

Report of External Evaluation and Review

New Zealand Tertiary College Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 23 October 2014

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Final Report

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:	New Zealand Tertiary College Limited
Type:	Private training establishment (PTE)
Location:	Level 2, 1 Marewa Road, Greenlane, Auckland
Delivery sites:	<ul style="list-style-type: none">• As above• No 202, Makhija Chambers, 2nd Floor, 196 Turner Road (Guru Nanak Marg) Bandra (W) Mumbai, India
First registered:	17 June 1991
Courses currently delivered:	<ul style="list-style-type: none">• Master of Education (ECE) (Level 9)• Postgraduate Diploma in Education (ECE) (Level 8)• Graduate Diploma in Teaching (ECE) (Level 7)• Bachelor of Teaching (ECE) (Level 7)• Bachelor of Education (ECE) (Level 7)• Certificate in Early Childhood Teaching (Level 6)• Certificate in Early Childhood Education (Level 5)• Certificate in Early Childhood Education

(Introduction) (Level 4)

Code of Practice signatory:	Yes
Number of students:	Domestic: 706 equivalent full-time students (EFTS) International: 282 EFTS Māori: 66 EFTS Pasifika: 53 EFTS Ethnicities: New Zealand Pakeha (45 per cent); Chinese (16 per cent); Indian (15 per cent); Māori (7.5 per cent); Pasifika (5.4 per cent); Other European (4.0 per cent); Other Asian (6.8 per cent); Other (2.8 per cent)
Number of staff:	81 full-time 5.31 part-time
Scope of active accreditation:	See approved courses listed above
Distinctive characteristics:	NZ Tertiary College (NZTC) was founded in 1982 by the then managing director of the Kindercare Learning Centres. It is an early childhood education provider whose mission is 'to empower people to become effective early childhood educators, who respond to the needs of children and communities by providing comprehensive and professional programmes' based on the values of vision (te mata), heart (manawa), competence (poutama) and spirit (wairua). Modes of delivery include distance (online), blended, college based and field based.
Recent significant changes:	Since the previous external evaluation and review (EER), NZTC has appointed additional board members and staff to provide further expertise.
Previous quality assurance history:	At the previous NZQA EER in November 2010, NZQA was Highly Confident in NZTC's educational performance and Highly Confident in its capability in self- assessment. The five-year review of the Bachelor of Teaching (ECE) was conducted in 2013. The external panel representing NZQA and the New Zealand

Teachers Council approved and accredited this programme for another six years.

Other:

NZTC successfully gained accreditation from the Australian Children's Education and Care Quality Authority for the Graduate Diploma in Teaching (ECE) and the Bachelor of Teaching (ECE), so students who wish to live and work in Australia gain early childhood teacher status in that country.

NZTC has a China Ministry of Education approved Sino-New Zealand cooperation programme in early childhood education in place.

2. Scope of external evaluation and review

The scope of the EER included the following focus areas:

- Graduate Diploma in Teaching (ECE) (Level 7) =

This is a 150-credit, level 7 qualification. Applicants must have a level 7 Diploma in Teaching (Primary) or a Bachelor's degree at level 7, or a Master's level 9 to enter. This programme was selected as a focus area because it can lead to teacher registration.

- Postgraduate Diploma in Education (ECE) (Level 8)

This postgraduate qualification is year one of the Master's qualification offered by NZTC. It is a level 8, 120-credit programme. Unlike the Graduate Diploma in Teaching, this qualification does not lead to teacher registration. It leads to the highest qualification offered by NZTC.

The scope also included the mandatory focus areas of:

- Governance, management and strategy
- International students.

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 accompanied by an NZQA observer who was very knowledgeable of the early childhood education sector conducted the EER over three days. The evaluators interviewed representatives of the NZTC governance team, the chief executive, academic dean, registrar, administration manager, business operations manager, information technology manager, student support staff and an acting programme manager. Tutors and students from the two programmes selected as programme focus areas were also interviewed, as were international students and their support staff. Stakeholders, including industry advisory committee members, employers of graduates, associate teachers and centre managers and graduates were also interviewed.

The evaluators reviewed a range of strategic planning documents, including the investment plan submitted to the Tertiary Education Commission, the PTE's strategic plan, the Pasifika support strategy and the self-assessment plan. The evaluation team also viewed documents to triangulate student outcomes evidence including educational achievement (course completions, qualification completions, retention, progression), graduate surveys, and destination and benchmarking data and analysis. The team also reviewed student satisfaction survey results (domestic and international), graduate survey results, associate teacher surveys and the resultant survey analysis, action plans and results, board reports and meeting minutes, programme reviews, research outputs, associate teacher workshops and attendance data, eLearning guidelines, degree monitor and moderation reports, and the Code of Practice annual review. Folders of programme-specific information were also tabled.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **New Zealand Tertiary College Limited**.

