Report of External Evaluation and Review

Sir George Seymour College and Travel Careers and Training Ltd

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 19 February 2014

Contents

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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:	Sir George Seymour College and Travel Careers and Training Ltd (SGSTCT)
Type:	Private training establishment (PTE)
Location:	Head Office, 766 River Road, Chartwell, Hamilton
Delivery sites:	Nine delivery sites in total: Auckland Central Business District, Auckland Airport, Manukau, Hamilton, Rotorua, Wellington (two campuses), Christchurch (two campuses), Dunedin
First registered:	18 April 2013
Courses currently delivered:	• Certificate in Advanced Airline, Travel and Tourism (Level 4)
	• Certificate in Advanced Travel, Tourism and Business (Level 5)
	• Certificate in Airline, Travel and Tourism (Level 3)
	• Certificate in Airline, Travel, Tourism and International Flight Attending (Level 3)
	• Certificate in Travel and Tourism (Conferences and Events) (Level 4)
	• Certificate in International Flight Attending (Level 4)
	• Certificate in Tourism Operations and Guiding
	• Certificate in Travel, Tourism and Business (Level 3)

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- Diploma in Business Management and Marketing

- Diploma in Tourism and Aviation (Flight Attendant) (Level 5)

- Diploma in Tourism and Travel (Management) (Level 5)

- Diploma in Tourism Management (Level 5)

- National Certificate in Aviation (Core Skills) (Level 3)

- National Certificate in Tourism and Travel (Core Skills) (Level 3)

- National Certificate in Travel (Level 2)

- National Certificate in Travel (Level 3)

- National Certificate in Travel (Level 4)

Code of Practice signatory?	Yes – students aged 18 years and older
Number of students:	Domestic: 1,286 equivalent full-time students International students: 41 equivalent full-time students • Māori: 26 per cent • Pasifika: 19 per cent • European: 64 per cent • 90 per cent of learners are under 25 years of age
Number of staff:	98.4 full-time equivalents
Scope of active accreditation:	This provider has a large scope of accreditations, including subfields and domains of unit standards up to level 5, covering a wide variety of vocational and generic skills. For a full list of accreditations and consents to assess go to: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId= 864026001
Distinctive characteristics:	SGSTCT is a national training organisation offering programmes in tourism and travel. SGSTCT provides specialist training in international flight attending, conference and events, tour guiding and

	computing.
Recent significant changes:	In 2012 a decision was made to amalgamate Sir George Seymour and Travel Careers and Training. The merger of the two PTEs was confirmed by NZQA on the 18 April 2013. The rationale for merging the two PTES was to improve the governance and finance as the PTEs were being operated by the same owners.
Previous quality assurance history:	SGSTCT was previously quality assured by external evaluation and review (EER) as two separately registered PTEs. NZQA was Highly Confident in the educational performance of the PTEs, and Highly Confident in their capability in self-assessment.
	External moderation of assessment by NZQA and the industry training organisation, Service IQ, in 2012 showed that the organisation met all requirements.

2. Scope of external evaluation and review

The scope of the EER included the mandatory focus areas of governance, management and strategy, and international students. In addition to the mandatory focus areas, two more focus areas were chosen. These were the National Certificate in Travel (Level 4) and the Certificate in Travel, Tourism and Business (Level 3). These programmes contained the majority of learner numbers at level 3 and level 4 at the time of the EER visit, and provided sufficient breadth and depth to reach evaluative conclusions about the whole organisation.

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 EER was conducted over four days by three evaluators visiting three sites: Auckland Airport campus, Auckland central business district campus and Wellington campus. The EER involved engagement with:

- SGSTCT owners (the chief executive officer and the chief financial officer)

- Three senior managers[1]

- Three campus managers and three heads of school

- 25 staff (consisting of tutorial, administration and support staff)

- Six external stakeholder groups from travel and tourism organisations and businesses

- 60 learners.

In addition to documents provided for the EER scoping exercise, the EER team sighted learner management and operational policies, quality management system documents, course promotional material, strategic and business plans, organisational profiles, management and staff meeting minutes, tutor tracking sheets, pre- and post-assessment moderation documentation, internal and external achievement data and analysis sheets, student management system documents, student, stakeholder and programme evaluations, an organisational self-assessment summary and Tertiary Education Commission (TEC) documentation.

