

Report of External Evaluation and Review

Manawatu Education Academy (PN)
Limited trading as The Hairdressing
College

Confident in educational performance

Confident in capability in self-assessment

Date of report: 15 January 2016

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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:	Manawatu Education Academy (PN) Limited trading as The Hairdressing College
Type:	Private training establishment (PTE)
Location:	103 Cuba Street, Palmerston North
Delivery sites:	Level 1, The Square, Palmerston North, and 152 Bath Street, Levin
First registered:	15 November 1991
Courses currently delivered:	<ul style="list-style-type: none">• Certificate in Hairdressing – Pre Apprenticeship Level 3)• Certificate in Advanced Hairdressing (Level 4)• Vocational Pathway (NCEA Level 2)• Introduction to Retail Skills (Level 2)
Code of Practice signatory:	No
Number of students:	Domestic: 67 full-time students (41 per cent Māori, 8 per cent Pasifika), and approximately 60 apprentices for off-job training
Number of staff:	Seven full-time, two part-time
Scope of active accreditation:	In addition to the above certificates, Manawatu Education Academy has accreditation for Certificates in English Language Learning and the Certificate in Introductory Hairdressing.

Consent to assess in:

Subfields: Core Generic, Communication Skills, Hairdressing.

Domains in the following subfields: Business Administration, Computing, Core Generic, Health Studies, Occupational Health and Safety, Communication Skills, Languages, Mathematics, Beauty Services, Retail, Distribution and Sales, Retail and Wholesale.

A range of mainly level 1 and 2 unit standards relating to workplace health and safety, personal fitness and wellness, and team facilitation.

Distinctive characteristics: Manawatu Education Academy predominantly provides training in hairdressing qualifications, youth training (Youth Guarantee) in full-time programmes, and off-job training for hairdressing apprentices in the Manawatu and Horowhenua regions under contract to the Hairdressing Industry Training Organisation (HITO).

Recent significant changes: Manawatu Education Academy opened a new site in Levin in 2012.

The new staff positions include a head tutor, site manager and truancy officer.

Previous quality assurance history: NZQA last externally evaluated Manawatu Education Academy in September 2011. NZQA was Confident in the organisation's educational performance and capability in self-assessment.

National external moderation requirements for Core Skills unit standards were met in 2014. In 2013, they were not met for one unit standard (re-submitted and the requirements met in 2014), and modifications were needed for a single standard from the Mathematics in the Workplace domain.

Manawatu Education Academy met HITO's moderation requirements.

2. Scope of external evaluation and review

- Governance, management and strategy – mandatory focus area
- Youth Guarantee – the PTE has successfully delivered foundation learning programmes, and now Youth Guarantee. This is now extended to the new site in Levin. This focus area provides an opportunity to review changes and improvements to this programme, particularly at the Levin site, which has most of the Youth Guarantee students
- Hairdressing certificates (levels 3 and 4) – these are the main focus of delivery and provide an opportunity to observe improvements since the last external evaluation and review (EER).

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The documents the evaluation team received before the visit included:

- Self-assessment report
- Strategic plan
- Initiatives and Reflections document
- Reports of student achievement, including Tertiary Education Commission (TEC) educational performance indicator data
- Literacy and numeracy report
- Student handbooks
- Tutor manuals
- Reports on stakeholder consultation.

The evaluators held a meeting with the HITO chief executive and quality manager on March 8.

Two evaluators conducted the EER visit at The Hairdressing College sites in Palmerston North and Levin on 28 and 29 April 2015.

The evaluators interviewed:

- The owner-director

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- Management staff and tutors
- Youth Guarantee students
- Hairdressing students and graduates
- Members of the advisory group and external stakeholders, including salon owners, employers of graduates, and representatives of regional youth agencies.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Manawatu Education Academy (PN) Limited trading as The Hairdressing College**.

