Japanese-Kiwi student counsellor). SCLI provides a safe and comfortable learning environment.

SCLI has a strong network of homestays, most of which have been used consistently over the years. Monitoring of these seems appropriate, and where there are any concerns students can approach several SCLI staff to help resolve their concerns. Individual students' circumstances are known to staff, and ongoing care and support – including specialist external guidance and support where required – is available and is provided.

SCLI is an organisation with a very targeted student body/client group. It understands and meets the needs of this group extremely well, and these students have high achievement rates in their area of study namely, improving their English skills and understanding of New Zealand culture during their time in New Zealand while preparing to enter university in their home country. The school continues to perform well under the new ownership, and the transfer has been well managed. NZQA can maintain high confidence in the performance of this niche, small-scale international education provider.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Southern Cross Language Institute**.

NZQA can continue to have high confidence in the self-assessment capability of SCLI. Overall, there is evident continuity and maintenance of the quality of operations, but at the same time there is both a need and opportunity to strengthen self-assessment in a few areas (see recommendations).

SCLI's longstanding relationship with its source schools is reflective of good ongoing self-assessment in the areas of matching needs and achieving desired outcomes. Considerable effort is given to understanding and matching the needs and intended outcomes of the source Japanese schools, students and families, and responding to any changes. Self-assessment is particularly robust at this level.

These activities are documented in notes of visits to source schools; in ongoing consultation about the programme; stakeholder testimonials; and management systems and notes, including monitoring of teaching by the principal who is an experienced ESOL teacher. Accurate information is maintained on each students' pastoral care and homestay situation, and student feedback is used to monitor satisfaction and reveal any concerns. Reports are sent to students' schools and parents three times annually.

As well as progress records, students' TOEIC scores are used to monitor educational performance. These are seen as an important external marker point of their English language learning achievement. That said, SCLI could perhaps know more about the language gains and relevance to other, more widely used ESOL benchmarks – the Common European Framework of Reference for Languages, perhaps.

Meetings between teachers and management occur regularly, and actions are recorded and shared for follow-up. The scale of SCLI's operation lends itself to ongoing, relatively informal approaches. Examples of changes and improvements arising from reflection and review are noted within this report.

SCLI understands the changes to the Education (Pastoral Care for International Students) Code of Practice 2016 and is managing their adaption to the new Code. (Agents are not used by SCLI, and the students come from a low-risk country as far as visa matters are concerned.)

Management of the PTE has continued with the financial and legal advisors used by the previous owner and founder of the school. The PTE is reported to be in a sound position, and aspects of their financial reporting responsibilities to NZQA have been appropriately clarified.

Findings¹

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**.

The young senior high school Japanese students from the three source schools achieve well at SCLI. Almost all are retained, complete the qualification on offer, and achieve strong improvement in their confidence in using English and an improved TOEIC score.

The diploma in English, although not particularly important as a 'qualification' in its own right, does reflect the syllabus and coverage of the content and successful completion of the year's study. It aims to bring the students' level of English to at least pre-Intermediate level by the end of the year, and almost all students achieve that. Almost all complete the year abroad and achieve a diploma reflecting this – which has New Zealand culture and language learning aims as well. The principal points out that SCLI is seeking to assist students to achieve on a 'continuum of [personal and familial] expectations, from high scores [TOEIC and course grades] to happiness with their experience', and this seems a reasonable expectation. Not all students attending are high achievers and some have been ambivalent about their schooling in Japan by all accounts.

TOEIC tests occur pre-arrival and afterwards (close to programme completion). The results are recorded at student and (Japanese) school level and SCLI level. These scores, measuring reading and listening, show strong rates of overall improvement. SCLI claims increases of 200-300 points on average, although it is unclear how SCLI relates this to progression through the language levels, or how writing and speaking improvement is measured. A '600 Club' exists to acknowledge students achieving that score. A few 900-point scores have also been recorded. Gains in TOEIC scores are deemed important by the students and the source schools. SCLI has established that competence in speaking is now as much or more of an emphasis, and this is being reflected in changes to the teaching. The TOEIC score is reportedly used by Japanese universities for admission purposes to certain programmes. Examples of students using this score to enter selective programmes were cited. A supplying school was very positive about the level of achievement.

