



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Crown Institute of Studies Limited

Date of report: 22 January 2026

# About Crown Institute of Studies Limited

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*Crown Institute of Studies (Crown) delivers qualifications mainly in tourism, hospitality, business, and health and wellbeing to both international and domestic students wanting to find employment or move to further study. Crown also provides study and travel experiences for groups of under-18-year-old students.*

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Type of organisation:	Private training establishment (PTE)
Location:	Auckland
Eligible to enrol international students:	Yes
Number of students:	Domestic: as at 10 March 2025, 34 students (42 per cent); Māori two (2 per cent), Pasifika 15 (17 per cent), disabled nil  International: 47 students (58 per cent)
Number of staff:	17 full-time, 10 part-time
TEO profile:	<a href="#">Crown Institute of Studies</a> – provider page on the NZQA website
Last EER outcome:	NZQA was Confident in both Crown’s educational performance and capability in self-assessment in March 2021.
Scope of evaluation:	<u>Focus area 1:</u> International student support and wellbeing  <u>Focus area 2:</u> New Zealand Certificate in Health and Wellbeing (Level 4) (Social and Community Services) leading to 2539 New Zealand Certificate in Health and Wellbeing (Level 4) (Social and Community Services)  <u>Focus area 3:</u> The travel and tourism programmes leading to 2204 New Zealand Certificate in Travel (Level 4) and 2206 New Zealand Diploma in Tourism and Travel (Level 5)
MoE number:	8644
NZQA reference:	C60802
Dates of EER visit:	10-12 June 2025

# Summary of results

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*Despite facing significant challenges post-Covid, Crown has maintained strong learner achievement rates and high value for stakeholders. In the earlier period, academic oversight was limited, resulting in some incomplete improvements and instances of non-compliance. Recent increase in staff numbers and ongoing professional development should correct these weaknesses, going forward.*

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## **Confident in educational performance**

- Course and qualification achievement has remained strong since the last EER. Māori achievement is lower than non-Māori while international students consistently achieve at rates above other learners. Crown tracks and analyses the reasons for withdrawals.
- Crown provides high value to all stakeholders. Successful student progression to employment or further study following graduation reflects Crown's strong relationships and favoured status with industry. Community outreach opportunities support the growth of cultural connections and capability.

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

- Regular interactions with local advisors and industry support relevant, current programme delivery. Students remain engaged, are able to apply learnt skills and knowledge, and are assessed based on their experiences. Crown undertakes programme reviews, and there is some evidence of progress on identified actions.
- Crown undertakes internal and external moderation of assessments. However, external moderation and NZQA monitoring findings do not assure NZQA that all assessment has been valid and consistent.
- Staff identify and monitor students' goals and needs throughout their study. Extra workshops, a student ambassador team and social media groups support the students to have a voice and enhance their chances for success.
- Crown has clear processes that have supported continued operational and academic practice, although not quality assurance. Increased

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staffing and oversight support the PTE's response to identified actions. However, over the evaluation period, limited academic leadership has had an impact on the overall effectiveness of institutional self-assessment.

- Some loss of oversight across Crown's compliance accountabilities has resulted in several instances of non-compliance since the previous EER. When NZQA and the TEC identified these issues, Crown promptly responded, and is actively working to prevent their recurrence.

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

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Achievement at Crown is measured by the completion of courses and qualifications, literacy and numeracy gains, and/or gaining employment. Achievement is mostly consistent with strong course completions<sup>2</sup>, although qualification completions have been more variable. The impact of small class sizes on completions and withdrawals is acknowledged as a contributing factor to the variability. International students have high achievement rates across all programmes they enrol in.<sup>3</sup></p> <p>For the focus area programmes, the few Māori students involved achieved at a lower rate. However, when they were retained in study, they completed their qualifications. The larger Pasifika cohorts have completed on par with other learners.<sup>4</sup> The majority of students each year are international. International students consistently complete at rates above overall learners.</p> <p>TEC Educational Performance Indicator (EPI) data (2021 – 2023) indicates that across the level 3 programmes delivered, both Māori and Pasifika students have been achieving at a lower rate. Since 2021, a very small number of students with a disability have enrolled. None of these students completed their courses or qualifications. Crown has analysed the reasons for withdrawals and non-completions, and this guides support. As a result, increasing numbers of students remain, leading to some</p>

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

<sup>2</sup> Enrolment at Crown has decreased significantly since 2021. After developing programmes in health and wellbeing and the reopening of the borders, enrolments have been increasing, mainly in the international demographic.

