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# Report of External Evaluation and Review

International Aviation Academy of New Zealand Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 9 August 2016

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*Final*

# 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:	International Aviation Academy of New Zealand Limited (IAANZ)
Type:	Private training establishment (PTE)
First registered:	1991
Location:	25 Aviation Drive, Christchurch International Airport, Christchurch
Delivery sites:	As above, plus West Melton Airfield, West Melton, Canterbury
Courses currently delivered:	<ul style="list-style-type: none"><li>• New Zealand Diploma in Aviation (Aeroplane) (General Aviation) (Level 5)</li><li>• New Zealand Diploma in Aviation (Aeroplane) (Flight Instruction) (Level 6)</li><li>• New Zealand Diploma in Aviation (Aeroplane) (Airplane preparation) (Level 6)</li></ul>
Code of Practice signatory:	Yes
Number of students:	Domestic: in 2015 there were 46 students (approximately 47 equivalent full-time students); two were Māori and one Pasifika.  International: in 2015 there were 51 international students (approximately 33 equivalent full-time students). Twenty students were from Japan, nine from India, 14 from other Asian/South Asian countries, four from China and the remainder from the Middle East, Latin America or Africa.

Number of staff:	28 full-time and 12 part-time staff
Scope of active accreditation:	<p>IAANZ has consent to assess in the domains of:</p> <ul style="list-style-type: none"> <li>• Aircraft Operation to level 6</li> <li>• Aviation Core to level 4</li> </ul> <p>Accreditation also includes delivery of:</p> <ul style="list-style-type: none"> <li>• Private Pilot Licence (PPL) – Aeroplane (Level 4)</li> <li>• Commercial Pilot Licence (CPL) – Aeroplane (Level 5)</li> <li>• Instrument Rating – Aeroplane I/R (A) (Level 6)</li> <li>• Instructor Rating – Aeroplane A, B, C</li> <li>• Integrated CPL/Multi Engine Instrument Rating (MEIR) Aeroplane (Level 5)</li> <li>• Integrated CPL/Instrument Rating (IR) Aeroplane (Level 6)</li> <li>• PPL/CPL – Theory (Aeroplane) (Level 5)</li> <li>• Commercial Pilot Licence – Theory (Helicopter)</li> </ul>
Distinctive characteristics:	<p>IAANZ is a limited liability company owned and governed by the Canterbury Aero Club, which is an incorporated society.</p> <p>In addition to domestic students funded by the Tertiary Education Commission (TEC)<sup>1</sup>, IAANZ enrolls international students, primarily from the Asia-Pacific region.</p> <p>Since 2011, IAANZ has been one of a small number of flight training schools selected by Air New Zealand Aviation Institute to work collaboratively in partnership to improve the quality of pilot training in New Zealand.</p>
Recent significant changes:	There have been several new appointments to senior roles in the six months prior to the external evaluation and review (EER). These include the chief flying instructor (replacing the previous chief

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<sup>1</sup> From time to time IAANZ enrolls self-funded domestic students – there was one self-funded student in 2015.

flying instructor who had been in the role for 18 years) who has also been acting chief executive officer since the departure of the incumbent in March 2016. A new course coordinator was appointed with effect from 11 March 2016.

In 2015, IAANZ received retrospective approval from NZQA for a Type 2 change to the New Zealand Diploma in Aviation (Aeroplane) (General Aviation).

Previous quality assurance history:  
At the previous EER in 2012, NZQA was confident in IAANZ's educational performance and capability in self-assessment.

The Civil Aviation Authority of New Zealand (CAA) safety audit report for the Canterbury Aero Club (Inc) dated June 2015 had no recommendations for IAANZ's aviation training.

IAANZ has also received Approval Certificates from the Civil Aviation Authorities of Vietnam (last renewal December 2015) and Sri Lanka (December 2015).

IAANZ has met the audit requirements of Air New Zealand (report dated March 2015) and Vietnam Airlines (report dated August 2015).

Other:  
The certification and operation of organisations conducting aviation training and assessment in New Zealand is prescribed under Civil Aviation Rules governed by the CAA. Aviation Services Limited (ASL), which operates under licence to CAA, is the assessment professional for aviation schools and provides student theory and flight exams, also ensuring the consistency of the assessing. All pilot licences are issued by CAA.