There is less knowledge of an externally measured language gain for speaking and writing outcomes from entry to exit. Completion of the diploma equates to achievement of at least pre-intermediate level of proficiency, according to SCLI

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

documentation, although this is not explicitly benchmarked to a framework such as the Common European Framework. As indicated above, evidence from TOEIC results and interviews suggest that many students achieve at high levels, but their level of proficiency is not being captured or reported. That said, the use of a recorded speaking assessment at the start and conclusion of the programme is a useful qualitative measure of students' gains in spoken English.

Regular assessment of student learning occurs, and ongoing feedback is provided to guide students. Assessment of course work seems credible, and is appropriately recorded, and teacher marking and post-assessment moderation of grading occurs and is overseen by the principal.

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**.

The increased confidence to use English correctly and be confident cross-culturally are the valued outcomes sought from the programme by students, their families and Japanese secondary school stakeholders. There is sound evidence that this occurs. The main short-term outcome is return to high school with enhanced English skills and confidence and personal growth after living abroad. This too is consistently achieved. More broadly, Japanese government initiatives around language learning are also being supported by this 'study abroad' programme.²

Evidence that the expected value is met includes the continued supply of students from the partner schools, with little impact from the Christchurch earthquakes which closed numerous other local PTEs. This connection has endured for almost 30 years, and a grandchild of an early student was recently enrolled. Graduates go on to become members of student councils, and demonstrate that they have learned leadership, self-motivation, confidence and an eagerness to try new things, all of which are valued by the school and by parents. Some SCLI graduates also work at the source schools, maintaining close contact. It is notable that students and their parents are prepared to add an additional year of study before the student can graduate from high school in order to experience the year abroad. This perception of value on their part is high and has been sustained over many years.

A supplying school reports students gaining entry to preferred universities based at least in part on TOEIC scores achieved at SCLI. In one example, a recent graduate gained entry to a prestigious and selective university. A recent cohort 'graduate' achieved a 900 TOEIC. As stated in Findings 1.1, graduates show strong rates of overall improvement according to this valued outcome measure.

² Foreign language education in Japan and by Japanese students has taken place within a broader educational policy of internationalisation (kokusaika) since at least the 1980s.

Although quite young, the current students are very aware of the outcomes they hope to achieve and they can see how completing the diploma has benefited other students from their schools in Japan. More information on progress to university, or other types of education and training outcomes, would be useful.

Communication between SCLI and stakeholders around student progress seems sound. Contacts are close and ongoing. Programme alignment with the Japanese secondary school system and policies is maintained. Social media and student-initiated, ongoing contact with SCLI seems a credible way of maintaining contact with the reasonably small cohorts annually, where each student becomes well known. This knowledge is coupled with annual visits to Japan to supplying schools, and visits to the PTE by supplying school staff. Given the small number of schools involved, it seems feasible for SCLI to have more data on at least their next year of progress.

The school should be commended for its continued successful delivery despite the challenges of the Christchurch rebuild; it adds value to the city in terms of export education and the opportunity for homestay families to host students in a steady and well-managed volume. Homestay providers spoke of ongoing contact with graduates, including visits to Japan. These outcomes link to both local and national government aims for growing a sustainable international education industry.

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

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

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

SCLI has a longstanding, mutually beneficial relationship with three Japanese private secondary schools. This is reflected in a steady flow of first-year senior high school students wishing to spend a year abroad, live with a host family, attend daily scheduled English language classes, and participate in community social and cultural activities alongside Kiwis. The PTE consistently and effectively accomplishes these goals, matching needs and delivering the value of outcomes being sought.

The study-abroad year made available to students provides a well-structured and full-immersion approach to improving English. While living with a host family, and participating in their routines as well as social activities in the community, the students' cultural learning is extensive. Almost every student completes the year and achieves the overall programme goal, which is the main goal of the PTE.

The opportunity to improve TOEIC scores and improve university entrance prospects is a goal for some. The programme design matches that need. Two levels are offered: the regular class and an accelerated class. Students can be moved to an accelerated class based on assessment results and teacher

recommendations. Content includes needs identified by the supplying school, for example presentations and phrasal verbs, which are linked to the curriculum in Japan.

Regular visits to Japan and related changes to teaching provide evidence of responsiveness to the source schools' needs. Schools speak highly of the level and quality of engagement with SCLI, who for their part value the exchange of ideas and information. Ongoing relationships with school stakeholders (including families, now third-generation students) indicate matched needs. Word-of-mouth and relational referrals limit the need for any explicit marketing or agents. The PTE's webpage is an accurate reflection of their activities. Graduates are employed within the source schools and can also advise students accordingly of the challenges and opportunities of living away from home.