The key reasons include:

- NZTC students are achieving excellent results. NZTC has consistently exceeded sector medians for the last three years, benchmarking itself against other PTEs and institutes of technology and polytechnics (ITPs). Both focus area programmes have also exceeded sector median course completions, with the graduate diploma improving from 93 to 96 per cent for the last three years, and the newer programme, the postgraduate diploma, improving from 85 to 91 per cent for the last two years.
- Māori student course completion achievement exceeds the PTE sector median for Māori achievement, and Pasifika completions are steadily rising as a result of an effective Pasifika strategy. International students have consistently achieved in the 90 percentile for the last three years.
- Eighty-six per cent of NZTC graduates are employed, with the majority being in early childhood education centres as teachers or management. The learning pathways and delivery modes available at NZTC enable students to continue their study while being employed, meeting their needs and those of their centres.
- NZTC has strong reciprocal relationships within the early childhood education sector. Early childhood education centre associate teachers are key to the provision of practice opportunities to students, and NZTC acknowledges this by providing free professional development workshops to these teachers along with other services.
- Well-qualified staff who are active in research use this learning to inform their practice, continuously reviewing programmes with input from multiple sources and areas of expertise.
- There is a very strong student support strategy in place at NZTC to reduce barriers for learners, including academic and pastoral assistance. Specific strategies available to targeted student groups (Māori, Pasifika, international) have resulted in improved educational performance.
- Continued solid commitment by governance and management to learner achievement and self-assessment is shown by the consistently high learner achievement and continuous improvement in processes and practice.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **New Zealand Tertiary College Limited**.

The key reasons include:

- NZTC's processes for self-assessment are comprehensive and robust. The college utilises a variety of feedback mechanisms to gauge its effectiveness in identifying, responding to and meeting the needs of students and stakeholders. The feedback continuum ranges from informal student and stakeholder discussions through to the various surveys conducted, including of domestic students, international students, graduates and associate teachers. A move to course surveys integrated into NZTC online has led to greatly improved response rates, from 20 per month to 600+ per month consistently.
- The college has strengthened programme review processes to ensure ongoing continuous improvement to programme development, delivery and assessment, informed by internal NZTC reviews and external monitoring and moderation by NZQA and the New Zealand Teachers Council. At the end of every course, an automatic 'pop-up' online mechanism signals a course evaluation. In addition, programme leaders have been recruited to collate feedback from multiple sources. The advisory committee is very active and includes expertise from the university, ITP, wānanga, PTE and early childhood education sectors.
- The strengthened student management system (Rito) has improved data entry and reporting, maximising information in and getting better information out for reporting and analysis. This enables NZTC to respond very quickly to student needs and progress at individual or programme level, mitigating risks to student achievement.
- Governance and management takes an innovative approach to resources and has strengthened the online delivery. This includes investment in hardware and software and staff resources. Most recently, a videographer has been recruited to review and implement user-friendly online materials and improve site navigation. With funds from Ako Aotearoa, NZTC has led the revamping of the eLearning guidelines, revising and improving perspectives from students, tutors, associate teachers, and adding two new perspectives, those of management and the quality assurance body. This work is a substantial resource for the early childhood education sector.
- NZTC unsuccessfully challenged the New Zealand Teachers Council through the Office of the Ombudsman about the change to English language proficiency requirements for registration purposes. Two hundred students

were affected, and 72 students are still seeking registration. NZTC is actively assisting these students to achieve IELTS 7.0, enabling registration applications. This assistance includes offering free English classes.

Findings¹

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**.

NZTC students are achieving excellent results. NZTC has consistently exceeded sector medians for the last three years, benchmarking itself against other PTEs and ITPs.

	% Course completions			% Qualification completions			% Progression to higher levels			% Retention		
	NZTC	PTE	ITP	NZTC	PTE	ITP	NZTC	PTE	ITP	NZTC	PTE	ITP
2011	91	86	79	100	80	64	44	23	32	81	75	55
2012	89	85	79	100	82	69	40	23	38	86	77	66
2013	90	86	80	100	80	74	0	23	37	86	77	68

NZTC has exceeded the overall PTE and ITP medians for the three years 2011-2013 for course and qualification completions.
These figures are affirmed on the TEC website.