The Hairdressing College has maintained strong levels of achievement since the last EER in 2011. The PTE's performance is consistently above TEC contracted targets and above the performance of similar providers.

In 2013, the PTE was the top provider for the Youth Guarantee programme. As a consequence, the TEC awarded The Hairdressing College additional funding for 2014.

As well as the full-time programmes, The Hairdressing College is the only provider of off-job training for hairdressing apprentices and the only provider of a level 4 hairdressing certificate in the Manawatu and Horowhenua regions.

Māori participation in training has doubled since 2013, and success rates are high. At 40-45 per cent, Māori participation is higher than the proportion of Māori in the regional population (20 per cent). Māori and Pasifika student achievement also exceeded TEC targets in 2013. Pasifika enrolments are low (less than 5 per cent of students).

- A new site in Levin offers all the PTE's programmes. Stakeholders value the addition to employment-related training for the region.
- The PTE meets contractual outputs to funding bodies and achieves excellent levels of programme and qualification completion in its hairdressing programmes.
- The qualifications achieved are of value to students. The qualifications lead to study at higher levels and sustainable employment in the hairdressing industry.
- Stakeholder engagement is extensive and the programmes are well supported by industry. Employers have confidence in the level of skill and knowledge of the graduates they employ.
- Graduate destinations are well known and monitored. The data is collated and analysed to provide an understanding of industry trends that might have an impact on decisions about training provision, and inform improvements to programme delivery.
- Since the last EER, the PTE has made substantial improvements to its teaching practices. Internal and external appraisal processes have shown improvements in tutor performance and confidence.

- While the PTE's educational performance at the Palmerston North site is strong, the evaluation team noted gaps in the guidance and support of students in Levin.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Manawatu Education Academy (PN) Limited trading as The Hairdressing College**.

Since the last EER, The Hairdressing College has improved its self-assessment practice. This is in response to the EER findings about analysis of student data, teaching effectiveness, and student evaluation and feedback.

The evaluators saw evidence of improved practice in programme delivery, resulting in changes to the collation and use of student data and a focus on consultation with students that enabled students to have greater input into their learning, as outlined below.

- The monitoring of student achievement is thorough, and management, tutors and most students have good information about progress. Regular feedback on progress supports student learning and provides valuable information to tutors and management about the content and delivery of training and the need for any changes. The PTE provided the evaluation team with evidence of the resulting improvements.
- Greater opportunities for student feedback has resulted in changes to programme delivery that benefit student learning.
- An analysis of enrolments showed that there was a trend of early withdrawals and non-attendance at the start of programmes. The PTE addressed this through a more creative, practical focus in the first four to five weeks of the programme, and withdrawals have decreased.
- An analysis of attendance patterns resulted in strategies to encourage higher attendance, which include the recent appointment of a truancy officer. Evidence to date has shown an increase in attendance.
- Analyses of stakeholder surveys and the extensive experience and contacts the PTE has within the industry have led to the introduction of a new programme to meet the wider needs of students and employers. There is also a renewed focus on training students in customer service skills that meet employer needs.

The evaluation team considered that The Hairdressing College has sound systems in place for self-assessment and that there was evidence that educational performance is supported as a result. The PTE has identified areas for improvement, such as the monitoring of the destinations of Māori graduates and employment in sectors other than hairdressing to provide a wider view of student success.

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**.

The Hairdressing College has maintained strong levels of achievement since the last EER in 2011. The PTE's performance is consistently above TEC contracted targets and above the performance of similar providers.

In 2013, the PTE was the top provider for the Youth Guarantee programme, achieving completions of 100 per cent for programmes and 89 per cent for qualifications. Māori and Pasifika student achievements also exceeded TEC targets, although overall Pasifika enrolments are low (less than 5 per cent of students).

