



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report



Nelson Aviation College Limited

Date of report: 3 July 2025

# About Nelson Aviation College Limited

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*Nelson Aviation College (NAC) trains domestic and international students, enabling them to gain NZQA Diplomas in Aviation and a range of internationally recognised pilot licences. This has supported graduates to find employment in the aviation industry.*

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Type of organisation:	Private training establishment (PTE)
Location:	Motueka Aerodrome, Queen Victoria Street, Motueka
Eligible to enrol international students:	Yes
Number of students (2024):	Domestic: 27 (including one Māori student, one Tongan student)  International: two  From 2020 to 2024, male students comprised 81 per cent, and female students 19 per cent of total enrolments.
Number of staff:	Full-time 15; part-time six (three support staff and three instructors under supervision)
TEO profile:	<a href="#">Nelson Aviation College</a> – link to provider page on NZQA website  Students at NAC undertake an array of Civil Aviation Authority (CAA) tests, both theory and practical. The certification and operation of organisations conducting aviation training and assessments in New Zealand is prescribed under Part 141 of Civil Aviation Rules governed by the Civil Aviation Authority of New Zealand.  All theory assessments and practical flight tests above PPL level are conducted by Aviation Services Limited (ASL), which operates under licence to CAA as ASPEQ. NAC conducts in-house PPL flight testing with three

certified examiners. All pilot licences are issued by CAA.

Last EER outcome:	NZQA was Highly Confident in the educational performance and Highly Confident in the capability in self-assessment of Nelson Aviation College at the last EER in January 2021.
Scope of evaluation:	<ul style="list-style-type: none"><li>• New Zealand Diploma in Aviation (Aeroplane Airline Preparation) (Level 6) 114041 v2, ID. 3689-1</li><li>• International Student Support and Wellbeing</li></ul>
MoE number:	8595
NZQA reference:	C60421
Dates of EER visit:	25-27 March 2025

# Summary of results

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*NAC understands well the needs and requirements of the aviation sector. It has a mature and well-embedded operational model and deploys suitable aircraft, instructional staff and related training resources. Students are success orientated, and their learning needs are determined in conjunction with them. Additional support is provided to students in a timely way when needed.*

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## **Highly Confident in educational performance**

- NAC is operating well within the highly regulated flight training sector and is providing suitably prepared graduate pilots for the industry.
- NAC test success rates are high, and are supported by rigorous entry requirements and clear, CAA-prescribed assessment practices.
- NAC has sound and well-embedded programme design and delivery. Student and stakeholder needs are well matched.

## **Confident in capability in self-assessment**

- NAC has robust systems and processes in place for ensuring that both international and domestic students are appropriately supported. These are underpinned by clear, current policies and procedures and designated staff.
- NAC is well led, staff are clear on their roles and have the necessary technical and collegial guidance and physical resources.
- NAC has a clear strategic focus, ongoing investment in resources, and strong engagement with the aviation community. This underpins the strong educational achievement.
- NAC is effectively managing its compliance responsibilities. A few areas require improvement.
- Self-assessment activities are mostly highly effective in terms of monitoring and supporting student achievement, quality control, and for improvement actions. There are some non-critical areas that can be improved.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>NAC students are achieving well. The average first-time test pass rate, for both theory and flying tests, is well above 90 per cent year on year. Withdrawal rates are low – less than 2 per cent per annum. Students gain a clear understanding of aviation principles and practice before testing. This is an organisational focus which supports the consistently high first-time pass rates.</p> <p>Māori students consistently achieve above the national average in theory subjects at NAC. Their average first time pass rate at NAC is 90% in 2020-2024. Updated ASPEQ data shows that the national average for the same period was 81%. Attention to monitoring students' progress and success is particularly strong. See also Appendix 1.</p> <p>Entry and selection processes are rigorous based on the PTE's description of student acceptance protocols. These include a comprehensive interview, educational prerequisites check, and medical clearance. Every candidate sits an aptitude test to determine their readiness for flight training. Aptitude tests are also sometimes used to direct students to an appropriate, more achievable training pathway within the training schemes, diplomas and CAA certifications.</p> <p>NAC actively monitors each student's results and phase-of-training test results, using their student management system and ASPEQ national, public data as a baseline comparator. The PTE also compares performance from when the students begin their study. The only knowledge gap identified is the limited formal tracking of disability</p>