Both focus area programmes have also exceeded NZTC course completions, with the graduate diploma improving from 93 to 96 per cent over the last three years, and the newer programme – the postgraduate diploma – improving from 85 to 91 per cent over the last two years. The qualification completion results for the graduate diploma were 88-89 per cent, and the postgraduate diploma qualification completions improved from 56 per cent to 76 per cent for the same period.

NZTC closely monitors achievement across all qualifications and for all learner cohorts, including Māori, Pasifika and international students. International learner course completions exceeded NZTC overall achievement for the last three years. The Māori learner course completions – although not yet matching those of the overall NZTC course completions – have exceeded the PTE sector median for Māori achievement. NZTC is not yet satisfied with its Pasifika learner achievements; however, it is confident that the Pasifika strategy it has implemented has resulted in an improving trend for the last three years. These are excellent results as, apart from the Pasifika group, all other learners are consistently

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

achieving above the PTE sector median, and the Pasifika group is trending upwards.

Table 2: Pasifika and Māori course completions						
	2011 Course completions		2012 Course completions		2013 Course completions	
	NZTC	PTE	NZTC	PTE	NZTC	PTE
Māori	82	79	88	82	85	na*
Pasifika	72	82	78	84	79	na
International students	92	84	92	85	91	na
* na: the PTE sector figures for 2013 are not yet available.						

The college's latest graduate survey of 350 respondents reports that 86 per cent of graduates are employed, with the majority in early childcare centres as teachers or in management roles. Current students and graduates interviewed attested to the growth in personal development, including work ethic, attitude and time-management as they practised learnt theory and newly acquired skills in their fieldwork practicums.

Collectively, these are excellent results and are a positive testament to the NZTC value of competence (poutama).

Like other tertiary education organisations, NZTC has been challenged by student plagiarism and attempts at cheating. Two students have had their qualifications revoked. NZTC took advice, including from other tertiary education organisations that have faced these issues. The PTE has greatly strengthened its plagiarism processes, including alerting and informing students about plagiarism at orientation, induction and prior to each assessment. More significantly, NZTC has implemented anti-plagiarism software. All student assessments since 2011 have been entered into this software. This will ensure that plagiarism can be identified in any current assessments if parts or the whole of previous assessments have been copied. NZTC is confident that it has mitigated the plagiarism risk with these strategies.

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**.

NZTC provided strong evidence that its education and training programmes deliver valued outcomes to the students, their families, graduates and the early childhood education sector, and positively contribute to the New Zealand economy.

Students value the skills and qualifications gained, increasing their employability as shown by the 86 per cent of graduates in employment. Learners are encouraged to work or volunteer in centres as they study, and this enables them to put into practice the knowledge and skills gained. For some programmes, including the graduate diploma, this is a compulsory component. Other programmes, such as the postgraduate diploma, arrange fieldwork opportunities. Students work closely with contracted associate teachers from the early childhood centres. This reciprocal arrangement ensures that students can access quality role models and in turn provide up-to-date knowledge and research on early childhood education. Students appreciate the clear pathways of study from certificates to Bachelor's degrees, graduate and postgraduate diplomas and Master's.

The graduate survey and testimonials identified components of the programmes they found most useful in their practice, including child development, curriculum development and biculturalism. Eighty-six per cent of graduates are employed and employers' feedback acknowledged the confidence and work-readiness of graduates. This was also affirmed by the graduates and employers interviewed by the evaluation team.

- NZTC successfully gained accreditation from the Australian Children's Education and Care Quality Authority to accredit the Graduate Diploma in Teaching (ECE) and the Bachelor of Teaching (ECE), so students automatically gain early childhood teacher status in Australia.
- NZTC also contributes to the early childhood education sector through the free professional development workshops provided to associate teachers, which are well subscribed. The focus area postgraduate programmes engage in research, and the NZTC refereed publication 'He Kupu' encourages contributions from students, staff, associate teachers and the wider early childhood education sector. Research projects such as 'MAPS' (Move, Act, Play and Sing) offered in conjunction with the University of Auckland inform the early childhood education sector and have led to at least 20 related research outcomes. The research informs early childhood education practice and is valued by the sector.

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**.