Māori participation has doubled since 2013, and success rates for Māori students are high. Table 1 shows the number of completions in 2013-2014 for the levels 3 and 4 hairdressing qualifications for all ethnicities. Retention in the programmes is high. Māori completions were at the same level or higher than the overall completion rate. The data is for both the Palmerston North and Levin sites.

Table 1. The Hairdressing College – levels 3 and 4 completion data, 2013-2014

Enrolments and percentage of completions					
Year	Total enrolled	Total completed	European	Māori	Pasifika
Certificate in Hairdressing – Pre Apprenticeship (Level 3)					
2014	24	22 (92%)*	11 (100%)**	9 (90%)	2 (100%)
2013	23	20 (87%)	15 (83%)	4 (100%)	1 (100%)
Certificate in Advanced Hairdressing (Level 4)					
2014	23	18 (78%)	9 (75%)	8 (88%)	1 (100%)
2013	16	15 (94%)	9 (100%)	4 (100%)	2 (100%)

* Percentage of total enrolled learners who complete

** Percentage of group who complete

The high level of achievement is supported by the TEC educational performance indicator data shown in Table 2. Results for 2013 were above the sector median.

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

Table 2. Hairdressing qualification levels 3 and 4 – completions as a percentage of students enrolled, progression, and retention, 2012-2014

Year	Programme completions	Qualification completions	Progression to further study	Retention
2014	82	100	36	83
2013	87	90	38	91
2012	95	82	41	91

As noted, the PTE achieved outstanding results for Youth Guarantee programmes in 2013. In 2014, the TEC educational performance indicators show that 87 per cent of students completed their programme, and 84 per cent completed their qualifications. In 2014-2015, Māori students were 50 per cent of all students, and (as shown by Table 3) their achievements were consistently high, at the same level or above the overall rate.

Table 3 shows The Hairdressing College Youth Guarantee data on student completion by ethnicity and percentage. The percentage of completions to enrolments shows the high level of retention in the programme.

Table 3. The Hairdressing College – Youth Guarantee programme completion by ethnicity, 2013-2014

Year	Total enrolled	Total completed	European	Māori	Pasifika
2014	23	18 (78%)*	7 (77%)**	10 (83%)	1 (50%)
2013	23	22 (96%)	11 (100%)	10 (90%)	1 (100%)

* Percentage of total enrolled learners who complete

** Percentage of group who complete

The PTE tracks graduate destinations for all programmes to observe trends in the progression of students to apprenticeships or further study. An emerging pattern is the increasing number of students who choose to continue higher-level study at the PTE. This includes Youth Guarantee students. In 2013, 65 per cent of Youth Guarantee students progressed to further training at the PTE (the level 3 hairdressing certificate), and 47 per cent in 2014.

Overall, self-assessment is built into teaching and assessment practice and, with improvements to individual learning plans based on regular monitoring, generally supports the PTE's educational performance. Self-assessment has identified gaps and areas for improvement. The PTE has, for example, put in place a high risk attendance register and appointed a truancy officer to improve students' attendance and chances of success. There was emerging evidence that attendance has improved as a result.

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

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

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

The PTE's programmes deliver high-value outcomes to all stakeholders, and in particular to an increasing number of Māori students and to communities with high levels of youth unemployment, such as Levin. Stakeholders from the Horowhenua region interviewed by the evaluation team considered that the PTE is a valuable addition to the region's tertiary education sector, provides a 'good service to the community overall', and 'very good outcomes for individual students'. A meeting with stakeholders in Palmerston North, with a longer association with the PTE, spoke of the value of the collaborative arrangements with the PTE that enabled them to contribute to the training of future employees.

Students the evaluation team interviewed said their training, work experience and re-engagement in learning (especially through Youth Guarantee) were of value to them for future work in the hairdressing industry or other employment.

The PTE provides a comprehensive pathway for hairdressing training, and is the sole provider of a level 4 hairdressing qualification in the Manawatu and Horowhenua regions. This allows students in the region to progress to higher-level study that enhances their employment opportunities.

