



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Report of External Evaluation and Review

Kōkiri Marae Keriana Olsen Trust

He Pounamu Whakairo (Confident) in organisational
performance

He Pounamu Whakairo (Confident) in capability in self-
reflective practice

Date of report: 24 January 2018

Contents

Purpose of this Report	3
Introduction	4
1. TEO in context	4
Scope of External Evaluation and Review	6
Conduct of External Evaluation and Review	6
Ngā Hua - Summary	8
Findings	10
Ngā Whakahau – Recommendations.....	18
Appendix.....	20

MoE Number: 8688
NZQA Reference: C24934
Date of EER visit: 2 and 3 August 2017

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the organisational performance and capability in self-reflective practice of the Kōkiri Marae Keriana Olsen Trust. 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 PTE itself for quality improvement purposes.

Te Hono o Te Kahurangi External Evaluation and review

NZQA applies a whare ako framework called Te Hono o Te Kahurangi.¹ This evaluative framework determines how well, and to what extent Tertiary Education Organisations (TEOs) are performing in educational delivery and self-reflective practice. The evaluation includes considerations via the following six kaupapa of within Te Hono o Te Kahurangi:

- Rangatiratanga
- Whanaungatanga
- Manaakitanga
- Kaitiakitanga
- Pūkengatanga
- Te Reo Māori

What is organisational performance?

Organisational performance includes outcomes associated with tīkanga Māori, āhuetanga Māori, mātauranga Māori inclusive of educational performance indicators such as employment, progression to further study, personal development, skills for learning, and contribution to community.

What is self-reflective practice?

Self-reflective practice focuses on the extent to which the TEO demonstrates ako and continuous learning and improvement within its delivery, in accordance with tīkanga Māori, āhuetanga Māori, mātauranga Māori to improve organisational performance.

¹ www.nzqa.govt.nz/maori/te-hono-o-te-kahurangi

Introduction

1. TEO in context

Name of TEO:	Kōkiri Marae Keriana Olsen Trust (KMKOT)
Type:	Private training establishment (PTE)
First registered:	28 August 1992
Location:	7-9 Barnes Street, Seaview, Lower Hutt, Wellington
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none">• Oranga Hou: National Certificate in Employment Skills (Level 1)• Te Pae Tuatahi: National Certificate in Te Waharoa (Level 2)• Hunga Mahi: National Certificate in Business Administration and Computing (Level 2)• Ngā Pūkenga Aronui: National Certificate in Computing (Level 2)
Code of Practice signatory:	No
Number of students:	Domestic: 38 Tertiary Education Commission (TEC)-funded EFTS (equivalent full-time students) with approximately 90 per cent Māori and just under 10 per cent Pasifika International: nil
Number of staff:	Four full-time and two part-time
Scope of active accreditation:	Scope of accreditation can be found at the following link: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=868863001

Distinctive characteristics: KMKOT is a marae and operates in accordance with tīkanga Māori. It is a provider of education, employment, health and social services. The marae also operates its own Kōhanga Reo on site. KMKOT has been a provider of these services since 1983. KMKOT primarily serves the Māori community although it caters for all people irrespective of ethnicity. The marae complex was established by the Olsen whānau. Managers of the marae are well known in the region and also participate in governance boards at regional and national levels. These include NZQA, the TEC and the National Kōhanga Reo Trust. The marae works within the wider network of marae and Māori community organisations within the Wellington region and performs its role of hosting tangihanga, whānau celebrations, community events and cultural workshops on site. Educational provision on site is embedded within this wider marae context.

Recent significant changes: KMKOT elected a new chairperson in 2016. He is a former PTE owner and, together with KMKOT, was part of the founding group of the Aotearoa Māori Providers of Training, Education and Employment (AMPTEE).

Te Pae Tuatahi: National Certificate in Te Waharoa (Level 2) began delivery in 2015, replacing Te Waharoa (Level 2) – Nga Toi o Hine Rehia. The programme was discontinued at the end of 2014.