<sup>3</sup> See Appendix 1 for disaggregated focus area programme data 2021-24.

<sup>4</sup> There are very small numbers of Māori enrolling, so the effect of withdrawals is pronounced for this group.

	<p>improvement in achievement. However, Crown could not show disaggregated trends in achievement.</p> <p>Crown completed internal and external moderation throughout the EER period. At face value, moderation indicates that achievement is validated. However, the findings made by NZQA in 2023 and 2025<sup>5</sup> raise concerns regarding the rigour of these processes and the validity of achievement, particularly within travel and tourism and the health and wellbeing programmes. NZQA acknowledges Crown's prompt response to action plan requirements.</p> <p>Crown notes the achievement of literacy and numeracy gains by those students initially scoring below the threshold. Other achievements gained are increased self-confidence, work-readiness skills and regular attendance.</p>
Conclusion:	Course and qualification achievement has remained mainly strong. Small numbers of students in higher-level courses has resulted in variable completions. Crown understands the reasons for withdrawals.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Crown was significantly impacted by the Covid pandemic lockdowns in Auckland, and the subsequent decline in employment opportunities in certain service industries such as tourism and hospitality. Strong, diverse, tenured relationships across related industries have supported Crown to diversify its delivery portfolio to reflect new areas of need within the community. The new areas of delivery are health and wellbeing and pathways to tertiary study through Trades Academy and Gateway courses (for secondary school students). The number of secondary school students transitioning into Crown programmes is increasing.</p>

<sup>5</sup> NZQA monitored the assessment and internal moderation processes for the New Zealand Diploma in Tourism and Travel (Level 5) (2023) and the New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) (2025).

	<p>Students gain work-readiness skills such as commitment and punctuality alongside increased confidence and communication skills. Student wellbeing is enhanced through positive interactions experienced while studying with Crown.</p> <p>Regular field trips to industry-related sites alongside work placements/internships expose students to workplaces and employers, and vice versa. Employer perceptions of Crown's students are favourable, which has supported preferential placement opportunities that may lead to part or full-time employment. Strong longitudinal tracking shows that progression to employment or further study (often within Crown) is very high. Although graduates are often employed in entry-level or supporting roles (not aligned to the level of the qualification), there is reasonable evidence that these graduates progress swiftly within employment.</p> <p>Graduates who do not get employment within their specific industry are able to apply transferable skills (business skills being used in hospitality) successfully elsewhere. Strong consistency review results and benchmarking with the TEC attest to the value of the training outcomes for Crown's stakeholders.</p> <p>Crown students and staff undertake regular community outreach through medical missions and an annual marae visit. This has supported staff and student growth with regard to cultural differences, values and tikanga. It also supports communities to advance their knowledge through engagement with different student cohorts.</p>
Conclusion:	<p>Crown provides high value to all stakeholders. Successful progression to employment or further study at graduation reflects Crown's strong relationships and favoured status with industry. Community outreach opportunities support the growth of bodies of cultural knowledge.</p>