As noted in Findings 1.1, student completions are high and allow graduates to enter apprenticeships, other relevant employment, and higher-level study. Table 4 shows the progression of students from the intermediate level 3 hairdressing programme to apprenticeships or further study at level 4 at the PTE. The availability of apprenticeships fluctuates. Students who do not gain salon employment are likely to re-enrol for the level 4 certificate.

Table 4. Progression of The Hairdressing College students to apprenticeships, employment or further training, 2013-2014

Year	Apprenticeship	Salon or other employment	Further training at The Hairdressing College	Out of labour force/not known
2013	0%	0%	65%	17%
2014	0%	13%	48%	26%

All the programmes incorporate work experience in the PTE's own commercial salon and local salons. The success of students in local and international hairdressing competitions is of personal value to them for the sense of pride and achievement they gain and 'finishing' skills over and above the basic training. In 2012 and 2014, one student represented Manawatu at the national competition. The PTE has records of many other students receiving top awards.

Employers interviewed by the evaluation team commented on the work-readiness of graduates. They have confidence in the level of skill and knowledge of the PTE's graduates, repeatedly employing graduates and providing work experience for other students.

It was clear from evaluator meetings with stakeholders that the PTE has a very good understanding of the value of its programmes. The PTE knows and monitors graduate destinations. Feedback from work experience, employer surveys and student evaluations provides the PTE with up-to-date information about the value of the training programmes to all stakeholders.

The PTE has also identified the need to disaggregate data further to better understand destinations and outcomes for Māori and employment outcomes other than hairdressing to provide a wider view of student success.

An advisory group, which includes partner salons, complements this approach by determining the value of the PTE's training and helping the PTE to understand industry needs.

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 **Good**.

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

The Hairdressing College matches its programmes and activities to the needs of stakeholders using its knowledge of the industry as well as information from employer and student surveys, feedback from work experience placements and analysis of results, and in accordance with TEC priorities. The evaluation team saw evidence of changes and improvements to programme content and delivery, such as the introduction of a new programme.

The assessment of a student's individual learning needs and capability for learning at different levels is based on a well-structured initial interview process, with guidelines for tutors. This helps direct students to the programmes that best meet their vocational needs and sets up individual learning plans, including literacy and numeracy assistance. The PTE monitors these learning plans regularly to ensure that students are developing the skills needed to complete a qualification.

The programmes are also designed to match the demographics of a region, such as Levin, where additional training is incorporated into the programmes as needed. The new Retail certificate and National Certificate of Educational Achievement Vocational Pathway programmes meet the needs of a wider market, provide Youth Guarantee students with more options for study and employment, and complement the learning in other programmes.

The PTE has comprehensive processes for monitoring student progress and reporting achievement. However, some students interviewed by the evaluation team at the Levin site were unclear about the content of the programme they were enrolled in and said they were not sure about their achievements to date. This feedback contrasts with that from students at the Palmerston North site (who were very clear about their progress), and indicates some gaps in meeting student needs.

The full-time hairdressing programmes link the local certificate outcomes to the national certificates. This meets the needs of students who later obtain an apprenticeship to complete the level 4 professional hairdressing qualification, and ensures that the training matches national industry standards in all programmes.

Student feedback led to a change in the focus of hairdressing training. Learning salon skills through practice first, leading to a better understanding of the theory components, better suits learning needs.

Surveys of hairdressing employers identified the skills needed by employees and have provided valuable data on changes in the industry environment, growth, and entry-level requirements for different salon positions, including literacy and numeracy and customer service skills. The PTE consequently has incorporated more 'soft skills' training into its programmes, as well as new hairdressing techniques, and is able to effectively prepare graduates for employment.

Employers interviewed by the evaluators considered that the graduates they had employed were well prepared for salon work. Tutors and management work to ensure that students going on work placement are well prepared and likely to gain from the experience.