NZTC provided strong evidence that the most important needs of students and stakeholders are identified and responded to. The college has succeeded in forging strong reciprocal relationships with the early childhood education sector. Early childhood education centres provide opportunities for students to put into practice the knowledge and skills learnt on the courses through employment, voluntary or fieldwork situations. Associate teachers provide ongoing feedback when NZTC visiting lecturers observe students, through telephone and email contact and through the associate teachers survey. Centre associate teachers' feedback is taken seriously. A very useful example of response was when associate teachers suggested further strengthening te reo Māori. NZTC implemented additional reo Māori professional development for all teaching staff.

The college has reviewed and strengthened selection, enrolment and induction processes including the interview to identify student-specific needs. Literacy and numeracy tests have been included for programmes that lead to teacher registration to ensure graduates meet language proficiency requirements. A non-credit bearing online programme has been introduced. This has reduced anxiety for students as all aspects of online delivery, including assessment, are explained and practised. Flexible delivery online enables students to meet study, personal and employment responsibilities. Although the PTE's buildings were affected during the Christchurch earthquakes, online delivery and support meant study could continue, thereby reducing the impact on those affected students.

In addition to ongoing informal feedback, NZTC seeks formal feedback through its advisory and programme committees, and it conducts a number of formal surveys to gauge responsiveness to the needs of stakeholders (students, international students, graduates, associate teachers). The PTE is also responsive to review panels such as the NZQA and New Zealand Teachers Council panel for the Bachelor of Teaching degree in 2013, which approved the updated curriculum. The improvements to the block courses – providing opportunities for students to engage in activities they can use in their centres – resulted from feedback by the panel. NZQA-appointed external monitors annually review the degree programmes. Those degree programmes leading to teacher registration are reviewed annually by an NZQA/New Zealand Teachers Council-appointed monitor. Clearer information about assessment/resubmission policies and processes clarifying student and lecturer expectations and responsibilities resulted from feedback from a monitor. External moderators of assessment contracted from the university, ITP and wānanga sectors provide NZTC with confidence that its assessments are fair, valid

and consistent. NZTC's annual programme reviews have resulted in improvements, including in the effectiveness of tutorials for international students and the very successful communities of learning-reciprocal relationships developed through initially compulsory online engagement during and after training.

NZTC seeks input through multiple sources, and the evaluators noted the strength of the college's mechanisms for following up the feedback through monitored action plans to ensure full use of the feedback to benefit the college, students and stakeholders. The evaluation team concludes that NZTC is identifying and responding to the most important needs of its learners and stakeholders.

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**.

The high achievement and retention rates and very positive response to surveys from the students and a range of stakeholders, and ongoing robust annual quality assurance processes by externally appointed monitors and moderators, attest to effective teaching.

NZTC has appointed well-qualified, experienced staff who, combined with flexible delivery (blended teaching), are meeting student learning needs. All teaching materials are available online and accessible to students. Students commented on the very effective online discussion forums creating communities of learners. They found that initial compulsory engagement became willing voluntary participation as the students discovered the benefits to their learning. Students also commented on their growth in self-confidence with this increased participation.

To help staff remain current, robust appraisal and professional development programmes are in place – teaching staff are encouraged and supported to upgrade qualifications including to PhD level. The majority of programme delivery is at degree and postgraduate levels, and NZTC has made a significant effort to develop its research culture. Staff are also encouraged to participate in national and international conferences. NZTC also has its own annual conference open to staff, and student contributors. Collaborative research projects are encouraged, such as the MAPS project, a collaborative work between several NZTC staff and staff from the University of Auckland. Twenty research outcomes have resulted from this project. NZTC accesses research funds from the Performance Based Research Fund.

NZTC contracts 750 associate teachers to provide the practical component of the programmes. In acknowledgement of the associate teachers' contribution, the PTE has given them access to the NZTC website and library, journals and databases.

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Free professional development workshops are provided by NZTC to the associate teachers, and associate teachers interviewed by the evaluators found them very beneficial. The workshops are well subscribed. These activities and services all contribute to improved teaching practice.

NZTC led and Ako Aotearoa funded the revamping of the eLearning guidelines, maximising the benefits of online delivery and demonstrating a commitment to engaging learners in quality online education in the tertiary sector. The guidelines provide prompts for learner, teacher, manager and, most recently, organisation leader and quality assurance body perspectives. At induction, teaching staff undertake the students' non-credit bearing online programme so they can experience online delivery from a student perspective, followed by the programme that provides the lecturer perspective.