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[1] The owners and the senior management team make up the executive management team.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Sir George Seymour College and Travel Careers and Training Ltd.**

SGSTCT performs very strongly in enabling learners to gain and complete formal qualifications. TEC indicator data for 2012 shows that:

- SGSTCT has been achieving very strongly compared with the TEC published PTE sector benchmarks (see Table 1 below).

- The PTE has benchmarked its performance against a similar-sized PTE and SGSTCT's results are significantly higher.

- The organisation has good success in attracting Māori and Pasifika into training, and they achieve as well as non-Māori and Pasifika – well above the sector median.

- Student achievements are quality assured by robust moderation practices, and external moderation confirms that the PTE is assessing at the national standards.

- Both certificate programmes reviewed meet industry requirements. The organisation's ongoing review and updating of programmes is well planned and structured and ensures the programmes continue to meet changing industry skill and knowledge requirements.

- There is clear and comprehensive evidence that learners complete courses and gain qualifications. Learners achieve personal growth in skills which help them to work with others and are important to gaining employment or further training opportunities. These skills include: punctuality, self-management, teamwork, job-seeking, social skills, corporate dress and increased literacy and numeracy.

- The tutors, management and owners are highly experienced industry practitioners who maintain their currency.

- Learning environments are effective; they are planned and structured and meet learners' needs. Students are being prepared for real-life work conditions including through using a simulated airport setting, a fully fitted out Boeing 737 fuselage, and students wearing corporate attire.

- Staff and management communication is clear and effective, and roles and responsibilities are clearly defined.

- Professional development is generous, leads to internal promotion to management and has resulted in measurable improvements.

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Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Sir George Seymour College and Travel Careers and Training Ltd.**

- SGSTCT has very effective self-assessment processes. It is collecting and reviewing relevant information about student and industry needs, key processes and practices, and using the information to plan, implement and evaluate improvements.

- Since the previous EER, the organisation has developed an improved understanding of learner achievement. It has also strengthened its analysis and use of information to better understand the quality and worth of its educational provision.

Self-assessment has led to the following innovations and improvements:

- A merger in 2013 of Sir George Seymour and Travel Careers and Training means that significant governance and financial change initiatives have been identified and these are being implemented in a planned way.

- Processes for embedding literacy and numeracy have led to improved practices and increased learner progress.

- One-to-one tutor-learner time (quality or 'Q'-time) to monitor learner progress feeds into a comprehensive plan for working with individual learners, and progress is reviewed weekly and at six-weekly tutor-learner meetings. This has ensured teaching is reinforced at regular planned times where progress and identified issues can be discussed.

- Updated reporting systems have over time provided rich data for comparison to inform ongoing teaching and learner achievement.

- Upgrading of the student computer network to ensure resources are up to date has improved the chances of learners staying engaged with education.

In respect of the formal tertiary education qualifications delivered, both staff and managers have a very good understanding of learner outcomes being achieved, as evident through learner achievement, six-weekly senior management meetings, tutor-student weekly discussions, student evaluations, six-weekly Q-time meetings, employment outcomes, learner progression to higher-level education, staff performance appraisals, and managerial and moderation reports.

Self-assessment of educational performance is also strengthened through the use of monthly stakeholder visits and feedback collected regularly by the organisation. This provides a means for stakeholders, employers and industry to comment on the tertiary programme and ensure their views are given consideration in design and delivery.

Findings[2]

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.**

Overall learner achievement at SGSTCT has been consistently high and well above the PTE sector median year-to-year results, as shown in Table 1 summarising course, qualification and retention data since the previous EER in 2010.

Table 1. Comparison of Tertiary Education Commission completion and retention data, 2010-2012 (PTE sector)			
Year	Course completion	Qualification completion	Retention
2010			
SGS	90%	95%	88%
Median	81%	75%	69%
2011			
SGS	92%	95%	89%
TCT	93%	88%	92%
Median	86%	80%	75%
2012			
SGS	93%	95%	88%
TCT	94%	95%	86%
Median	85%	82%	77%

Since 2010 (before the merger) Sir George Seymour has used Travel Careers and Training and another similar-sized provider as benchmarks for its operations (see Table 2 below). The benchmarks show both organisations have been tracking above TEC sub-sector median achievement results for 2011 and 2012. The 2013 provisional achievement results indicate that SGSTCT is tracking towards similar outcomes. These results are tracking 16 per cent above the organisation's internally set target of 80 per cent.