Block and day-release courses for off-job training enable apprentices to complete the requirements of their professional qualifications.

Overall, the PTE's self-assessment processes have resulted in changes and improvements that meet the needs of stakeholders. The number of graduates gaining employment in the hairdressing industry is evidence of this, as is the satisfaction of graduates and their employers with the skills demonstrated.

As noted, the PTE intends to widen its stakeholder consultation and analysis of destinations and outcomes for Māori and to include other employment outcomes to provide a better understanding of how its programmes match the needs of other industry sectors.

1.4 How effective is the teaching?

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

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

The Hairdressing College has improved its teaching practice and self-assessment since the last EER. New resources such as induction and teaching manuals have been developed by an external educational consultant. Regular workshops, observation and feedback support tutor practice, and encourage them to understand how students learn and to develop strategies to meet individual learning needs. All tutors are trained in assessment and adult learning techniques.

Tutors interviewed by the evaluation team said the training and resources supported their practice and provided them with the skills and confidence they needed to help students learn. Tutor performance is assessed by internal appraisals supported by appraisals conducted by the external education consultant. The appraisal reports provide evaluative comments that tutors and management find helpful for ongoing professional development. The 2013 external appraiser's report noted the building of strong relationships between tutors and students, and that this was being used to enhance teaching and learning on all sites; and that lessons were 'structured, with clear introduction, body and conclusion'.

Students learn in a supportive environment with access to a well-resourced salon. Student handbooks provide information about all aspects of the programme, and study guides for each module have embedded learning expectations around 'soft skills', such as communication and presentation. There is an appropriate mix of theory and practice balanced to achieve the desired outcomes. Students with special learning needs have support to learn with a literacy/numeracy tutor and audiotape for assessment.

Students have many opportunities to understand and map their progress through reflective journals, wall charts and reports from the student database. With the exception of some at the Levin site, generally the students interviewed had a clear understanding of their progress and what they needed to do to complete their programme.

Both tutors and students interviewed clearly understood the assessment process, which is reinforced by a pre-assessment meeting. Internal moderation outcomes discussed with the evaluation team maintain standards of assessment, which is supported by the PTE's compliance with external moderation conducted by NZQA and HITO.

Feedback from tutors and students and the high levels of student achievement and satisfaction are all indicators of effective teaching practice.

In its self-assessment report, the PTE noted high levels of tutor absence and turnover. This may only involve one site. Further analysis of the many processes introduced to improve teaching practice would provide an understanding of any

issues that may have an impact on the overall effectiveness of the new tutor training, support and professional development initiatives.

1.5 How well are learners guided and supported?

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

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

The PTE has good support and guidance systems, many of which are integrated into the delivery of the programmes and cover the learning, personal and cultural needs of the students.

Students have many ways to access the support and guidance they need. These include the learning support outlined in other sections of this report, ongoing tutorial coaching, a buddy system that pairs new students with more experienced ones for salon work, support for personal issues, 'real-life' work experience, and employment advice. External agency support is provided as needed, such as budget advisory services.

Parents and caregivers are encouraged to attend the initial enrolment interview. This provides them with a good understanding of the expectations of the programme, and a basis for supporting students throughout the training.

The students use a self-reflective journal to record questions or give feedback about their progress or any issues. Tutors respond to these questions and issues promptly to ensure there are no barriers to learning. Students interviewed said these journals were helpful in resolving learning or personal issues.

The PTE is reviewing how it integrates tikanga Māori into the Levin-based programmes in particular. The PTE holds whānau evenings to give families and friends an understanding of the options for further training. Collaboration with local organisations Te Kokiri and Life to the Max (an agency dealing with disaffected youth) enables the PTE to coordinate its support services and use the resources of other agencies who have an understanding of the issues faced by some young people.