## 2. Scope of external evaluation and review

The scope for the EER consisted of the following focus areas:

- Governance, management and strategy – a mandatory focus area
- International student support – approximately half of IAANZ students are international

- New Zealand Diploma in Aviation (Aeroplane) (Level 5) – most domestic students are enrolled in this programme. The programme also contains the same learning and assessments as the Integrated CPL/MEIR Aeroplane (Level 5) programme that all international students are enrolled in. It therefore reflects the majority of the teaching and programme delivery of IAANZ.

### 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.*

Two evaluators conducted the EER over two days at the main site at Christchurch International Airport. Interviews were held with the aero club president (who is also on the board of IAANZ), acting chief executive officer/chief flying instructor, deputy chief flying instructor/operations manager, course coordinator, safety systems manager and international marketing manager. A representative number of instructors (including team leaders, junior and senior instructors) and domestic and international students were also interviewed.

Telephone interviews were conducted with the chair of the IAANZ board, three IAANZ graduates, and representatives of CAA, ASL, Air New Zealand Aviation Institute, and an aviation training provider that employs IAANZ graduate instructors.

A range of management, academic and support services documents were reviewed (paper and online), including plans and meeting minutes, safety management system manual and related reports, achievement data, training materials and records, student handbooks and course information, student evaluations and graduate destination data.

Following the EER, IAANZ provided additional material, at the request of the evaluators, to clarify evidence gathered on site. This material primarily related to student participation and achievement.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **International Aviation Academy of New Zealand Limited**.

- Students at IAANZ are achieving excellent results (refer Findings 1.1). Overall course completion rates compare very favourably with sector benchmarks, and first-attempt pass rates for theory and flight tests are also consistently high, which IAANZ believes is a strong indicator of educational quality.
- Industry stakeholders report that IAANZ graduates are very well prepared for employment in commercial aviation. IAANZ does not formally monitor graduate outcomes, although informally gathered data indicates that many students go on to work in the aviation industry in New Zealand and elsewhere. IAANZ employs a number of their own graduates each year as junior instructors.
- IAANZ is effectively meeting the needs of learners and stakeholders through an integrated programme of theory and flight instruction which is closely aligned with industry expectations for professionalism and standards. IAANZ's location at a busy domestic and international airport provides an authentic operational environment for flight training. This location is highly valued by the learners and stakeholders for developing skills in managing air space and air traffic.
- Each phase of training is delivered by a team of instructors and team leaders. Regular communication and excellent systems for monitoring and supporting learner achievement ensure consistent standards and timely programme completion.
- IAANZ is responding well to change. Since the previous EER, IAANZ has strengthened processes and systems that support educational achievement. External stakeholders confirm that organisational performance and quality standards are high, and have been consistently maintained throughout a period of turnover of senior managers. IAANZ is well positioned to deliver on its plans for sustainable growth and ongoing high levels of educational performance.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **International Aviation Academy of New Zealand Limited**.

- IAANZ has highly effective systems for monitoring the progress of individual students and is very responsive to any deviation from expected milestones. IAANZ also collates and analyses data for cohorts of students, tracking relative achievement and identifying trends. During 2015, the theory timetable for the PPL was changed to provide additional time for international students to undertake self-paced study.
- IAANZ gathers feedback from learners and uses it to identify areas for improvement. Recent examples include improvements to teaching materials to increase learner engagement, and physical resources to improve the learning environment. IAANZ is beginning to be more systematic in collating and analysing feedback, as a basis for wider discussion and improvement.
- Through its management and board, IAANZ engages effectively with the aviation industry, both on and off-shore, which ensures the organisation is responsive to the expectations of employers and regulators. A more systematic approach to maintaining contact with graduates is planned, which will strengthen evidence of employment outcomes and provide further opportunities for gathering useful information for improvement and engagement purposes.
- Since the previous EER, IAANZ has implemented a coherent safety management system for gathering information and ensuring consistency in the systems and processes underpinning standards for aviation flight schools. The safety management system reflects an audit approach. A stronger focus on processes for identifying improvements and systematically reviewing their impact on educational outcomes would strengthen IAANZ's capability in self-assessment for improving educational performance.

# Findings<sup>2</sup>

## 1.1 How well do learners 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 **Good**.

Students undertaking flight training at IAANZ are achieving excellent results. In addition to gaining theoretical knowledge and practical flying skills, students are developing the professional attitudes and attributes required for achieving their goals for employment in commercial aviation. The 2015 course completion rates are 92 per cent<sup>3</sup> for international students (75 per cent in 2014) and 89 per cent for domestic students (86 per cent in 2014).<sup>4</sup> Māori and Pasifika student numbers are small, but their achievement rates are on a par with the cohort as a whole. IAANZ results are consistently strong and compare favourably with many other high-achieving aviation providers.