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

	data. <sup>2</sup> Staff were able to describe various support actions they have taken to support the small number of students with learning support needs. They also emphasised the challenging entry threshold facing some students due to legislated medical requirements for flying.
Conclusion:	NAC test success rates are high and are linked to rigorous entry requirements and clear external assessment practices. Self-assessment activities are effective in terms of monitoring and summarising achievement, and for quality control, although they are not fully comprehensive in comparing disability data against success data. This was not deemed a gap given the regulatory constraints on entry to some disabled people.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>NAC students gain a pilot's licence and specific additional ratings to fly commercially in New Zealand and overseas. A recent and comprehensive graduate destination survey gathered data on current employment; time taken to secure employment; sectors of employment; salary bands; and overall satisfaction with their current roles and the NAC training preparing them for that employment.<sup>3</sup></p> <p>Seventy per cent of respondents reported that they are in full-time employment as pilots; 15 per cent are in part-time employment either as pilots or in other sectors. Sixty-five per cent of respondents said they were able to get a job in the aviation industry within six months of graduation. Less than 5 per cent were unemployed or still seeking aviation-related employment, and some are in further training. In addition to the survey, NAC staff gain ongoing anecdotal feedback from graduates on their career progress.</p>

<sup>2</sup> Tertiary organisations are required to track and evidence equity of achievement for all priority learner groups as part of the Tertiary Education Strategy.

<sup>3</sup> A 2025 survey of the approximately 100 graduates from NAC since 2020 achieved a modest return rate of 39 per cent.

	<p>Regular interaction with the aviation industry helps NAC to maintain alignment with changing needs and trends. The instructional staff leadership assure that ongoing interaction occurs with the CAA syllabus to maintain currency with regulations and fine-tune operational procedures, including maintaining flight safety. Professional development is occurring and is recorded.</p> <p>The Airline Integration Course (AIC) gives 'preferential ranking to graduates' with regards to gaining employment with Air New Zealand. The simulator experience and two-pilot crew development that the AIC affords has also seen several recent graduates successfully gain employment with Cathay Pacific (three in 2024). There is an opportunity for the PTE to enhance its demonstration of the impact and outcomes achieved from the ancillary course.</p>
Conclusion:	A variety of robust evidence (formal and anecdotal) shows that NAC is providing suitably prepared graduate pilots for the aviation industry. However, there is further opportunity to extend the scope of the PTE's graduate data, not least to provide evidence of outcomes aligned to the AIC.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Programme design and delivery, including learning activities, are matching the needs of students and other stakeholders well. Those students interviewed were particularly clear about this. Extensive survey data – both qualitative feedback and summary ratings – indicates the same.</p> <p>The multiple key stakeholders interviewed described a cooperative, communicative, safe and respected PTE. NAC diligently works with stakeholders in a collaborative way, managing a range of regulatory requirements as well as issues such as aircraft noise mitigation and safety. Some described NAC staff as 'adding value', as they are proactive in identifying risks and working with others towards resolution of any emerging issues.</p>

	<p>The oversight, development, upkeep and improvement of instructors and all instructional and student-facing resources is strong. All related training records and documentation are soundly maintained. Students are mostly progressing through the various phases of training at expected rates. Where there are any concerns, these are identified and acted on by the chief flight Instructor alongside other instructors. Use of data is sound.</p> <p>Students are given multiple formative opportunities before taking online tests, and 'readiness' for testing is monitored in conjunction with each student. Instructors use progress test results to identify knowledge gaps and adjustment instructions or provide additional coaching. Students say that NAC provides timely feedback.</p> <p>Various activities are used to deepen learning and improve knowledge acquisition. These include flight simulators, interactive app-based quizzes, problem-solving exercises, small groups discussions and self-study using NAC training resources. Training programmes at NAC start with the fundamentals and progress to the more complex in line with student experience levels. This kind of progression is reflected in the cross-country training syllabus.</p> <p>Students appreciated hearing about the instructors' personal experiences, particularly those of the experienced senior pilots within the AIC (airline integration certificate) strand. Surveys since the last EER show evidence of high satisfaction with the teaching quality (theory instruction and flight instruction) averaging 4.5 out of a possible 5.<sup>4</sup></p> <p>There are strict conditions and knowledge requirements in the theory tests run by ASPEQ, as well as every CAA-approved flight test. These are subject to regular review, and CAA requirements shape NAC instructional techniques and advice to students. NAC's training has been subject to CAA safety audits and checks on instruction, and the PTE performs well under these checks.</p> <p>There were two limitations identified. Students indicated that they did not always find 'mandated attendance' useful or productive. Management says they are resetting attendance requirements 'post-pandemic', when that</p>
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<sup>4</sup> Sample size: theory class evaluations, 530 student responses; flight instructor performance evaluations, 709 student responses (since March 2020).