A trend of early withdrawals and non-attendance at the start of programmes has been addressed through a more creative, practical focus in the first four to five weeks of programmes. Withdrawals have decreased because of this. Other PTE analysis has resulted in strategies to encourage higher attendance. The recently appointed truancy officer works with students, their families and other agencies to improve attendance. Anecdotal evidence is that attendance has improved.

As a result of the 2011 EER, the PTE seeks more and frequent feedback from students through forums and assemblies. Some changes to programmes have resulted that better support student learning. The results of student surveys are positive.

Students interviewed at the Palmerston North site said they felt supported by tutors and management, were 'comfortable' in the training environment, and had a sense of belonging. Students at Levin discussed their concerns with the evaluation team, saying they lacked support and direction.

The PTE has very good systems in place which support the majority of students, and self-assessment practice has enabled the PTE to target services where they are most needed, such as attendance and providing students with more opportunities to give feedback on learning needs and styles.

However, there are some gaps in the implementation of current systems, and others have only been introduced recently. This affects the PTE's overall understanding of how well all students are supported.

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

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

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

The Hairdressing College has a very clear direction to provide hairdressing training that meets the needs of the industry and supports regional communities in areas of high youth unemployment through programmes such as Youth Guarantee.

Governance and management is undertaken by a small group consisting of the director, head of school, head tutor and site manager. They are very experienced in the industry and are committed to embedding creativity and flair into the training of students. They support educational achievement and other positive outcomes through well-resourced and planned training. The high levels of retention and completions, the progression of graduates, and the increasing numbers of students (including Youth Guarantee students) continuing their studies at the PTE are evidence of the PTE's effectiveness. The success of the programmes in meeting the needs of stakeholders was confirmed in interviews with most students, graduates and employers.

A strategic plan informs the direction and priorities of the organisation. The director makes excellent use of external consultants and works to their specialties. The outsourcing of projects (such as the development of teaching manuals, the preparation of management reports, and tutor appraisal) is carefully managed in consultation with management and tutors. An advisory board is available to provide advice and guidance as needed, but the board has no formal governance role.

Recent changes to government funding and priorities for the Youth Guarantee programme have been well managed by the PTE.

All staff share in the vision and direction of the PTE. At organisational planning days, staff have the opportunity to review student needs, programmes and the *Final Report*

strategic plan. Operational procedures are fully documented, support good educational and management practice, and are accessible to all staff. This includes an updated quality systems manual to guide processes.

Tutors have qualifications and experience well suited to their positions, and are supported and valued. The PTE has focused on improving tutor performance and setting high standards. In 2013, one of the tutors was recognised by HITO as Tutor of the Year.

Since the last EER, the PTE has introduced more robust systems for the analysis of student data. The management team and tutors hold regular meetings and have a number of ways of collating and analysing student progress. In meetings with the evaluation team, it was clear that tutors understand how well their students are achieving and the contribution improved teaching and support practices have made to the increase in programme and qualification completions.

Organisational management is sound and supports the programmes at the Palmerston North site in particular. This was confirmed in interviews with the evaluators, who also reviewed useful documentation and management reports.

Concerns raised by students at the Levin site coincide with changes to staffing since the beginning of the year. The PTE put a temporary measure in place: providing tutorial resources from Palmerston North until the appointment of a full-time equivalent tutor.

However, there appear to be some unresolved issues that raise questions about the PTE's otherwise well-functioning monitoring and support processes, as noted in this report.

The changes made in response to the report of the last EER have been substantial and are ongoing. The PTE's self-assessment is comprehensive. Further analysis of improvement is needed (especially around the support and guidance of students and the response to student needs at the Levin site) so that the PTE can evaluate how well the new processes contribute to educational performance.

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 **Good**.

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

2.2 Focus area: Youth Guarantee

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

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

2.3 Focus area: Hairdressing certificates (Levels 3 and 4)

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

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

Recommendations

NZQA recommends that The Hairdressing College review the implementation of its student support and guidance systems at the Levin site.

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/>.

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