IAANZ closely monitors first-attempt pass rates<sup>5</sup> which they believe is an important measure of the success of their training and a common indicator of performance for flight training schools. For example, IAANZ reports first-time pass rates for PPL flight tests for domestic and international students in 2015 as 95 per cent and 87 per cent respectively, and for theory tests as 94 per cent and 75 per cent respectively. IAANZ is able to benchmark learners' achievements against national averages for those tests, theoretical and flight, that are set and marked by ASL.<sup>6</sup> In 2015, IAANZ had an average first-time flight test pass rate for the CPL of 87 per cent and an average first-time theory pass rate of 89 per cent. These rates compare very well with national averages of 67 per cent and 85 per cent respectively for this period.

Since the previous EER, IAANZ has strengthened processes for collecting and using data to understand the factors that influence achievement. In an effort to

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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.

<sup>3</sup> IAANZ advises that this rate reflects deferred completion for several international students from 2014 to 2015.

<sup>4</sup> This data is taken from the Single Data Return (SDR) provided to the TEC with respect to 2015.

<sup>5</sup> This measures the number or percentage of students who pass external theory or flight test examinations on their first attempt.

<sup>6</sup> The PPL practical flight tests at IAANZ are either conducted in-house by the chief flying instructor or his deputy, or by an external company, Flight Test New Zealand. All other tests, theory and flight, are delivered by ASL, which is the only company authorised to deliver aviation theory testing in New Zealand.

improve outcomes for international students, IAANZ has begun to provide more time and support for the theory component, including providing more time for self-paced study in the PPL. IAANZ reports that this initiative contributed to improved results in first attempts in first attempt pass rates. The PTE also identified that one cohort of international students required a different mix of delivery provision (see Findings 1.3).

IAANZ has effective systems and processes for monitoring learner progress at every phase of the training, which reflects a strong focus on, and commitment to, student achievement. Regular reporting and discussion on achievement occurs at all levels of the organisation. Meeting minutes confirm that IAANZ is responding appropriately to any indicators that students are falling behind expected milestones, and providing appropriate remedial tuition, flight training and support.

## 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 **Good**.

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

IAANZ is a well-established aviation provider with a strong reputation for consistently meeting industry expectations for commercial pilots. This was confirmed in interviews with New Zealand employers and regulatory agency representatives. IAANZ also has credibility in training for international aviation and is preparing international students for a range of roles in their home countries after the completion of licence conversions. IAANZ is actively engaged with local and international aviation organisations, including other education providers, and uses the information gathered to understand industry expectations and to add value to the student outcomes. IAANZ recently hosted an airline representative, in advance of the commencement of training for a cohort of international students, which provided opportunities to ensure the programme would meet the needs of their future pilots.

Students are achieving licences and ratings that prepare them for careers in commercial aviation. IAANZ employs a number of their own graduates each year as junior instructors at IAANZ (two full-time and three on fixed-term contracts in 2015) and the Canterbury Aero Club (six part-time and one full-time in 2015). This provides them with opportunities to gain flying hours and to make progress through instructor ratings. Other graduates gain employment in general aviation.

Graduates also benefit from the partnership with the Air New Zealand Aviation Institute which provides them with preferred status when applying for airline employment.

IAANZ presented data, gathered informally through personal networks and social media, about the employment outcomes of graduates since 2005, which indicates that many have gone on to work in the aviation industry in New Zealand and

elsewhere. The evaluators accept that the information is credible but noted that a 2015 survey of graduates had a very low response rate and provided little useful additional information. There was also no analysis of this data or evidence of purposeful ongoing engagement with graduates, beyond the exit interview, which could extend IAANZ's understanding of how the programme could be enhanced. This gap was identified in the previous EER. Nonetheless, IAANZ provided some examples of efforts made to better prepare graduates for employment, such as a recent session on CV writing and interview preparation.

IAANZ provides value for the wider community through Flying New Zealand's Young Eagles programme and collaboratively working with schools through their STAR and Gateway programmes and contributing to events run by local aero clubs.

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

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

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

IAANZ offers courses designed, as required, around the CAA syllabus, which enable domestic students to complete New Zealand diplomas in aviation and/or achieve various CAA licences required for aviation careers. International students complete a programme which enables them to achieve their CPL and MEIR.