	<p>expectation was necessarily lessened. Second, availability and scheduling constraints for access to planes to complete necessary 'circuits' (e.g. flying across Cook Strait in fine conditions) is reportedly tight at times. This is of some, but limited concern to them, alongside the increased student cohort size in 2025 and the costs of training. Students were mostly pragmatic about weather-related delays.</p> <p>NAC states that they are in an advanced stage of procuring new electric aircraft. They also point to a consistent rate of Tertiary Education Commission (TEC) funding, continued intentionally low international student enrolments, and selective, limited domestic enrolment. These aspects indicate that fleet size relative to enrolments has been consistent over time. The addition of a flight operations officer role, and enhanced use of FlightLogger technology look like pragmatic and reasonable approaches to managing and improving any unevenness in the student experience.</p>
Conclusion:	NAC has a sound and well-embedded programme design and delivery. Instructional quality and learning materials are strengths. Students' and stakeholders' needs are understood and mostly well matched.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>NAC carries out regular checks on student wellbeing. These include informal interactions at the on-site student accommodation, a daily sign-in, and check-in conversations monitoring progress. External support services include access to counselling support, which is taken up by some students. Food parcels have been supplied free to needy students. Staff are trained to understand their support roles with respect to the Code of Practice for pastoral care. There is an evident openness which ensures students' needs are identified promptly and services are available to support the students to complete their training.</p>

	<p>Between 2020 and 2024, 6 per cent of NAC students were Māori. NAC offers Private Pilot Licence theory scholarships to Māori and Pasifika students. The PTE has developed a working relationship with Te Awhina Marae, Motueka, responding to the trustees' leadership development initiative. Some useful, culturally responsive actions were described by staff and students, such as connecting visiting Pasifika students to members of their community in Motueka.</p> <p>Female students said they feel safe, supported and are training in an environment where they can achieve. Regular canvassing of feedback from students on all areas of delivery, support, accommodation and their overall experience highlights to NAC any areas for improvement. Where possible, the PTE responds to student feedback. However, students were to some extent unclear about what actions were taken in response to their feedback. NAC could potentially improve the survey feedback loop.</p>
Conclusion:	<p>NAC has robust systems and processes in place for ensuring both international and domestic students are appropriately supported throughout their enrolment. These are underpinned by policy and procedure to guide an inclusive and effective approach to student support. Attention to the student voice is strong and intentional.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Student achievement and the value of outcomes for NAC graduates and stakeholders are positive. There are few withdrawals, high satisfaction with instructional approaches, and a clear sense of camaraderie and professionalism across the students and staff. Students' previous academic achievement, and their overall goal orientation and motivation, are notable within this picture of performance.</p> <p>The PTE's student management system has been in place for some time; access to and understanding of achievement data is sound. Data is also used well in course</p>

	<p>reviews. Instructors use relevant student progress data, and this is aggregated 'upwards' to serve the more comprehensive management reviews. There is week-to-week monitoring as well as strong use of anecdotal, cyclical (i.e. monthly and annual) meetings and other self-assessment activities to track improvements.</p> <p>Stakeholder interactions are also multi-faceted, intensive and ongoing. Key stakeholders interviewed indicate clearly that NAC's stakeholder interactions are useful, operational and strategic two-way communications.<sup>5</sup> These have direct alignment to student safety and are documented in a range of ways including coordination group minutes and the management reviews.</p> <p>NAC benefits from an experienced owner-operator (since 1978, and registration with NZQA in 1993). It has highly experienced governance and senior leadership. As a small organisation, senior staff cover multiple roles, but there seems to be clarity on role responsibilities and delegations. The additional, recent appointment of a flight operations officer role is a notable response to further ensuring that students' flying needs are well met.</p> <p>The PTE's organisational chart is up to date, accurate, and covers all expected roles both educationally and safety wise. Other documentation sampled was provided promptly and was 'as described' in interviews throughout the EER. The quality and connectedness of the self-assessment documentation shows mostly well-embedded systems which are subject to ongoing refinement.</p>
Conclusion:	<p>NAC continues with a clear strategic focus, ongoing investment and strong engagement with the wider aviation community. This underpins strong educational achievement. Monitoring (and internal auditing) are significant strengths and are well embedded. Evaluative review is mostly highly effective and well documented.</p>