The site was originally selected for its proximity to transport and two private secondary schools, although the interactions have waned as they too have become international schools. A lunch room, self-study room (minimally resourced and reportedly seldom used) and an assembly hall are available to students, as is wireless internet. The premises and classrooms match the needs and requirements of the school and the students.

Regular anonymous student surveys occur and are collated by the principal, and the results are provided to each teacher. Monitoring of student satisfaction with their support and homestay environment occurs. Refinements and changes are made on an ongoing basis.

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**.

Information and findings regarding high rates of programme completion and increases in TOEIC scores are presented under Findings 1.1. These are good indicators of the quality of both teaching and learning support. Teaching is effective. As indicated, more objective evidence of language gains for speaking and writing would potentially lead to a higher rating for this key evaluation question. Stronger evidence on professional conversations and development activities more explicitly linked to the theory and practice of TESOL (Teachers of English to Speakers of Other Languages) would enhance the self-assessment rating for this key evaluation question.

Initial assessments are used to create two cohorts appropriate to each students' language level (Standard and Accelerated). This placement is later reviewed and 'shuffling' occurs throughout the programme as appropriate. The syllabus is followed and coverage of the intended content occurs over the year of study.³ It is

³ New Headway language course books – Elementary, Pre-Intermediate and Intermediate.

enriched by thematic and locally relevant topics (Antarctica, local history, etc) which fit well with the stated goals of the programme. Learning outside the classroom – field trips and sports or social outings – also enrich the programme. Appropriate allocation of morning and afternoon sessions vary the daily programme and develop the broad range of language skills. A recent addition is a student choir.

Meetings between teachers and management occur regularly, and actions are recorded and shared for follow-up. Action points from teacher meetings were apparent on staff boards. The scale of SCLI's operation lends itself to ongoing, relatively informal approaches to reflection and review. Examples of changes and improvements arising from formal and informal meetings were apparent. Perhaps the most significant changes are the practical responses in timetabling and emphasis on spoken language. This is a result of consultation with source schools.

A close-knit teaching team also shares ideas and support. Although the principal monitors the quality of classroom delivery, it was not evident that teacher observation has a strong correlation with developing the teacher. It was also not particularly clear that theory drives practice or that teaching has an explicit or clear view on what will, for example, improve performance in the TOEIC test. Students have the opportunity to anonymously grade and comment on the teaching; this is collated by the principal and provided to teachers.

Staff have participated in professional development with Ako Aotearoa (although this is not always particularly relevant to secondary teaching or English language teaching) and Victoria University (one teacher), and have internal workshops. None were involved in review of the Code of Practice or the associated development of understanding, internal or external. Currently, professional development is not particularly well planned or systematic, or directly linked to TESOL. However, a newly employed teacher is being well supported, and was carefully selected for her suitability. It is positive to see new staffing, and fresh ideas brought into play.

A spreadsheet maintained by the principal records students' TOEIC scores. There is clear knowledge of achievement at individual, school-by-school, and a year-on-year (time series) basis. Analysis or deeper understanding of patterns seems at least adequate. Accurate records of all other tests and students' progress are maintained and shared appropriately among staff, with students and the source schools. Record-keeping and administrative systems for teaching are very sound.

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**.

Crucially for this group of young students away from home for the first time, first culture support is available. It is used and valued by both students and homestays. A good example here are the 'in-Japanese' discussions with students facilitated by the student support person at assemblies on sensitive or culturally puzzling topics. The mode of student support has recently been changed after staff reflection and student feedback. It appears to be working well. In addition, a few Kiwi staff also speak Japanese and this adds value.

Referrals are made to external agencies for assistance as required (dietician, dental, medical, counsellor, etc). Where there are acute needs, it is evident that the PTE responds and has appropriate networks. The PTE caters well to the well-being needs of the students. Homestays contacted spoke positively of SCLI's responsiveness to any concerns brought to their attention. Clearly also, the homestays (many of whom have been hosting SCLI students for many years) play a key role in keeping students safe, monitoring their adherence to SCLI policies and contributing to their welfare. The effectiveness of student support is also confirmed by ongoing source school satisfaction with the PTE.