Management and staff of IAANZ regularly engage with aviation organisations such as CAA, the Aviation Industry Association and Flying New Zealand, which provides opportunities to gather useful feedback and advice on industry requirements. Off-shore relationships have been developed with several airlines and their civil aviation authorities, which provide advice relating to the specific requirements of those countries. This information is used to ensure that the programmes of study and the aircraft used are consistent with each individual country's needs and requirements.

At IAANZ, theory and flight training is taught in an integrated mode. This approach is popular with the students who report that it keeps them engaged and helps them to understand theory. It also enables students to apply and consolidate their theoretical understanding in their flying practice. However, during 2014 IAANZ adjusted the programme for a cohort of international learners who completed the theory component before starting practical flying. This flexible approach reflects IAANZ's commitment to meeting the needs of the learners and contributes to successful outcomes for this cohort. More recently, IAANZ changed PPL theory classes from full day to half-day for international students, which recognises that many international students require additional time and preparation for theory examinations.

Students benefit from training in a commercial operating environment (Christchurch international and domestic airport). Trainee pilots have access to IAANZ's satellite *Final*

site outside of the immediate control zone. As members of the Canterbury Aero Club, all students have access to a network of opportunities including competition flying and future work. The multicultural nature of the aviation industry is reflected in the student body and staffing profile. Students learn about industry expectations for professional presentation, behaviours and attitudes which are clearly articulated and modelled by all staff and form part of Air New Zealand's preferred provider requirements. Clear processes for incident reporting reflect a 'no blame' culture and reinforce best practice standards for aviation operations. In these ways, IAANZ is effective in preparing students for aviation industry employment.

Teaching and learning materials reflect the standards and practices of commercial aviation in New Zealand and are subject to continuous improvement in response to staff and student feedback. Evidence of this was found in meeting minutes and from interviews with instructors, who described how PowerPoint presentations had been updated to be more accessible and engaging for students. However, as noted in the previous EER, a more planned approach to overall course review, gathering information from a range of sources, would provide greater assurance of consistency and quality. Students have online access to training materials and practice assessments for self-paced study. In addition to PowerPoint presentations, students reported on a range of activities offered to maintain interest and assist with comprehension, including the use of props for practical activities, DVDs and field trips.

Students have regular opportunities to provide feedback to IAANZ, formally and informally, on all aspects of their experience. This occurs through regular end-of-course surveys, quarterly student meetings, student mentoring and via an elected student representative who meets regularly with the chief flying instructor. IAANZ collates and uses feedback as a basis for wider discussion and improvement. A review of recent data shows very high rates of student satisfaction with both the theory and flight training.

#### 1.4 How effective is the teaching?

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**.

Each phase of training (PPL, cross-country, instrument rating, etc) is delivered by a team of instructors and a team leader. This approach has a number of advantages for the learners, including continuity of instructors, which enables the instructors to build relationships and familiarity with the learning styles and needs of the students. Students have access to staff with expertise in the subject content and materials they deliver. Regular communication and excellent systems for monitoring and supporting learner achievement ensure consistent standards and timely programme completion.

There is ample evidence of strong teaching practice at IAANZ, including excellent test results, most students completing courses and programmes in the expected timeframes, and high levels of student satisfaction. This reflects the effectiveness of a shared leadership approach to teaching, which ensures instructors are well supported and student progress is closely monitored at all phases of their training.

Staff are highly qualified, with a strong mix of Category A, B and C instructors. New instructors undergo a robust selection and induction process, including ‘back seat’ observations and peer teaching. Junior instructors are assigned a senior mentor who provides ongoing guidance and direction. Very few instructors hold adult teaching qualifications and there is a general reliance on the effectiveness of ongoing on-job training – for example through the backseat observations by a senior instructor – for instructors to learn new teaching strategies for theory or flight training. Instructors share ideas regularly at team meetings and gain useful feedback from external assessors following flight tests about areas to focus on. Student feedback is discussed, for example, on the tone and pace of classroom delivery. While this approach is generally effective, a more structured approach to developing teaching practice, such as short courses on adult teaching, would foster reflective practice and further strengthen overall educational performance. IAANZ reports that it has historically had a performance management process for its instructors, although teaching staff have not been formally reviewed in the last 12 months. It is apparent, however, that ongoing and regular feedback is provided on the basis of student achievement and feedback trends, and followed up through additional mentoring by senior instructors.