<sup>5</sup> Those contacted by NZQA include Nelson Airport and the Nelson control tower (respective operations managers); Motueka Aerodrome (the associated district council users' group convenor); CAA; aero club and airline industry representatives.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The safety management system contains elements that cover the educational delivery. The PTE's narrative around self-auditing and ongoing review is triangulated against several aspects: positive CAA audit and monitoring findings; clearly maintained meeting minutes with tracked actions; and course report summaries and various other documentation sighted by the evaluators which reference the quality management system policies and procedures. Local government and aerodrome stakeholder requirements are being met.</p> <p>A desktop audit by the TEC in 2022 found that 'overall, systems, policies and procedures are effective and meet legislative and investment plan requirements'. Eight of 10 focus areas were compliant, and two required improvement.<sup>6</sup></p> <p>NAC continues to submit attestations and other required information to NZQA in a timely way. They demonstrate a sound understanding of PTE registration requirements.</p> <p>A Code of Practice self-review is published on the PTE's website and includes complaints data (a nil return). However, the organisation has not supplied a definition of a critical incident, nor a definition of a complaint as required by NZQA. Additionally, they have not reported on their numbers of critical incidents as required by the Code.</p> <p>A limited scope audit of international student files found that all required evidence was readily accessible, legible, and aligned with the PTE's 'self-audit' and internal procedures. These mostly meet published requirements, but there was inadequate information on one student for audit purposes.</p> <p>Twenty per cent of student results were reported to NZQA outside the required 90-day timeframe in the period 2020-</p>

<sup>6</sup> 'Review and update information in Services for Tertiary Education Organisations (STEO) about delivery sites and qualifications. Revise the enrolment process, so that student eligibility documents are certified/confirmed.'

	<p>24. There are administrative reasons for this, primarily completion of cross-credit and RPL checking processes. The PTE says they routinely report results within the week of each ASPEQ exam or flight test, and also a monthly 'mop-up'. Fully implementing these practices would help reduce the late reporting of results.</p>
Conclusion:	<p>NAC is effective in understanding, scheduling, documenting and managing its compliance overall. There are a few areas of improvement required in relation to matching NZQA and TEC requirements.</p>

# Focus areas

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

## 2.1 New Zealand Diploma in Aviation (Aeroplane Airline Preparation) (Level 6) ID. 3689-1

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>This is NAC's largest NZQA-approved programme by enrolments and is essentially 'core' to the PTE's flight training delivery. The majority of domestic students are enrolled on the Airline Preparation strand. It includes the skills and knowledge necessary to achieve a Commercial Pilot Licence with type and instrument ratings. NAC graduates can and do legally operate aircraft in New Zealand for commercial purposes.</p> <p>The programme also includes the theory requirements for an airline transport pilot's licence and prepares students for multi-crew flying. NAC has participated in the recent sector-wide review of aviation qualifications. They have a sound understanding of how the qualification is designed and have sequenced the content and the assessment requirements (including the mapping of unit standards against CAA-mandated test requirements). This is to ensure students complete both the qualification and their CAA licences as funded.</p> <p>NAC self-assessment includes evidence of internal review of delivery; stakeholder engagement around content and assessment protocols; and monitoring of the intended graduate profile outcomes.<sup>7</sup></p>

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<sup>7</sup> The most recent NZQA Consistency Review of the diploma took place in 2017 and was reported on in the previous EER report. NAC graduates 'had sufficiently demonstrated the graduate profile outcomes'.

## 2.2 International Student Support and Wellbeing

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## Recommendations

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

NZQA recommends that Nelson Aviation College Limited:

- Continue to work with students on attendance expectations and provide clarity of expectations around self-directed learning or other activities while on campus, not including flying or other direct instruction.
- Develop a stronger process for feeding back management responses in a timely and effective way to all feedback gathered from the students.
- Undertake deeper self-assessment of the graduate outcomes for the airline integration course, and further establish evidence that it adds appropriate value for all students who pay for it.
- Continue to strengthen clear and timely communication with all students regarding fees, shortfalls and all additional costs that may accrue during their training.

## Requirements

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

NZQA requires Nelson Aviation College Limited to:

Publish on its website definitions for formal complaints and critical incidents alongside annual reporting around the occurrence of each as required by clause 10, process 4 (1)(g) and clause 13 (f and g).