NZTC has a very active advisory committee with expertise drawn from the university, PTE, ITP, early childhood education and wānanga sectors. This expertise is fully utilised by the NZTC steering and programme sub-committees to inform their programme improvements. Some improvements guided by these groups include:

- Consistent responses by staff to timelines to ensure students get useful and timely feedback on their assessments (agreed and monitored response to timelines)
- 24/7 online support (increased information technology staff)
- Consistent expectations by staff about field practice, including reflections (staff and associate teacher workshops)
- Assessment timeline prompts – automated emails before assessment due dates at three days and then 24 hours prior to assessment (greatly improved response to meeting assessment due dates)
- Improved abilities in te reo Māori (staff reo Māori classes).

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**.

There is very strong evidence of a high level of support, mentoring and guidance noted through numerous surveys, analyses, reports and the evaluator interviews. NZTC's commitment to education achievement and its values of te mata, poutama,

manawa and wairua² ensures that a high level of guidance and support is provided to students, from the recruitment, selection and induction process, through to delivery, theory and practical application and assistance in early childhood education centres.

The college has a number of support strategies in place to reduce barriers to learning and to encourage success. They include designated teams (pastoral care, the 'ASK' academic skills support team, information technology and international support teams) who work independently and collectively in response to student support requirements.

Process support mechanisms are in place; that is, two failed assessments leads to a student contract with NZTC and associate teachers, so the student is in a tripartite agreement, supported in their early childhood education centre by the associate teacher and the designated support team from the college, collectively working with the student to resolve any issues. This induction, combined with the successful online discussion forums, provides effective peer support (communities of learning), strengthening considerably the online delivery. The Māori and Pasifika support strategies include designated lecturers and support staff. Both groups have small enrolments (Māori 7 per cent and Pasifika 5 per cent of the NZTC student demographic), and the college is working to raise enrolment.

A minimum of 10 scholarships are available to Māori students for the first year of study, and likewise to Pasifika students to encourage greater enrolment. As previously reported, Māori exceed the PTE sector educational achievement median, and Pasifika are steadily improving, showing the effectiveness of the respective strategies.

Consistently high levels of student achievement and positive feedback from students affirm the effectiveness of the guidance and support strategies provided by NZTC.

² NZTV values:

- Te Mata (Vision) making a difference in the lives of young children, families and communities.
- Poutama (Competence) increasing competence and confidence in skills and abilities.
- Manawa (Heart) celebrating diversity, and through love and kindness making a positive impact on young children, families and communities.
- Wairua (Spirit) to succeed and act with courage and acknowledging God's spirit – the life force within every child and adult.

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 **Excellent**.

NZTC exemplifies the early childhood education curriculum Te Whariki principles of empowerment, holistic development, family and community and relationships in practice at tertiary level. Governance and management clearly demonstrate support for educational achievement. The clear mission, direction and values are underpinned and exemplified by strong leadership.

The college is innovative, as shown by the huge investment in online delivery and support, the approach to qualification staircasing from certificate to postgraduate levels, varied delivery modes, international relationships (programmes accredited in Australia) and like proposals with China and India. NZTC is proactive and aware of and responsive to changes in the sector, participating in the NZQA Targeted Review of Qualifications.

Programmes are subject to continuous review internally by the college and externally by NZQA and New Zealand Teachers Council annual monitoring and moderation. This includes the five-year panel review cycle of all teacher education programmes. Input to programmes is provided by these review processes and surveys, and through engaging expertise for the very active advisory committee. The improvements to delivery and achievement of Māori, Pasifika and international students resulted from these thorough feedback processes. Additional advisory, support and teaching staff support these positive improvement strategies. Together with the close relationships forged with the early childhood education sector (centres and associate teachers) for practicum components and as critical friends, the college ensures that it is responsive to students, stakeholders and the early childhood education sector. NZTC's comprehensive self-assessment practice is enabled by these strong reciprocal relationships.

In keeping with its values, NZTC funds and supports community endeavours locally and internationally, such as the Jagriti Children's Home in India for girls.

The student management system (Rito) has had major upgrades following the last EER. Rito is programmed to improve data entry and reporting, maximising information in and getting better information out for reporting and analysis. This has resulted in more timely learner achievement reporting and responsiveness to the findings to inform and support ongoing achievement.

The evaluation team concludes that the NZTC leadership models and encourages practices that focus on matching stakeholder needs. Through the ongoing robust engagement with the early childhood education sector and learner-centred

educational processes, consistently high achievement rates and valued outcomes for graduates and their employers are being realised.

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: International student support

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: Graduate Diploma in Teaching (ECE) (Level 7)

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

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

2.4 Focus area: Postgraduate Diploma in Education (ECE) (Level 8)

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

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

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

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

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

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

Final Report

www.nzqa.govt.nz