Orientation occurs over a duration of weeks and is thorough and includes preparation for the culture shock students may experience. There is a low drop-out rate and a very high pass rate for the diploma, which has an attendance requirement. Student guidance materials are available in Japanese and English. Rules and expectations apparently mirror those of the source schools, which is important to those stakeholders and their families. Students do not drive and do not take up employment, for example. Students were all aware of the emergency contact procedures. Staff and students relate effectively to one another, and responses are informed by long experience with this student demographic.

All students are actively encouraged and assisted to join clubs, sports or cultural groups for socialisation and language development. There is a high uptake. Students enjoy and value this and suggested ways in which it has assisted their language development and their confidence. This is important as it helps mitigate the mono-cultural of the student body.

Student files record particular circumstances and issues, and these are shared between the principal, homestay coordinator and support person. Homestays are checked and visited regularly, and police vetting occurs before use. They are subject to evaluation surveys by students which are used to monitor quality and satisfaction. A recent case where a student was unhappy in her homestay but was encouraged to persevere and engage more constructively, and is now well settled, and another where a student was moved, are good indicators of constructive and case-specific responsiveness to needs.

As stated in Focus Area 2.1, there are some limitations with respect to self-assessment of the Code which affect the rating for this key evaluation question. Student support staff are not yet fully aware of the role of the Code or involved in the PTE's self-assessment of their Code responsibilities. Closer liaison between the key cultural support person, the homestay coordinator and teachers (including occasional joint meetings) may yield a more cohesive and convincing approach. This is more a management responsibility than a performance issue at this point.

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 school continues to perform well under the new ownership, and the transfer has been well managed. The premises – a period villa in a residential area – are quite unique, well maintained, and closely match the needs and requirements of the school and the students. Investment in maintenance is evident.

Communications within the PTE overall appear appropriate, but more intentional inclusion of the student support person in meetings with the teachers seems reasonable. Staff loyalty and satisfaction with their work and working conditions is demonstrated by the long duration of employment by most. Staff comments indicate that they are happy with the school's direction under the new management. Homestays contacted spoke highly of their administrative engagement with the PTE, its care for students, and the growth they see in them during the year.

The process of handover from the previous owner seems to have been well managed. The PTE seems to lack a wider ESOL sector or PTE sector perspective or network, and this is something they might consider (comments under Findings 1.1 and Focus Area 2.1 are also relevant here). A staff member being supported financially by SCLI to undertake a Master's degree in linguistics is reportedly bringing some fresh thinking into the teaching space by, for example, contributing specialist (item analysis) knowledge to the development of assessment tasks.

Management of the PTE has continued with the financial and legal advisors used by the previous owner and founder of the school. The PTE is in a sound financial position. Overall, there is evident continuity and maintenance of the quality of operations since the previous EER. Management information includes feedback and ongoing interaction with source schools (documented); teacher observation monitoring quality; oversight of the syllabus (including moderation); oversight of the homestays (using visits and surveys); and monitoring of topic test grades and TOEIC scores. Management has a solid grasp of day-to-day and annual educational and operational performance of the school using these and other measures to monitor progress.

Focus Area

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 **Adequate**.

The evaluators were provided with some evidence regarding review of the Code of Practice, and the principal has recently familiarised herself with the new (July 2016) Code document. There is no evidence that current students are at risk or that the PTE is in breach of the Code. Agents are not used by SCLI, and the students come from a low-risk country as far as visa matters are concerned.

Knowledge of the 2016 Health and Safety at Work legislation was somewhat lacking. Although one staff member spoke knowledgeably about it as it effected their role, management was not as aware as they need to be. This finding relates to governance of the PTE and risk management. Regardless, critical response features such as an evacuation plan, fire drill protocols, fire extinguishers and a first aid kit were all in place. Again, there is no evidence that current students are at risk.

These two compliance matters are particularly relevant given the students are international students under 18 years, and the PTE's related duty of care. More attention to these aspects, using a 'whole-of-staff' conversation and documented review approach, is warranted.

2.2 Focus area: English Language Diploma

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

NZQA recommends that SCLI:

- Consider a new approach to teachers' professional development, with an emphasis on TESOL.
- Use an externally facilitated Code of Practice workshop for all staff to boost their understanding of the new Code and what their responsibilities are under it. Then implement a scheduled, in-depth monitoring and review process.
- Seek more information on the 2016 Health and Safety at Work legislation to ensure that they are clear about the recent changes, and make any required modifications to SCLI processes.

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