# Appendix 1

## Summary achievement data and analysis

### Practical test results and summary analysis<sup>8</sup>

Flight Test Pass Rates All Students 2020-2024					
Year	PPL	CPL	IR	C-Cat	Annual Pass Rate
2024	88%	88%	83%	90%	<b>87%</b>
2023	69%	84%	90%	86%	<b>84%</b>
2022	86%	84%	76%	86%	<b>81%</b>
2021	86%	81%	93%	100%	<b>89%</b>
2020*	80%	90%	100%	100%	<b>91%</b>

- PPL, CPL, IR, C-Cat: Pass rates have shown a small decline (3%) over the 5-year period and ranged from 91% in 2020 to 81% in 2022. In 2024 the first-time pass rates across all flight tests had risen to 87%.
- The decline in the first-time pass rate is attributed to a reduction in instructor experience levels, driven by the recruitment of flight instructors by airlines.
- Latest ASPEQ Ltd. full-year data (2023) shows that the national average first time pass rate for CPL flight tests was 43%, proving that NAC continues to perform well above the national average in practical flight training.
- CPL Theory Marks: The average CPL theory mark is 87%, with a first-time pass rate of 98%. This is against the national average pass mark of 79% and pass rate of 76% in 2023 (ASPEQ Ltd. full-year data). Over the four-year period NACs percentage pass mark has ranged from 3% to 12% above the national average at CPL level.

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<sup>8</sup> PPL = Private Pilot Licence; CPL = Commercial Pilot Licence; IR = Instrument Rating; C-CAT = Instructor certification.

## Theory test results and summary analysis

Average First Time Pass Rate Across Six Subjects for Diploma Students 2020-2024 (based on CPL)		
Year	Average Pass Rate Aug Intake	Average Pass Rate Feb Intake
2024	97.4%	97.6%
2023	100%	100%
2022	100%	100%
2021	100%	94.1%
2020	96.2%	91.5%
Average 20-24	98.72%	96.64%
Average Pass Rate	97.68%	

- Over the four-year period NACs first-time pass rate has ranged from 11% to 24% above the national average at CPL level.

NAC Average First Time Pass Rate All Students vs National Average 2020-2024 (based on CPL)			
Year	NAC Average Pass Rate	ASPEQ National Average Pass Rate	Percentage Difference Above National Average Pass Rate
2024	96%	TBC	TBC
2023	100%	76%	<b>24%</b>
2022	100%	87%	<b>13%</b>
2021	97%	83%	<b>14%</b>
2020	93%	82%	<b>11%</b>

Sources: NAC and ASPEQ Ltd

**Domestic students (TEC funded) – number of course enrolment/EFTS delivered, and qualification and course completion rates 2021-23**

<b>Ethnicity Group</b>	<b>Intended qualification Cohort Group</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Māori	Level 4 to 7 (non-degree)	6	2	2
Non-Māori and non-Pacific people	Level 4 to 7 (non-degree)	28	38	24
Pacific people	Level 4 to 7 (non-degree)	1	N/A	N/A
All learners	Level 4 to 7 (non-degree)	35	40	26

**Qualification completion rate (%)**

<b>Ethnicity Group</b>	<b>Intended qualification Cohort Group</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Māori	Level 4 to 7 (non-degree)	100.0%	50.0%	100.0%
Non-Māori and non-Pacific people	Level 4 to 7 (non-degree)	75.0%	57.9%	50.0%
Pacific people	Level 4 to 7 (non-degree)	0.0%	N/A	N/A
All learners	Level 4 to 7 (non-degree)	77.1%	57.5%	53.8%

**Course completion rate (%)**

<b>Ethnicity Group</b>	<b>Intended qualification Cohort Group</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Māori	Level 4 to 7 (non-degree)	100.0%	86.8%	72.3%
Non-Māori and non-Pacific people	Level 4 to 7 (non-degree)	99.4%	95.3%	82.5%
Pacific people	Level 4 to 7 (non-degree)	N/A	N/A	100.0%
All learners	Level 4 to 7 (non-degree)	99.5%	94.5%	82.4%

Source: TEC confirmed data (TEC highlighting); 2024 data unavailable at time of evaluation.

# Appendix 2

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

## Disclaimer

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

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

- Identify organisational fraud<sup>9</sup>*
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>9</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

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

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

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.*

*In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. 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)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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