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

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Regular meetings by Crown representatives with local advisory committees and stakeholders support students accessing more work-placement opportunities. It also maintains the relevance and currency of programme delivery. Annual programme reviews are completed by academic and quality management, with actions to be undertaken noted. These are supported by annual self-assessment logs. For the New Zealand Diploma in Tourism and Travel (Level 5) in particular, those noted actions were not progressed from 2021 through to 2023. Restructuring due to the impact of Covid-19 on employment reduced quality assurance coverage during this period. In 2024, with additional management staff available, greater oversight of progression and development and quality assurance processes. Some impacts of greater management oversight are still to be determined.</p> <p>A range of activities and resources are deployed to keep students engaged and able to apply their theoretical knowledge practically. Internships, particularly in the health and wellbeing programmes, support real-world experience. Assessment occurs regularly. Since assessment is based on the students' real-world experience of the concepts taught, they feel ready to be assessed and able to provide personalised, meaningful responses to assessment standards.</p> <p>Students needing additional preparation can gain access to individualised literacy and numeracy support targeted at supporting the students' writing and confidence in making presentations. Feedback from moderators has prompted tutors to provide more expansive feedback to the students on their strengths and weaknesses in assessment.</p> <p>Regular internal and annual external moderation has occurred and provided action for the review of assessment practice and development. As an example, the 2022 moderator for the travel level 4 programme outlined a significant number of findings, including inconsistent and</p>



	<p>incorrect marking and differences in assessment materials (paper and online). Investigation by Crown found an un-managed assessment version control issue that has been addressed since. Otherwise, for tourism, external moderation has provided limited feedback and been generally positive.</p> <p>NZQA monitored the level 5 travel diploma in 2023 and the level 4 health and wellbeing certificate in 2025. Both monitoring reports outline several inconsistencies<sup>6</sup>, some of which had also been identified and reported on in the level 4 travel programme external moderation. These findings were of particular concern to NZQA because together these programmes comprised a plurality of Crown's students.</p> <p>Crown responded in 2024 by completing the required action plan<sup>7</sup> and by reviewing all their programmes to ensure that assessments were aligned with the learning outcomes. The PTE also introduced APA referencing, removing all group assessments and centralising assessment resources while defining a clear process for change. Findings from the monitoring and moderation have been used to professionally develop staff. Actions in response to the 2025 monitoring findings have been developed but the effectiveness of these measures are still to be determined.</p>
Conclusion:	<p>Regular interactions with local advisors and industry supports relevant, current programme delivery. Annual programme review continued to occur, though not all actions have yet not implemented. In response to some ongoing inconsistency in its assessment and moderation practices, Crown has recently taken a range of initiatives to correct these problems.</p>

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

<sup>6</sup> Both monitoring reports have identified non-alignment between assessment tasks and learning outcomes, insufficient guidance to assessor when marking and assessor decisions awarding achievement where student's meeting of the learning outcomes is missing.

<sup>7</sup> NZQA has accepted the action plan finding that 8 requirements have been met, 5 partially met and 2 have not been met. Monitoring of this programme will be repeated in 2027.

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Whether domestic or international, all students are comprehensively informed about their study options and learning environment through agents, a pre-application interview and course specifications as well as whole-campus orientations. Students' needs and goals are also identified here. Students are taken through the PTE's relevant policies and procedures before signing to indicate their understanding.</p> <p>At the beginning of 2025, the whole school undertook a marae visit to welcome all new students, enable whakawhanaungatanga among the student body, and provide a cultural experience that supported students' understanding of how values and ideals influence work and study. Students and staff attest to the positive nature of the experience, so management plans to continue this connection. Regular feedback from surveys alongside frequent student ambassador meetings provides Crown with a strong student voice from which they can manage change. Social media groups and student-led activities build networks that support the students while studying.</p> <p>A separate support team works closely with the tutorial staff to provide in-class support, extra workshops after class (in literacy and numeracy or work-readiness skills), and the design of a success navigator booklet. Students say they gain personal self-management skills, in particular with respect to their goal-setting and time management. As this booklet was only introduced in 2024, the benefits it brings to Crown and the students is still to be fully determined.</p> <p>All staff are involved in monthly review of the pastoral care Code of Practice leading up to the annual attestation and self-review report. The self-review report is published on the website. The same sort of rigorous attention is paid to monitoring and maintaining the international student files as required by NZQA.</p>
Conclusion:	Student support is a strength for Crown. Students' goals and needs are identified and monitored by the whole staff team throughout their study. Extra workshops, a student ambassador team and social media groups support the