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[2] 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. Comparison of completion and retention data, 2011-2013 (selected PTEs)			
Year	**Course completion**	**Qualification completion**	**Retention**
2011 SGS TCT Similar-sized provider	 92% 93% 85%	 95% 88% 74%	 89% 92% 67%
2012 SGS TCT Similar-sized provider	 93% 94% 85%	 95% 95% 85%	 88% 86% 75%
2013 SGSTCT (to November)	96%	96%	Data not yet complete

The retention rate for level 3 and level 4 students is high, and current figures indicate similar positive results of between 85 and 90 per cent in 2013. The TEC performance commitment target is 80 per cent, indicating good results.

Qualification achievement in 2013 indicates that Māori and Pasifika learners achieve as well, if not better than, non-Māori and/or non-Pasifika learners. Results align well against the total student population (see Tables 3 and 4). These results reflect the very supportive and responsive learning environment fostered at SGSTCT, where high achievement for all learners is encouraged.

Table 3. Certificate in Travel, Tourism and Business – qualification completions by ethnicity, 2012-2013			
Year	**All**	**Māori**	**Pasifika**
2012	96%	95%	96%
2013 (to November)	96%	95%	97%

Table 4. National Certificate in Travel – qualification completions by ethnicity, 2012-2013			
Year	**All**	**Māori**	**Pasifika**
2012	99%	98%	97%
2013 (to November)	98%	99%	96%

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These consistently high outcomes are a direct result of planned projects and focused programme changes implemented by SGSTCT, and which have been specifically positioned towards raising learner retention and achievement.

In addition to the above achievements, the organisation has analysed its employment data to identify the areas of the travel and tourism sector that employ its graduates. The organisation's target is set at 60 per cent of learners gaining employment after completing the qualification. In 2012, eight of the nine campuses[3] met or exceeded this target.

SGSTCT graduates achieve high-value outcomes. These include successful achievement of unit standards and qualifications, new skills, increased knowledge of Māori customs and practices, raised self-confidence, corporate dress style, increased awareness of the value of a full day's work, and increased employability. Furthermore, these achievements are shared with families and local communities as the learners role-model to siblings and others that education achievement is attainable. It was evident to the evaluation team that this role-modelling to siblings had resulted in bringing learners' sisters and brothers into the training.

Learners acquire and use transferable skills in their personal and professional lives. Examples include: very high standards of corporate dress and personal grooming, interpersonal communication skills used to host crowds at major sporting and entertainment events, participation in local cultural events, use of local Māori stories, histories and waiata when tour-guiding Japanese visitors. Regular feedback and revision from the tutors to students in quality time (Q-time) reports are discussed with the student, which means they learn to assess their own progress with the tutor who ensures appropriate, timely support is provided when it will be most effective.

There was evidence of very strong processes and practices in place to foster the very successful achievement by SGSTCT learners. The educational achievement data to date provides the evaluation team with high confidence that the organisation is enabling students to achieve at a high level.

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[3] The Christchurch campus did not reach this target because of the impact of the 2011 earthquake.

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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.**

SGSTCT learners are regarded by employers and stakeholders as highly suitable for employment in the travel and tourism industry. A typical response from employers of SGSTCT graduates was a strong preference for these learners because they came with good industry knowledge and had acquired appropriate skills. Domestic and international students also said that the very good reputation of the training by SGSTCT is a primary reason why they chose to train with the organisation.

SGSTCT supplies the industry with graduates who are work-ready. Learners interviewed at this evaluation also confirmed comments by staff that educational success has led to improved personal skills such as raised self-confidence and self-esteem, improved self-worth, increased motivation to attend the course, improved time management and work-preparedness skills, and improved understanding of the work ethic.

Learners receive industry experience in readiness for employment, which adds to their knowledge and skills base. This experience extends to involvement in community events. Examples are the SGSTCT cultural group participation in welcoming international dignitaries, voluntary support, and taking part in professional industry training days and hotel and career expos co-arranged by the organisation with industry at both national and regional levels.

The organisation works to develop the community of travel and tourism trainees, and has expanded this further by developing relationships with secondary schools. SGSTCT delivers the National Certificate in Travel and Tourism (Level 2), providing an opportunity for school students to pathway to higher tertiary study. In addition, 90 per cent of the 2013 students were under 25 years of age, which is further evidence of the success of SGSTCT's partnership with secondary schools. The organisation has had very good success in attracting Māori and Pasifika learners to the travel and tourism industry, which is evidenced by the enrolments and achievement of these students being above the median. These are very important contributions to growing the travel and tourism sectors.