Previous quality assurance history: In relation to previous external evaluation reviews (EERs), KMKOT was last quality assured by NZQA in May 2013. KMKOT received statements of Confident in educational performance and Confident in capability in self-assessment.

Current NZQA records indicate that KMKOT has met the required standards for national external moderation.

Scope of external evaluation and review

The EER included the following focus area selected in discussion with KMKOT:

- Whole-of-organisation review to include the PTE's four accredited programmes (see *Courses currently delivered* above).

The whole-of-organisation approach was chosen for the following reasons:

- The approach provided a better platform to review KMKOT under the Te Hono o Te Kahurangi framework.
- The same students were either enrolled or were to be enrolled in the four accredited programmes.
- At the time of scoping the EER, there were only 19 students enrolled despite the PTE having 35 EFTS approved by the TEC.

Conduct of external evaluation and review

All EERs are conducted in accordance with NZQA's published policies and procedures. The methodology used for this evaluation was External Evaluation and Review for Te Hono o te Kahurangi. The document is accessible at www.nzqa.govt.nz/Māori/te-hono-o-te-kahurangi/.

The EER on-site visit was conducted over one and a half days by two evaluators. An observer from the THOTK team pool accompanied the evaluation team.

The evaluation involved engagement with: two members of the KMKOT board of trustees including its new chair, the training manager², Kaitautoko³, data analyst, PTE administration manager, two Kaiako, eight learners⁴, eight stakeholders.⁵

In addition to documents provided for the EER scoping, the EER team sighted strategic and business plans, management and operational policies, quality management system documents, moderation review results, self-assessment documents, monitoring and programme review data (including achievement data), and stakeholder and learner feedback surveys.

² The training manager has held this position since 2006 and is responsible for leading the TEC programmes for KMKOT.

³ The Kaitautoko is a contracted support person for the PTE. This person was the previous KMKOT training manager.

⁴ Not all students were available for the interview.

⁵ Stakeholders included whānau, graduates, teachers, government and non-governmental organisations (NGO).

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud⁶*
- *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.

⁶ 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.

Ngā Hua - Summary

Within the Te Hono o Te Kahurangi framework the organisational performance of Kōkiri Marae Keriana Olsen Trust is pounamu whakairo.

Key reasons for this judgement include the following:

- Kaupapa and tikanga Māori are instilled throughout the PTE, enabling learners to embrace and immerse themselves in Māori culture with guidance and support.
- Learners considered the marae a safe and engaging place to learn. They are embraced by the marae whānau and included in many of the activities. This enables learners to achieve the practical unit standards that are part of the hospitality programme.
- The PTE has a clear strategic intent to cater to the health, social and educational needs of people, in particular Māori, within the Wellington region. This purpose is shared throughout the organisation and is strongly demonstrated in the adherence and commitment by KMKOT to manaaki and to undertake formal Māori processes of welcome and caring for people, the provision of health and social services, and the establishment of a PTE.
- There is strong community network support, particularly from youth organisations and local education providers such as schools and wananga. These organisations refer learners to KMKOT and/or provide higher learning opportunities.
- There is good leadership from governance and management by way of trustees who have previous PTE experience and are providing good advice. The chief executive also provides strong support through the provision of data analyses and support for policy development.
- The PTE has good educational performance information in regard to qualification completions.

Within the Te Hono o Te Kahurangi framework the capability in self-reflective practice of Kōkiri Marae Keriana Olsen Trust is pounamu whakairo.

Key reasons for this judgement include the following:

- External moderation results have improved after two years of the PTE not meeting the required standards. KMKOT recognised where its deficiencies were in regard to assessment. In response, it organised relevant workshops relating to assessment, to upskill all staff of the PTE to provide opportunities for capacity building in internal pre- and post-moderation.
- There is a high level of engagement with key stakeholders such as whānau, community organisations and other leading education providers in the region. This provides the PTE with feedback on learner destinations, whānau issues, referrals and programme advice. The information is used by the PTE to inform tutor practice and programme reviews.