	students to have a voice and enhance their chances for success.
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## 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Since the last EER, Crown has been negatively impacted<sup>8</sup> by New Zealand's response to the Covid pandemic as well as unprecedented regional weather events. This led to a significant decline in both international and domestic student enrolments. Crown's leadership introduced significant systems-level changes during 2024 to respond to compliance gaps<sup>9</sup> that had occurred:</p> <ul style="list-style-type: none"> <li>• A biannual strategic business plan to enable close monitoring against identified actions and quick action with new opportunities.</li> <li>• A restructure adding more capacity at the management level ensuring programmed actions and management of compliance accountabilities could be progressed.</li> <li>• Regular internal auditing resulting in increased information for closer monitoring of resources, activity and progress of the organisation. Regular meetings throughout the organisation supports this, with greater evidential information available.</li> </ul> <p>Crown has clear processes to ensure practice can remain consistent and well documented. Crown uses a comprehensive system of documentation to manage and monitor review and planned actions. This can be seen in programme review with an APER, programme review summaries, an improvement plan, and the director's annual tracking documents. Rationalisation of the documentation of concurrent activity into one may support Crown's strengthening of self-assessment practices, now there is</p>

<sup>8</sup> Impacts have been significant under-delivery, reduced student numbers, non-compliance and high staff turnover.

<sup>9</sup> During 2023, NZQA monitoring of the level 5 travel diploma found significant issues in assessment, marking and alignment with learning outcomes for that programme. During 2024, NZQA found Crown continued to deliver and assess to a programme leading to an expired qualification. This was rectified at the beginning of 2025.

	<p>greater academic oversight available. Findings from the 2025 NZQA monitoring of health and wellbeing level 4 programme<sup>10</sup> indicates further strengthening of academic oversight is required as some problems still persist.</p> <p>Most tutorial staff are new, recruited for their qualifications and experience in industry. Crown recognises that staff require training to undertake assessment and moderation, and to gain further experience in adult teaching and training. Staff are surveyed to inform and develop an annual professional development plan that supports teaching and personal development. To support consistency, all teaching and assessment resources are now locked in a shared digital space, and changes are discussed by quality assurance.</p>
Conclusion:	Crown has energetically responded to the challenges posed by the pandemic. New programmes have been developed, and Crown has laid the foundations for a more comprehensive system of self-assurance. Problems arising from reduced academic leadership during the Covid period have been addressed by increased staffing and academic oversight.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Crown meets all its regularly required submissions to NZQA. Crown has developed improvement plans that it monitors monthly to support meeting its compliance accountabilities to the TEC and NZQA. Policies and procedures define Crown's practice in meeting requirements. Some key requirements are met such as timely attestations, review of the Code and managing and monitoring of international student files. However, there have been gaps.</p> <p>The following areas of concern have arisen since the last EER:</p>

<sup>10</sup> The health and wellbeing level 4 programme commenced delivery in 2024. Findings within the 2025 NZQA monitoring of assessment and moderation design and delivery indicate similar issues to those identified in the 2023 NZQA monitoring of the New Zealand Diploma in Travel (Level 5) and 2022 external moderation of the level 4 travel certificate.