The ready access to a Boeing 737 plane fuselage and travel booking system means the staff and students regularly participate in simulated workplace activities. Students interviewed described being much more comfortable and confident in undertaking these roles, and the learning from the programme was reported to be meaningful, relevant, useful and fulfilling in a range of ways for the students, their whānau, the organisation and stakeholders.

In 2009, self-assessment identified the ineffectiveness of advisory group meetings, as employers were not always represented. This occurred as part of a larger strategy implemented in 2010 to improve employment outcomes. As a result of this analysis, the organisation increased industry contacts to ensure rapport and trust is built. SGSTCT staff help students with work applications skills as part of a comprehensive and successful programme to help learners gain employment.

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.**

SGSTCT's programme delivery is closely aligned to stakeholder needs. For example, the general manager and directors are highly respected in the industry and are actively involved at national level in NZQA's Target Review of Qualifications. This ensures the ongoing relevance of programmes and ensures qualifications still meet the needs of industry. The results of this engagement will feed into course outlines and content.

Working closely with employers and other providers ensures there is clear understanding of the key skills, knowledge and attributes the industry is seeking. These processes enable SGSTCT to match the needs of employers and ensure that the programmes remain current with a constantly changing industry.

Tutors develop and create a comprehensive individual learning plan and pastoral care quality time pathway with each learner. This includes specific skills and knowledge needed to gain employment, goals and aspirations, and threats to achieving set goals, which are reviewed at the six-weekly tutor-learner meetings. The positives of this approach are that goals are reviewed on a daily basis informally, and at set times more formally, with the organisation taking into account the long-standing gains, such as students achieving competency in national certificates and unit standards and recording movement into unpaid work and part/full-time work. In the main, learners interviewed were highly satisfied with all aspects of the programme, the support and guidance received, the diverse and engaging programme activities, development of basic skills, personal growth and grooming and new opportunities.

SGSTCT maintains an informative website and provides up-to-date and timely information and advice. Learners interviewed confirmed that they had full information, including a student handbook, before starting their course, and that the organisation delivered on its promises. This information and advice enables learners to make good study decisions and to pathway to their chosen careers.

SGSTCT has identified its stakeholders in industry and has strong relationships with them. More formally, it regularly consults with industry. The minutes from the

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annual management meetings confirm that approximately 150 industry consultation visits are carried out per term across the nine campuses. The minutes of the meeting also show that a wide range of topics are discussed – such as opportunities arising from diversification into the hotel industry, the continuation of the employment focus and building on the internship options for the learner, and the shift of image at events to corporate style. All these issues are discussed with the aim of increasing the employability of graduates. A large event planner company in Wellington confirmed the effectiveness of this approach and was highly complimentary about the professionalism, deportment and communication skills of the learners employed as part of the Rugby World Cup event. SGSTCT has captured such data through stakeholder feedback as evidence of how well such initiatives and others are benefitting students. Such developments have led to further employment opportunities and preferred user status.

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.**

Tutors at the organisation are clearly committed to the personal growth and academic development of their learners, with SGSTCT learner and graduate feedback noting that they feel highly cared for and supported, and that the tutors are passionate, open, friendly and approachable.

SGSTCT staff bring relevant sector and industry experience to their programmes, including backgrounds as flight attendants – domestic and international – and as tourism guides and information centre workers. The organisation has quality data which enables the campus managers, head of studies and senior tutors to support, mentor and monitor new tutors in their roles. Staff are well supported through yearly performance reviews, which inform campus-wide professional development for the year.

There is very good evidence of ongoing targeted professional development, with recent examples including workshops on sharing assessment practice, presentation of research findings on self-assessment projects of staff enrolled in a management mentoring programme, and a briefing from a staff member on international travel and tourism trends. A number of staff currently studying at higher level or attending refresher courses are encouraged to share their learning both formally and informally. This continual development enriches the high quality of the teaching.

The course outlines for the two certificate programmes are regularly reviewed and updated as necessary. For example, the curriculum for both programmes underwent review and redraft in 2012 in response to feedback from learners about content.

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SGSTCT has a robust, current and 'live' moderation plan that tracks moderation requirements, progress, completions and assessors' moderation comments and results (across all qualifications). Internal and external moderation processes are comprehensive, and there are no outstanding issues.

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.**

SGSTCT responds positively to the well-being and changing needs of domestic and international learners by creating a family atmosphere. Support and guidance actions include:

- Tracking lateness and daily attendance strictly and contacting learners by telephone, mobile phone, text, email and home visit to encourage good attendance.

- Ongoing support in alerting learners to job vacancies and providing additional support for those learners transitioning into work.

- Utilisation of 'Fish Bowl' intranet learner profile technology to match learner skills with employer work specifications to maximise opportunities for placement in employment.

- Assigning time each month to coaching, including personal grooming, corporate dress, personal presentation and job interview role-plays in order to prepare learners for job interviews.

- Encouraging students to stay on the premises beyond programme hours. There was clear evidence from learners that staff were available and willing to assist them outside timetabled teaching times, which enabled the students to complete assessment tasks.

- Raising the attendance requirements to 95 per cent in order to instil into the learners the importance of attendance and punctuality and time management.

- Use of social media (Facebook) to update and share support information for students.

- Providing free wi-fi to enable learners to access guidance from outside support agencies.

- Participation in a Māori cultural group to increase knowledge of local Māori stories and waiata.

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The organisation takes seriously its responsibilities for complying with the Code of Practice for the Pastoral Care of International Students, as demonstrated by the assigned executive manager position for overall oversight and monitoring, the ongoing professional development for staff, regular reviews of policies and procedures, and annual audits of the international student processes.

The organisation holds full information accessible to all staff showing that it meets the requirements of the Code of Practice. The organisation does not provide homestay arrangements; however, it is still vigilant in accommodation checks for those learners who are renting, to anticipate and reduce potential difficulties.

There is very good self-assessment information in this area. The compulsory Q-time sessions with tutors include discussions on student support, and there is good evidence, as listed above, of self-assessment being used to make changes leading to worthwhile improvements.

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.**

Staff employed by SGSTCT are highly valued by management. This was evidenced by the high-quality professional development provided for staff in the form of organisation-wide conferences that alternate annually between a national and international venue. In addition, SGSTCT holds a one-day, organisation-wide training day.

Managing directors and staff at the organisation-wide training day share a vision for excellence in the provision of expertise and training services to the travel and tourism industry. The latest version of this was developed with full staff involvement at a recent conference held in Samoa. It was evident to the evaluation team that the selection of an international training venue helps staff feel valued, and indicates the responsiveness of SGSTCT to understanding the changing travel and tourism industry.

Where possible, staff meetings coincide with weekly head of school meetings and the monthly executive management meetings. In this way, the free flow of information is enhanced between staff and management. The meetings also provide campus managers with a good level of advice and guidance on any unresolved problems or emerging issues. Where appropriate, student feedback and opinion can be included in future course outlines and content.

SGSTCT's purpose has always been to give learners the knowledge, skills and attributes needed to gain entry into the travel and tourism industry. There was very good evidence of strong teamwork, leadership and communication practices that

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are open and inclusive, ensuring staff members are able to contribute to organisational planning and improvement. These practices are supported by a reflective organisational culture represented and driven by strategic plans, processes and organisational values in all aspects of development, delivery and assessment, which are openly documented.

Governance and management are well informed, and leadership is shared throughout the organisation. The directors are members of the institute of directors and undergo professional development. The directors maintain membership of international industry working groups such the Asia Pacific Cabin Safety Working Group, and have been keynote speakers at World Aviation Transport conferences. Such involvement keeps programmes fresh and current and increases knowledge of international trends.

This approach enables SGSTCT to provide effective leadership to stay up to date with industry developments, which then provides a level of relevancy and informs future requirements. For example, the recent merger of Sir George Seymour and Travel Careers and Training into one PTE has been well managed. This was evident to the evaluation team through the alignment of well-developed policies and procedures, shared staffing and campuses that enrich the educational outcomes for students.

The evaluators noted evidence of regular management and operational meetings[4] and informal communication, which were focused on stakeholder needs and individual student progress. For example, managers work on self-assessment projects and the results are used to make changes. This approach is closely connected to the alignment of day-to-day activities with overall strategy, to ensure a continuing focus on the annual key performance indicators and the review of industry needs. A proactive, strategic approach to anticipating future change and adopting an employment focus has resulted in a 60 per cent target for employment achievement.

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[4] These include: weekly staff meetings, senior staff meetings, campus manager meetings, six-weekly executive management meetings, senior management meetings, one-day conferences, annual conference.

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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: National Certificate in Travel (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.**

2.4   Focus area: Certificate in Travel, Tourism and Business (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.**

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/.

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