- The PTE undertakes an analysis of its tikanga Māori-based framework of operation, comparing and contrasting it with THOTK and using these results to develop new programmes for the coming year.
- There are regular meetings between tutors (weekly) and staff (monthly) which provide the PTE with reflective information on learner progression and tutor issues, and opportunities for management to address any issues and review performance. The significance of these activities is the formalising of the process through minutes provided to the PTE management. These minutes are summarised and provided to the chief executive of KMKOT as part of the PTE's reporting regime.

Findings

NZQA statements of confidence are informed by the evidence and ratings outlined in the focus areas in response to the following pātai aromātai:

Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?

The rating for organisational performance in relation to this pātai aromātai is **pounamu whakairo**.

The rating for capability in self-reflective practice for this pātai aromātai is **pounamu whakairo**.

This report is broken down into sections that highlight themes of what was observed by the EER team during the on-site visit, through discussions and documentation views. The sections describe activities carried out by the PTE that illustrate examples of kaupapa Māori expression. There are overlaps between the kaupapa in some sections as well as varying degrees of presence of kaupapa within others. As expected, some kaupapa were more visible than others and this was observed multiple times by the EER team.

1.1 A culture of encouraging learners and their whānau whānui to achieve to their fullest potential.

This evaluation has found that KMKOT is focused on creating and maintaining a learning environment, and supports and nurtures all learners to achieve their learning potential. There is an embedded educational approach which acknowledges the mana and potential of all learners, regardless of their past learning experiences. Through this approach of nurturing, KMKOT has strongly demonstrated expressions of manaakitanga, pukengatanga and whanaungatanga.

Since 2015, KMKOT has focused its training delivery on rangatahi (youth) through the Youth Guarantee fund. The decision was made following the announcement by the Ministry of Social Development in 2013 to replace its Foundation Focused Training Opportunities programme with other targeted programmes to help beneficiaries and youth get into employment. KMKOT said it decided not to apply to deliver the employment-related programmes, which also included adults. This was because the level of funding to meet the employment outcomes of the contract was insufficient compared with the level of effort required to place learners into work.⁷ The programmes now offered by KMKOT are at a low level and tend to attract youth learners who feel that their needs are better served at KMKOT

⁷ Some of the examples provided by KMKOT included people who had been on a benefit for over 20 years, while others required extensive pastoral care and support to deal with a range of complex personal matters such as drug and alcohol abuse, housing and domestic violence.

compared with what they experienced at other educational settings, such as schools. Learners commented that the marae was a better learning place than school because they were treated as whānau and felt supported, making it more conducive for them to learn.

Equally, learners who enrol with KMKOT tend to come with a range of social and personal issues that often have an impact on their learning progression. The issues are initially raised during the induction phase of the programme and further uncovered following the literacy and numeracy testing all learners are required to undertake, and the co-construction of their individual course plan with the tutors. Through monitoring individual course plans, tutors are able to identify any further barriers to the learner's progression and have these addressed. Learners commented that the relationship established with their tutor provided them with a safe place to learn, and this is what often keeps them engaged in their learning. Additionally, KMKOT provides each learner with breakfast and lunch. Extra food is provided by a local community youth group from time to time. Tutors said that learners regularly arrived at the marae hungry, lethargic and unable to concentrate. Once the learner had eaten they were more engaging and participated well in class activities.

Table 1. KMKOT educational performance indicator (EPI) data⁸

Year	2014 %	2015 %	2016 %
Course completions			
All	78	66	54*
Māori	78	65	53
Pasifika	100	100	79
Students aged under 25	78	66	54
Qualification completions			
All	65	67	93**
Māori	65	66	92
Pasifika	100	99	106
Students aged under 25	65	65	93
Retentions			
All	49	83	80***
Māori	50	84	78
Pasifika	Nil	100	100
Students aged under 25	49	49	79

Source: Tertiary Education Commission (TEC). All figures are in percentages.