	<ul style="list-style-type: none"> <li>• Three years of significantly late reporting of credits to NZQA (2021, 2023 and 2024). This in turn means significant percentages of Crown's students were impacted by the late credit reporting for those years (an average of 54 per cent). The impact of a reworked procedure for reporting in 2024 is having a positive impact in 2025.</li> <li>• Crown continued to enrol and deliver to students after the stated end dates for enrolment (31 December 2022) and assessment (31 December 2023) for version 1 of the NZ Diploma of Travel and Tourism (Level 5). Approval for a type 1 change to version 2 of the qualification was not given until January 2025 indicating Crown continued to deliver an expired qualification version during 2024.</li> <li>• Crown was unaware during 2022 and 2023 that the level 4 certificate of travel tutorial staff had made changes to assessments despite external moderation identifying a lack of consistency. However, centralising of teaching and assessment materials and staff awareness of hours have prevented any reoccurrence since 2024.</li> <li>• At the time of the evaluation, Crown was advertising lapsed programmes<sup>11</sup> on their website. Crown removed reference to those programmes promptly after the enquiry phase of the EER had been completed.</li> <li>• Definitions of, and the reporting process for critical incidents and formal complaints within the reported Code self-review are not clear.</li> </ul>
Conclusion:	Crown failed to meet several compliance responsibilities, mainly during the Covid period. Once NZQA and TEC had identified these gaps, Crown took largely effective corrective action. It should be noted, however, that Crown's actions were reactive, rather than the result of robust self-assessment.

<sup>11</sup> A lapsed programme is where the programme has not been delivered within 12 months of date of last delivery and the PTE no longer has approval for delivery of that programme.

# Focus areas

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

## 2.1 International Student Support and Wellbeing

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	Crown's long history as a provider of educational opportunities to international students is clearly shown in the strong systems for monitoring and managing compliance accountabilities and the support relating to international students.

## 2.2 New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
	<p>The health and wellbeing level 4 programme is a recent addition to the portfolio of programmes offered by Crown. Growing numbers of enrolments indicate the value of this programme, particularly to international students. Domestic student participation is small with only 2 students (of 46) in the 2023 and 2024 years. One student during this time was a priority learner group student. That student did not complete the qualification.</p> <p>Tutorial staff numbers have expanded to support the increase in enrolments. Programme and staff reviews are occurring and some identified improvements and professional development has occurred. This is ratified by the Toitu Te Waiora monitoring report (2024) that found meaningful work placement support for students, impactful resources and facilities for delivery purposes, and affirmed that tutors felt supported.</p> <p>The 2025 NZQA monitoring report found significant issues with assessment and assessors impacting the effectiveness of programme review, internal moderation and assessment alignment with learning outcomes. These issues are being addressed through an action plan submitted to NZQA.</p>

## 2.3 New Zealand Certificate in Travel (Level 4) and Diploma in Tourism and Travel (Level 5)

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>External moderation findings in 2022 for the level 4 travel programme, as well as no completion of actions planned (2021-24) and NZQA monitoring findings (2023) for the travel and tourism level 5 programme, indicate that self-assessment processes need stronger monitoring and management.</p> <p>The Covid pandemic has had a significant impact on the destination opportunities for graduates of these programmes. Strong relationships with industry and an emphasis on transferable skills have supported students to progress. Significant compliance and assessment related issues relating to these programmes have been responded to and, for these programmes, mostly resolved. Self-assessment processes are strengthening.</p>

# Recommendations

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

NZQA recommends that Crown Institute of Studies Limited:

- Streamline related review activity documentation into one document to support the management and monitoring of defined actions and progress against those actions.
- Ensure neither a new or expired programme is delivered prior to receiving the required new programme approval (or Type change) from NZQA.
- Continue to improve external moderation oversight of all assessments and their alignment to learning or unit standard outcomes.

# Requirements

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

NZQA requires Crown Institute of Studies Limited to:

- Report unit standard credits to NZQA within three months of assessment as required by the Consent to assess Against Standards on the Directory of Assessment and Skill Standards Rules (2022), Part 2, 10.1.b.
- Remove programme information from Crown's website for programmes Crown no longer has approval to deliver and assess<sup>12</sup>. Crown is required by the PTE Registration Rules (2025), Part 2, 6.12 (b) to ensure public information provided is accurate, clear and not misleading.

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<sup>12</sup> Crown updated its website and removed the retired programmes after the close of the enquiry phase.



# Appendix 1

**Table 1. TEC Educational Performance Indicator data for delivery of qualifications level 1-7 (non-degree)**

**Course completion rate (%)**

Ethnic group	Intended qualification cohort group	2021	2022	2023
Māori	Level 1-3	36.0%	55.8%	66.7%
	Level 4-7 (non-degree)	37.0%	63.8%	74.2%
Non-Māori and non-Pasifika	Level 1-3	79.5%	74.0%	87.5%
	Level 4-7 (non-degree)	80.6%	95.3%	78.3%
Pasifika	Level 1-3	43.2%	31.5%	65.0%
	Level 4-7 (non-degree)	56.2%	54.5%	40.7%

**Qualification completion rate (%)**

Ethnic group	Intended qualification cohort group	2021	2022	2023
Māori	Level 1-3	50.0%	28.6%	62.5%
	Level 4-7 (non-degree)	37.5%	53.8%	63.2%
Non-Māori and non-Pasifika	Level 1-3	72.2%	80.0%	70.0%
	Level 4-7 (non-degree)	70.0%	73.1%	80.0%
Pasifika	Level 1-3	51.9%	61.1%	33.3%
	Level 4-7 (non-degree)	52.9%	62.2%	55.7%

*Red figures indicate small numbers of students leading to these percentages.*

**Table 2. New Zealand Certificate in Health and Wellbeing (Level 4) course and qualification completions 2023-24**

	2023 # students	CC* 2023		QC* 2023		2024 # students	Current	CC 2024		QC 2024	
Overall	14	11	79%	10	71%	32	23	7	22%	7	22%
Māori	0	0		0							
Pasifika	1	0	0%	0	0%						
International	12	10	83%	9	75%	31 (96%)	23 YTA	7	22%	7	22%
NZ non-Māori/non-Pasifika	1	1	100%	1	100%	1		0	0%	0	0%
Disabled	0	-	-	-	-	-	-	-	-	-	-

\*CC=Course completion; QC=Qualification completion

Source: Crown data

**Table 3. New Zealand Certificate in Travel (Level 4) course and qualification completions 2021-24**

	2021 # students	CC 2021		QC 2021		2022 # students	CC 2022		QC 2022		2023 # students	CC 2023		QC 2023		2024 # students	CC 2024		QC 2024	
Overall	23	19	83%	18	78%	16	15	94%	12	75%	7	6	86%	5	71%	20	17	85%	16	80%
Māori	4	3	75%		75%	0	0				0	0				3	2	67%	2	67%
Pasifika	13	11	85%		77%	13	12	92%	10	77%	3	3	100%	2	67%	7	6	86%	5	71%
International	3	3	100%		100%	2	2	100%	2	100%	3	2	67%	2	67%	8	7	88%	7	88%
NZ non-Māori/non-Pasifika	3	2	67%		67%	1	1	100%	0	0%	1	1	100%	1	100%	2	2	100%	2	100%
Disabled	0	0				0	0				0	0				0	0			

Source: Crown data

**Table 4. New Zealand Certificate in Tourism and Travel (Level 5) course and qualification completions 2021-24**

	2021 student	CC 2021		QC 2021		2022 students	CC 2022		QC 2022		2023 students	CC 2023		QC 2023		2024 students	Current	CC 2024		QC 2024	
Overall	24	22	92%	18	75%	17	13	76%	6	35%	4	2	50%	2	50%	10		2	%	2	%
Māori	2	1	50%	1	50%	1	1	100%	1	100%	0	0				2	1				
Pasifika	15	14	93%	12	80%	11	7	64%	3	27%	1	1	100%	1	100%	3	1	2	67%	2	67%
International	7	7	100%	6	86%	1	1	100%	1	100%	3	1	33%	1	33%	5	4				
NZ non-Māori/non-Pasifika	0	0				4	4	100%	1	25%	0	0			100%	0	0				
Disabled	0	0				2	0	0%	0	0%	1	0	0%	0	0%	0	0				

Source: Crown data

# Appendix 2

## Conduct of external evaluation and review

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

## Disclaimer

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

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

- *Identify organisational fraud<sup>13</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>13</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

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

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

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

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

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

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

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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