Students report high levels of engagement and strong rapport with instructors, and good access to staff outside formal classes. Examples were provided of staff being responsive to concerns or issues raised by students in this way and appropriate solutions being identified. IAANZ monitors progress in the theoretical and practical components of the programme through formative tests and ASL results. Students receive timely and constructive feedback on their progress through pre-flight and after-flight briefings, and comprehensive student training records are maintained. Remedial training is provided for trainees who do not achieve their training milestones.

## 1.5 How well are learners guided and supported?

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**.

IAANZ has comprehensive and effective selection and recruitment processes, both on and off-shore, which includes academic and English language requirements, a variety of tests (including online psychometric assessment, simulator flight test and written tests) and an interview, either in person or via Skype. These processes ensure students meet the required entry standards and are equipped to achieve their intended qualification and licences.

Prospective students receive appropriate information and support about the programme and likely outcomes, which is particularly important given the significant personal and financial investment required. All students interviewed were well informed on career options and had realistic expectations about the timeframes for achieving their ultimate goals in commercial aviation. This includes ensuring international students are aware of the requirements for the conversion of New Zealand flight qualifications and any additional requirements for becoming a certified pilot in their country of origin. Periodically during their programme, at student meetings and at graduations, students have the opportunity to hear from people from the aviation industry, which provides additional motivation and context for the training. IAANZ has an open and friendly, yet professional, culture in which students are encouraged to take responsibility for their learning and to seek additional assistance when required.

While domestic students enrol in two main intakes each year, international students may join the programme at other times. Most students receive appropriate orientation to New Zealand and/or to IAANZ. However, for at least one student interviewed by the evaluation team, a delayed start had meant that this orientation had not been provided. IAANZ has clear English language requirements based on the International English Language Testing System (IELTS). During 2015 a very small number of students who required additional English language tuition were referred to a local NZQA-registered English language provider and have subsequently made good progress in their studies at IAANZ.

During the last year, IAANZ has been implementing a mentoring system for students whereby they have access to an identified staff member for additional support and guidance, both academic and pastoral. This is a relatively unstructured process, although there is some evidence of its effectiveness for individual students. The mechanism is to be more formalised during 2016.

IAANZ responds constructively to issues or complaints, and in recent months has made a number of changes to clarify processes and protocols, particularly in relation to international students. Examples include policies and procedures for withdrawal fees, and timely communication in response to issues. Recently appointed management staff were systematically reviewing all key processes and files against the requirements of IAANZ's own safety management system and the *Final*

Code of Practice, and have begun to address any identified gaps and implement improvements. This is an important process, and the evaluation team was satisfied with the approach being taken as being likely to enhance the overall quality of support and guidance for all students.

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

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**.

IAANZ is owned and governed by the Canterbury Aero Club, and the PTE's board provides good links to the club and to the wider aviation industry as well as access to independent business expertise. Appropriate processes are in place for establishing strategic direction and business plans and for regular monitoring of organisational performance, including academic achievement and incident reporting, based on monthly management reports. The organisation is well resourced and there are appropriate systems for matching resources to the organisation's needs.

At the time of the EER, IAANZ had an interim chief executive officer and was embarking on a formal recruitment process. In recent months, turnover in key management roles includes the chief executive officer, the chief flying instructor and the course coordinator. This has posed a significant challenge for IAANZ in maintaining business continuity and high standards of delivery in flight training and support services. External stakeholders interviewed by the evaluators confirmed that organisational performance and quality standards have been consistently maintained over this period. The evaluation team noted that new appointees are competent and motivated individuals, committed to open communication and a high-performing and sustainable organisation, who will benefit from ongoing support and guidance by the board during the transition period.

Since the previous EER, IAANZ has also implemented a new safety management system for gathering information and ensuring consistency in the systems and processes underpinning standards for flight schools. Regular reporting and minuted meetings (management, team leaders, instructors and so on) provide evidence of IAANZ effectively monitoring performance within the organisation, particularly for individual staff and students.

# 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 **Excellent**.

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: New Zealand Diploma in Aviation (Aeroplane) (General Aviation) (Level 5)

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 IAANZ:

- Increase the effectiveness and impact of the self-assessment processes for sustained high levels of educational performance through a stronger focus on identifying improvements and systematically reviewing their impact.
- Investigate opportunities to further develop teaching practice, including courses on adult teaching.
- Strengthen processes for gathering information on graduate destinations to develop a better understanding of leaner outcomes and how the training programmes could be enhanced.

# 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](http://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/>.*

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