*TEC target in 2016, 75 per cent

**TEC course completion target in 2016, 70 per cent

***TEC qualification completion target in 2016, 80 per cent

⁸ These figures are an accumulation of the four programmes delivered by KMKOT.

In relation to educational achievement, Table 1 shows that between 2014 and 2016 course completions did not meet TEC contractual expectations for each of the three learner cohorts.⁹ However, qualification completions and retentions in 2016 either met or exceeded TEC targets. There were similar rates of achievements in the TEC priority groups of Māori and Pasifika.¹⁰ KMKOT explained that with the decision to focus on youth programmes, there have been many changes in the PTE with a reduction in staff to two tutors, a manager and an administrator. These changes have had an impact on monitoring of learners and results.

Through self-reflection and a collective effort by staff to review the PTE, there have been marked improvements to the way programmes are delivered and learner achievement is monitored. For example, individual course plans have been better tailored so that completion of the plan does not overly burden the tutor and the learner – providing for closer relationships between them. Weekly plan meetings between tutors and learners further enhance those relationships. Learners are also able to view and manage their credit progression from the course outline, allowing them to take responsibility for achieving a unit standard. The information from the meetings with learners is carried forward to weekly tutor meetings. These meetings provide peer support for tutors and are attended only by the tutors. As the tutor meetings are formal, minutes are taken and forwarded to the PTE manager for monitoring and accountability purposes. Any issues that have an impact on the PTE or the wider organisation are then escalated to the monthly staff meeting or, if the matters are urgent they are dealt with in consultation with the tutors.

The programmes have been designed to use the marae context for teaching and facilitating learning opportunities. Learners will often participate in tangihanga and other major hui held at the marae by looking after whānau or hui visitors. They are able to meet communication and hospitality unit standards related to their courses, while at the same time reinforcing the manaakitanga and whanaungatanga kaupapa that underpins the ethos of the marae. The real-life situations have a positive impact on learner attendance and commitment to the programme and marae through giving support to staff in the kitchen and dining areas.

In relation to learner achievement, self-reflection is generally strong and is bringing about improvements to how programmes are delivered. In 2016, the PTE met the standard for national external moderation after not meeting the standards in the 2014 and 2015 external moderation reviews. The PTE manager recognised that the staff did not have sufficient skills in assessment as highlighted in the moderation reviews. The PTE manager sought external help to address the deficiency. On balance, the positive external moderation in 2016 demonstrates that KMKOT has a good understanding of assessment and moderation

⁹ KMKOT typically enrolls new students every year, although there were some learners who returned the following year to complete their qualification, hence the discrepancy of qualification completions being higher than course completions. The EPI data does not take this into consideration, therefore some of these figures have slight variances.

¹⁰ All KMKOT students are categorised in the under 25-year-old priority group.

practices. In addition, staff have also improved their capability in both internal pre- and post-moderation processes.

1.2 A culture of nurturing and caring for learners

KMKOT is aware of the low socio-economic issues of the many whānau who come to the marae. These include seeking refuge, solace and support. The learners are seeking an alternative path to achieving an education. By its very nature and the special character of the marae, KMKOT provides services that support the educational, health and social needs of its people, particularly Māori. As an urban marae, KMKOT chooses to cater for all people irrespective of iwi affiliation and ethnicity.

Through the expression of whanaungatanga, everyone who goes to the marae is welcomed and treated with respect. This includes formal welcomes for the individual and their whānau into the marae. As part of their association with the marae, the learners are provided with access to all the health and social services offered by KMKOT. These include access to doctors, health nurses, dental clinicians and social workers. Learners are also able to enrol whānau into these services if the whānau do not have access to appropriate health and social services.

