

# Report of External Evaluation and Review

Waikato School of Hairdressing  
Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 1 May 2013

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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:	Waikato School of Hairdressing Limited (WSH)
Type:	Private training establishment
Location:	389 Anglesea St, Hamilton
Delivery sites:	As above
First registered:	1 February 1991
Courses currently delivered:	<ul style="list-style-type: none"><li>• Youth Guarantee programme incorporating the National Certificate in Hairdressing (Salon Support) (Level 3)</li><li>• Certificate in Foundation Hairdressing Skills (Level 3)</li><li>• Certificate in Graduate Hairdressing Skills (Level 4)</li><li>• STAR and Gateway programmes to secondary school students</li><li>• Off-job training for Hairdressing Industry Training Organisation (HITO) apprentices</li></ul>
Code of Practice signatory?:	Yes
Number of students:	Domestic: 81 equivalent full-time students  In 2012, 40 per cent of all students enrolled were Māori (55 per cent of Youth Guarantee students),

and 7 per cent of students enrolled were Pasifika.

International: nil

Number of staff:	Nine full-time equivalents
Scope of active accreditation:	<ul style="list-style-type: none"><li>• National Certificate in Hairdressing (Salon Support) (Level 3)</li><li>• Certificate in Foundation Hairdressing Skills (Level 3)</li><li>• Certificate in Graduate Hairdressing Skills (Level 4)</li></ul>
Distinctive characteristics:	<p>Students at WSH are predominantly full-time, over 90 per cent are female, and over 60 per cent are aged under 18. Participation by Māori and Pasifika students exceeds the regional demographic. Although a signatory to the Code of Practice for the Pastoral Care of International Students, WSH has not enrolled any international students and does not intend to do so in the foreseeable future.</p> <p>Practical training is provided in a commercially equipped on-site salon.</p>
Recent significant changes:	<p>An academic manager was appointed in 2011, a front desk manager was appointed in 2012 and an academy manager commenced in January 2013. These staff, together with the owner/director, are responsible for the day-to-day management of WSH.</p>
Previous quality assurance history:	<p>WSH met all requirements of the NZQA quality assurance audit in 2009.</p> <p>WSH holds HITO's Best Practice Quality Mark which exempts providers from normal external moderation by the standard-setting body.</p> <p>WSH met all requirements of NZQA external moderation in 2011.</p>

## 2. Scope of external evaluation and review

The scope of the external evaluation and review included:

- Governance, management and strategy
- Youth Guarantee programme (includes National Certificate in Hairdressing (Salon Support) (Level 3))
- Certificate in Graduate Hairdressing Skills (Level 4)

The first focus area is mandatory. Approximately half of the students at WSH are enrolled in the Youth Guarantee programme. The Certificate in Graduate Hairdressing Skills is open to graduates from either the Youth Guarantee or Foundation programme, and enables students to complete all but the two level 5 units required for the National Certificate in Hairdressing (Professional Stylist) (Level 4).

## 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.*

A team of two evaluators visited WSH over two days. Interviews were held with the owner/director, the academic manager, the academy manager, tutors and front desk manager and current students from each of the focus programmes. Telephone interviews were conducted with graduates (two of whom are on the advisory board), employers (also on the advisory board), the group operations manager, the HITO chief executive and the HITO quality assurance manager. A variety of documents and other resources were sighted and reviewed.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Waikato School of Hairdressing Limited**.

WSH is highly effective in meeting the needs of its learners and stakeholders. There is clear evidence of sustained high levels of learner achievement in the programmes offered, and progression to employment and/or further study.

WSH consistently achieves or exceeds Tertiary Education Commission (TEC) educational targets. WSH's analysis indicates that in 2012, students enrolled in the Certificates in Foundation Hairdressing Skills and Graduate Hairdressing Skills achieved 93 per cent retention, 91 per cent course completion and 86 per cent qualification completion. These results compare favourably with the published data for 2011 (73 per cent retention, 88 per cent course completion and 78 per cent qualification completion). The Youth Guarantee programme also consistently meets all targets. Although contractual requirements for this programme have been revised for 2013, the record of learner achievement at WSH gives the evaluators a high level of confidence that the TEO is well positioned to respond positively to these changes.

WSH analysis of learner achievement data over a number of years provides evidence of steady improvement in all performance indicators since 2009. Māori qualification completion rates significantly increased between 2009 and 2012 (90 per cent compared with 40 per cent at level 3, and 90 per cent compared with 33 per cent at level 4). Benchmarking data was also provided to the evaluation team which places WSH in the top 15 per cent of all hairdressing providers for educational achievement. WSH has held HITO's Best Practice Quality Mark since the award's inception more than 10 years ago. This status (currently held by eight out of 50 providers nationwide) is evidence of the quality and rigour of the assessment and moderation practices at WSH, which underpin the validity of learner achievement data.

High numbers of graduates of WSH programmes are consistently achieving employment and/or progressing to further study, although it is evident that local employment patterns influence the balance between these two outcomes. Extensive evidence is available of regular and meaningful contact with local employers in relation to work experience and employment opportunities and information on graduate destinations. WSH achieved 73 per cent positive outcomes for employment or further training in its Youth Guarantee programme for 2011. Sixty-seven per cent of students who completed the Certificate in Graduate Hairdressing Skills in 2011 achieved employment, and a further 16 per cent went on to further study, and these positive outcomes exceed those achieved for the previous two years. Students and ex-students interviewed valued the support from

staff for their job search and are confident about the reputation of WSH as a training provider. Many graduates maintain relationships with the staff of WSH, in person, through social media and through participation in industry events such as competitions and expos. WSH is currently seeking to extend its knowledge of long-term employment outcomes and to deepen understanding of the long-term value of the training delivered.

The director's longstanding involvement in local and national industry bodies and activities and extensive industry networks ensures that industry trends and developments are well understood. In addition, the input of members of the organisation's advisory group is regularly sought, to ensure that the needs of local employers are being met. Examples were provided of WSH responding to this feedback and making changes to the design and delivery of the training programmes to better meet employers' expectations in regard to both practical hairdressing skills and desirable workplace attributes.

WSH also demonstrates a strong commitment to, and success in, supporting students to achieve their study and career goals. WSH systematically identifies student needs, and responds with appropriate levels of learning support and guidance. This approach is informed by an excellent understanding of the organisation's learner profile and by regularly seeking feedback from individual learners, both formally and informally. Enthusiastic and well-qualified tutors work closely together to ensure consistency in delivery and assessment, and to share ideas for improvement. The opportunity to learn from experienced hairdressers, who themselves continue to learn and participate in competitions, is highly valued by the students. The resulting learning environment is supportive and engaging for learners, many of whom are young (16-17 years old), with a variety of backgrounds and motivations. The success that WSH has had with its learners over a number of years is reflected in steady increases in funding by the TEC.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Waikato School of Hairdressing Limited**.

WSH is a well-organised and responsive training provider with a strong culture of reflection and improvement which underpins the organisation's educational performance. Comprehensive and effective self-assessment practices are well documented and understood by all staff. The evaluators sighted evidence confirming that all staff are actively involved in collecting and reflecting on feedback and data, identifying actions and reviewing outcomes. This evidence included staff and advisory group meeting minutes, student survey and class meeting feedback, and self-assessment tables maintained by each staff member which reflect their key responsibilities. The tutor tables record reflections on teaching units, improvements and subsequent outcomes. The management tables identify organisational-level focus areas, and document the key questions asked, evidence

collected and actions taken and evaluate the extent to which worthwhile improvements have been achieved.

In addition to these working documents, a comprehensive review of all the main activities and programmes of the organisation has been systematically undertaken over the last three years. In each case a summary report has been compiled, which includes key data and analysis of findings, records planned changes and how the outcomes can be evaluated, and also identifies the 'next questions'. Programme reports are prepared annually, which evaluate the effectiveness of various improvement initiatives in relation to key educational performance indicators and graduate outcomes (as well as trend analysis 2009-2012). The reports provide strong evidence of staff striving to make sense of information collected, trialling ideas for improvement and, in some cases, discarding activities or data gathering that are not useful or relevant. Having established this solid understanding of all aspects of their operation, WSH has now decided to identify several key focus areas each year (employment and literacy for 2013) and to review other aspects periodically. WSH's approach to self-assessment is robust and transparent, and the reports sighted provided many examples of positive change and worthwhile improvements.



# Findings<sup>1</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 **Excellent.**

Learner achievement at WSH has steadily improved since 2009 and has equalled or exceeded sector medians for key educational performance indicators. WSH reports that 92 per cent of students in the Certificates in Foundation and Graduate Hairdressing Skills completed their programme in 2012. Course completions increased from 62 per cent in 2009 to 91 per cent in 2012. Qualification completions increased from 55 per cent in 2009 to 86 per cent in 2012. Māori participation and qualification completion rates have also significantly increased for these programmes. Twenty-eight per cent of students in the graduate programme were Māori in 2012, compared with 18 per cent in 2010, and 90 per cent successfully completed their qualification in 2012, compared with 71 per cent in 2010.

WSH data for learner achievement in the Youth Guarantee programme includes credit achievement (average of 43 credits per learner in 2012) and improvements in literacy and numeracy (all but one of the 2012 cohort maintained or improved against the TEC learning progressions). All those students who remained enrolled at the end of the programme successfully completed the National Certificate in Hairdressing (Salon Support) (Level 3). Sixty-six per cent of students progressed to further study or gained employment. WSH reports that Māori participation in the Youth Guarantee programme has increased by more than 20 per cent each year since 2009. Altogether, this data indicates a high level of learner achievement at WSH, which compares very favourably with the PTE sector as a whole and places WSH in the top 15 per cent of hairdressing providers. This achievement is further evidenced by a very high level of success by WSH students and staff in regional and national hairdressing competitions over a number of years. For example, one staff member achieved the New Zealand Hairdresser of the Year (cutting) award in 2012, and a recent graduate has achieved a place in the New Zealand hairdressing creative team and will travel internationally to compete.

The upward trend of learner achievement rates reflects a sustained focus by WSH managers and staff on understanding the critical factors for learner success and on reviewing the contributing processes. A range of initiatives has been effective in

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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.

achieving real, worthwhile improvements. These include initiatives to understand and address high Māori withdrawal rates in the Youth Guarantee programme, whereby WSH used focus groups and stakeholder feedback to understand the contributing factors and has developed a strategy for building relationships and enlisting greater support from whānau. WSH reports a steady improvement in course completion rates since the introduction of a system for establishing target dates for assessments and actively monitoring individual learner progress. In addition, the introduction of a new tutor management system has facilitated better data collation and analysis in relation to learner achievement.

## 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 **Excellent**.

WSH has a very good understanding of the training outcomes sought by the hairdressing industry and is very effective in meeting expectations. These outcomes include not just the basic technical skills required for professional hairdressers, but also the personal attributes and attitudes required to work successfully with customers and colleagues. WSH's records of industry feedback and stakeholder interviews during the evaluation confirmed that learners are entering the workforce with the required technical skills, are well presented and display appropriate attitudes and behaviours for the salon environment. Stakeholders noted the reputation of the owner/director as an experienced and knowledgeable trainer and industry leader. A stable base of regional employers who contact WSH for graduates and/or potential apprentices provides further evidence of WSH's value to employers and the trainees. HITO representatives also attested to the high value they place on the training provided by WSH (including the contracted off-job training for apprentices). They noted the contribution made by the owner/director to sector developments, and the importance of her role in keeping employers informed about hairdressing qualifications.

Trainees value highly the practicality and work relevance of the hairdressing training, and the opportunity to achieve a qualification and gain employment. The graduate programme is oversubscribed, and selection is based on the performance and commitment of students in the level 3 programmes. Current students and graduates interviewed by the evaluators reported that they had gained confidence and, in many cases, achieved success in hairdressing competitions with the encouragement and support of WSH staff, and this also contributed to their employability. WSH tracks graduate destinations and provided evidence of very good employment outcomes three months after programme completion. Sixty-seven per cent of students completing the graduate certificate in 2011 achieved

employment in hairdressing or a related industry, and 16 per cent went on to further study (2012 data was incomplete at the time of the evaluation). WSH reports that employment rates vary depending on market trends. In seeking to understand more about the match of graduate skills to the workplace and the longer-term outcomes for their students, they have decided to follow up with all graduates six months, and then 12 months, after graduation.

Many graduates maintain contact with WSH, valuing the ongoing support and encouragement available to them, and several have subsequently joined the advisory group. Other members of this group include salon owners/employers and colleagues from other training providers. WSH engages formally and informally with individual members, and also convenes meetings several times a year. This consultation is purposeful and well documented, ensuring that industry needs and expectations are well understood and met. Feedback is reported and discussed at staff meetings and as part of programme reviews, as a basis for identifying areas for improvement.

### 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**.

WSH provides a complete training pathway for the hairdressing industry. The Youth Guarantee programme provides opportunities for young students (16-17 year-olds) with a variety of backgrounds and motivations to build skills and achieve success. WSH provides assistance to graduates of this programme and the Foundation programme to gain employment and/or become an apprentice. Enrolment in the graduate certificate is open to students from both level 3 programmes, who need only complete work experience and two level 5 unit standards to achieve the National Certificate in Hairdressing (Professional Stylist). WSH is also contracted by HITO to deliver off-job training for apprentices.

WSH is systematic in its analysis of the needs of its external and internal stakeholders, including staff and students, to inform programme review and development. Feedback is gathered through regular consultation, such as formal surveys or meetings. In addition, the evaluators sighted documentation of informal feedback gathered through conversations and emails. WSH has sought to extend its capacity to respond more effectively to the needs of its Māori learners through the appointment of a Māori representative on the advisory group. WSH also collaborates with other providers, for example in co-hosting industry events, which provides opportunities to network and stay current with industry developments. Regular staff meetings and self-assessment processes provide opportunities for this feedback to be evaluated and for ideas for improvement to be explored. WSH provided examples to the evaluators of improvements to training which maintained

alignment with current industry requirements, such as blowdrying and colouring techniques. A computerised appointment system was introduced into the training salon to better prepare students for the workplace.

Meeting the needs of individual learners is a priority for all staff at WSH, and written and verbal feedback provided evidence of their effectiveness in this regard. Entry and selection processes ensure that barriers to learning, such as literacy and numeracy deficits, can be identified and additional support provided, and that students (and their whānau) are well informed about the course requirements, including attendance. This was confirmed by student interviews. WSH has developed effective approaches for collecting meaningful feedback from the students. These include weekly class meetings (conducted by the students and notes provided to staff), monthly goal plans for each individual (and individual discussions as required) and two formal surveys each year. These mechanisms, together with the high level of informal and ongoing engagement between staff and students in the classroom and salon, ensure staff develop a very good understanding of each learner's needs.

The evaluators noted evidence in staff meeting minutes and interviews of the effectiveness of WSH in sharing information and responding with changes to programme delivery and administrative practices. Examples include the provision of one-to-one tuition for individual learners as required and providing flexibility in course hours for a student with an employment opportunity. WSH has also been very responsive to learner feedback on the facilities and resources, with an ongoing programme to upgrade both teaching and social spaces. A dedicated demonstration room has proved highly effective as a teaching and learning space, and students interviewed were appreciative of improvements to their common room.

#### 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 **Excellent**.

WSH provides a highly effective learning environment which results in excellent academic and employment outcomes and high levels of student satisfaction. The evaluators found strong evidence, in written and verbal feedback, of motivated students engaged with an appropriate mix of theoretical and applied learning. This includes salon work experience for Foundation students, which is closely monitored by the tutorial staff. Course resources are well organised and of a high quality, utilising a variety of teaching aids and activities. A collegial team of enthusiastic, well-qualified and experienced teachers displays respectful relationships with their students and models professional behaviours. Effective teaching is supported by regular discussions and the willingness of all staff to reflect on their practice, to share ideas and resources and to support each other. Staff meeting minutes and

the self-assessment tables maintained by all staff provide evidence of a responsive and reflective approach. Teaching guides and material were recently revised to facilitate consistency in delivery of technical knowledge. However, the staff also recognised the value for learners of being exposed to a variety of teaching styles. Accordingly, rosters have been revised to include some team teaching and rotation on late nights in the salon. Students interviewed by the evaluators reported that they found this useful and WSH staff are confident this is contributing to improved learner achievement.

The progress of individual learners is closely monitored. Support and encouragement is provided to ensure that learners are well prepared for all practical and assessment activities, and constructive feedback is provided. This includes immediate verbal feedback, as well as more detailed written comments from the tutor, and client surveys. The evaluators sighted examples of the monthly goal plans which provide opportunities for learners to reflect on their effort and achievements during the period and to set goals for the next month. This creates a useful record of learner development, especially in regard to personal attitudes, participation and presentation. Teachers review all plans, adding comments and, when necessary, having individual meetings, to provide encouragement and address any specific learning needs. The template for the monthly goal plans has been revised several times, to improve the usefulness of the information.

WSH is strongly committed to teacher development, to ensure that educational provision is consistent with industry developments and hairdressing trends, as well as to maintain the highest standards of teaching practice. The teachers all hold appropriate adult teaching qualifications and hold, or are working towards, the National Certificate in Adult Literacy and Numeracy Education. In addition to the required 40 hours per year working in a salon, all staff participate in professional development activities. These include hairdressing competitions and expos, completion of advanced qualifications and attendance at conferences. As part of the annual performance appraisal process, staff assess the value to or benefit for students of their professional development. Ad hoc and scheduled teaching observations also provide opportunities for teachers to receive feedback on their teaching practice. These processes, focussed on individual development, complement an open and collegial environment in which teachers are supported to work as a team.

Assessment processes at WSH are fair and transparent, resulting in valid outcomes. Evidence was available of effective internal moderation activities, including follow-up actions and staff discussion. HTO confirmed that WSH continues to participate in and report on moderation activities annually to maintain and demonstrate robust assessment, despite its holding Best Practice Quality Mark status, which exempts it from this obligation. HTO representatives attested to the quality and the rigour of the TEO's assessment and moderation practices.

## 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 **Excellent**.

Learners at WSH receive excellent guidance and support, which is effective in reducing barriers to learning and fostering achievement. Staff work closely with each other and stakeholders (such as whānau, salon clients, employers) to ensure that each student is supported to succeed in their programme. Entry procedures ensure that specific learning challenges (such as low levels of literacy or English language skills) are identified so that suitable support can be made available. One example of improvements included the embedding of literacy into recently revised teaching materials, to better cater for a variety of learning styles and for speakers of other languages.

Students enrolling in level 3 programmes are given very clear information about what is required of them to progress to the level 4 programme. Recently, changes have been made to the interview criteria for applicants to the Youth Guarantee programme, and parents/guardians have been involved in this process, to extend the support available to students during their programme. WSH has identified that consistent attendance is crucial for learner retention, success and progression, and has developed a reward system to incentivise learners. Evidence was available that these approaches are proving effective in maintaining learner motivation and reducing withdrawal rates. In addition, WSH has a strong culture of recognising and celebrating achievement, such as awarding certificates at the completion of each unit of learning, providing an annual graduation ceremony, incorporating Māori cultural elements and recognising individual achievements in competitions.

All students receive comprehensive information, a basic kit and induction in advance of their training, and they complete surveys at the end of their programme to provide feedback on the learning experience and the environment. WSH is regularly achieving high ratings for student satisfaction (in excess of 90 per cent) with the programme and quality of teaching in these surveys. Students also indicate a high level of satisfaction with the life skills they have gained (such as general confidence, understanding employment expectations, personal presentation). There was good evidence of the ways in which learner feedback has been collated, analysed, discussed and used to make changes. Students interviewed by the evaluation team confirmed their appreciation of the regular school assembly, which was introduced in response to student feedback and enables all staff and student to gather and share information. A school newsletter is also produced regularly and placed on noticeboards.

## 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 in relation to this key evaluation question is **Excellent**.

The owner/director and staff of WSH share a vision for excellence in the provision of hairdressing training that meets learner and industry needs. This vision is grounded in a reflective organisational culture and supported by plans, processes and open and inclusive communication practices. As a result, all staff contribute to organisational planning and improvement. The evaluators found evidence of this in records of regular staff and advisory group meetings and various informal communications, which are focussed on stakeholder needs and individual student progress. Self-assessment activities are coherent and well documented, for example in the tables maintained by management staff, which systematically track improvement activities and review outcomes, and at the end of each course the teachers' reflections on what went well and could be improved. In addition to these day-to-day activities, a comprehensive review of all of the main activities and programmes of the organisation has been systematically undertaken over the last three years. Management and staff have analysed both qualitative and quantitative data to develop an excellent understanding of WSH's educational performance, and to identify initiatives to support learner achievement and improved outcomes for all stakeholders. WSH has taken care to check that data analysis and new initiatives are genuinely useful and adding value. While many changes have been effective, others have been identified as not useful and have been discarded.

One priority that has emerged over recent years has been a focus on organisational efficiency and information sharing. This is reflected in the creation of two management roles (academic manager and academy manager) which are responsible for the day-to-day leadership of the organisation and for providing support to teachers and students. These roles, together with the appointment of a front desk manager, have been designed to ensure the skills of all staff are utilised effectively. The owner/director reported that this restructuring, together with a comprehensive review of the quality management system, and the formalisation of self-assessment activities focussed on learner achievement and stakeholder needs, have all contributed to a greater understanding of accountability among staff for the organisation's educational performance.

The evaluators found that WSH is well positioned to respond to change, such as the revised educational performance indicators for the Youth Guarantee programme. Staff are kept well informed about wider industry developments and have engaged with change, contributing to strategic and business planning. The tutorial team is well supported, with well-organised and comprehensive teaching resources and opportunities for funded professional development.

# 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 **Excellent**.

## 2.2 Focus area: Youth Guarantee programme (includes National Certificate in Hairdressing (Salon Support) (Level 3))

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

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

## 2.3 Focus area: Certificate in Graduate Hairdressing Skills (Level 4)

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

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



# Recommendations

There are no recommendations arising from the external evaluation and review.

# Appendix

## Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process approved by the NZQA Board.

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

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

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

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

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