One whānau stakeholder commented that they had personally used the services of a social worker from the marae through her child being a learner on the programme. This had a positive impact on the whānau. The significance of this level of support provided to learners is they are given every opportunity by KMKOT to actively engage in their course with minimal distractions, particularly those issues brought about by personal family circumstances. Additionally, the provision of food such as breakfast and lunch ensures the learner starts the day energised.

Graduation is a whānau-oriented event. It is marketed by the PTE as an opportunity for learners and their whānau to celebrate achievements. The success of the event is attributable to the ongoing relationships KMKOT has with whānau, the support provided to learners, and the recognition through kaupapa and tikanga Māori that relationships matter in ensuring learners continue to pursue further positive outcomes such as employment and higher education. Staff continue to maintain contact and relationships with learners after graduation through the ongoing pastoral care in the health and social services.

One stakeholder, a former learner who has gone on to study at the local polytechnic, said they often came back to the PTE to study, uses the marae's computer, and seeks study advice from the tutors because they continued to be treated as whānau despite the course ending the previous year. Equally, staff used these interactions to gain information about other graduates to help inform destination data to show the value of the programme to learners.

At a governance and management level, the PTE is well served by having direct on-site access to the chief executive and four trustees from the KMKOT board. Having access to this level of experience and their networks has provided good experience for the relatively

new PTE manager. In addition to monthly reports to the chief executive, the PTE manager regularly seeks advice and support from the chief executive, confident in the knowledge that the advice sought comes from a position of previous PTE experience. In addition, KMKOT has contracted the services of an external adviser to work alongside the PTE. This was considered necessary because of the change in leadership due to the previous education manager retiring. The advisor provides education, management and quality assurance advice, having had several years' experience as a manager in the sector. The advisor is currently supporting a Māori PTE of similar size and demographic as KMKOT. Moreover, the relationship provides for a sharing of ideas between the two PTEs. The need to seek support for the PTE by way of an advisor highlights the need for KMKOT to give consideration to staff development and succession planning. This would ensure suitable capacity and capability to sustain the PTE in the event of changes to management or tutors.

1.3 A culture of learning within a uniquely te ao Māori context

In relation to this theme, the expressions of kaitiakitanga, manaakitanga, pukengatanga and rangatiratanga are evident in how KMKOT provides a culture of learning within a Māori context. As a kaupapa Māori provider in Wellington, KMKOT believes that it is their kaitiaki responsibility to ensure the PTE maintains its uniquely Māori-centric approach. This is achieved by ensuring the tikanga and practices of the marae are upheld. Through constant observations and teachings by the elders, the governance, staff and visitors to the marae are guided and supported in how to conduct themselves appropriately on the marae. This has provided structure for the learners, beginning the day with karakia along with the other people on the marae, such as Kōhanga Reo and health and social services.

At an organisational level, the KMKOT board and senior management provide clear strategic and operational leadership (rangatiratanga) to the PTE. For example, strategic planning is well aligned with the marae context, enabling the PTE to see how it is part of a collective that has a common purpose (whanaungatanga). That purpose is to provide learners with the appropriate training which gives them an understanding of who they are as Māori, immersing them in their culture in a safe learning environment, with the intention of giving them a sense of worth in who they are and what they can achieve.

At the PTE level, the courses attract predominantly Māori learners. The marae-based location is the main reason they enrol with KMKOT, as evidenced by learner interviews and survey feedback. This is further reinforced by the ongoing pastoral care and support provided by the tutors. Learners held the view that the marae is a safe place and therefore offered an alternative education option and an opportunity to gain qualifications, learn and practise tikanga Māori. The curriculum for all KMKOT programmes has strong aspects of tikanga and te reo Māori. Every class begins with a karakia and all learners are required to research their genealogy and iwi affiliations, land features and prominent leaders. This activity gives the learner the opportunity, from a Māori perspective, to express who they are, their whānau links and where they come from. The importance of this for the learner is that

it reinforces the notion of the safe learning environment and gives them the experience of standing in front of a group and reciting their pēpeha.¹¹

1.4 A culture that operates within an environment that is ethical and tika.

In the context of this theme, the expressions of kaitiakitanga, manaakitanga and rangatiratanga are evident in how KMKOT provides a culture that ensures it is operating ethically and tika (right). As a marae, KMKOT adheres to tikanga Māori values. By ensuring these values are followed by all people who come to the marae, either as staff, clients, learners or visitors, the marae can demonstrate and exert its rangatiratanga. In this context, this includes the tikanga or rules of the marae.

At an organisational level, KMKOT provided evidence that it is meeting all of its legislative and regulatory requirements, such as health and safety, building warrant of fitness, and compliance with hygiene standards set by local government for organisations that operate commercial kitchens. For KMKOT, abiding by regulations is more than just a matter of being compliant. It is also about maintaining its kaitiakitanga responsibilities. The evidence shows that it is providing a safe and secure place to work, learn and visit. The benefit for the PTE is that its operations are covered by the trust's collective compliance regime, and therefore the PTE is monitored by the trust.

KMKOT has shown how it ensures that it operates ethically. Two trustees from the KMKOT governing board provide direct governance oversight of the PTE. In addition to the educational and management experience of the KMKOT chair, another trustee has extensive experience in Māori governance groups at a national level. This experience and knowledge provides the PTE with good leadership and support (rangatiratanga, kaitiakitanga), ensuring the PTE operations aligns with the trust's strategy. The management of the PTE provides regular reports to the chief executive and is required to comment on all compliance matters including those related to NZQA and the TEC, such as moderation and outcomes data. The PTE also has data analysis support from a staff member in the chief executive's office. This support provides the chief executive with qualitative narratives and quantitative data to report back to the trust's main board.

At a learner level, operating in an environment that is ethical and tika includes learners being shown and taught interpersonal, self-management and social skills while on the marae, particularly when activities such as tangihanga and corporate events are in progress. Learning how to formally welcome people onto a marae and then care for them while they are visiting ensures that the kaupapa of manaakitanga (caring) are being expressed. Equally, it enables learners to give expression to kaitiakitanga and rangatiratanga by ensuring the rules of the marae are maintained. The impact for learners is they get to apply

¹¹ The pepeha is typically used in a Māori context as a way of introducing oneself. It uses a set structure to identify a person, where they are from and where they belong. Māori acknowledge that everyone has a pepeha linking them to their ancestors.

hospitality skills within a kaupapa Māori context and at the same time achieve hospitality unit standards.

Ngā Wā Arotahi – Focus Areas

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

2.1 Focus area: Whole of organisation

The rating in this focus area for performance is **Pounamu Whakairo**.

The rating for capability in self-reflection for this focus area is **Pounamu Whakairo**.

Ngā Whakahau – Recommendations

NZQA recommends that KMKOT:

- Further develop its self-reflective model to better use ‘Ngā Kaupapa o Kōkiri Marae’ as its overarching principles. This can help ensure that the programmes remain true to the stated vision and mission of KMKOT.
- Develop processes for collecting and monitoring destination data. This should include recording anecdotal information from korero-a-waha (verbal information) gathered from community networks events and hui.
- Ensure appropriate succession plans are in place for all positions and that processes and systems for managing change within the PTE ensure smooth transitions.

Appendix 1: Documentation

Focus area	Documentation to support evaluative findings
Organisation	Ngā Kaupapa o Kōkiri Marae me Ngā Kaupapa o te Hono o te Kahurangi: Self-reflection – based on Te Ao Māori Kōkiri Marae Keriana Olsen Trust 2016-2017 Self-reflection
Programme	Self-reflection feedback form (staff collective input) May 2017 – staff reflection Stakeholder feedback evidencing the changes in behaviour and attitudes of learners since enrolling with KMKOT PTE staff CVs Educational performance indicator (EPI) data for 2014-2016 NZQA 2016 National External Moderation Results

Appendix 2

Regulatory basis for external evaluation and review

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

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

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

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

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

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

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

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

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

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz