

Report of External Evaluation and Review

Apostolic Training Centres Limited
trading as ATC New Zealand

Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 23 November 2011

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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

Location:	Hamilton
Type:	Private training establishment
First registered:	1991
Number of students:	Domestic: approx 1,100 International: 45
Number of staff:	69 full-time; 57 part-time
Scope of active accreditation:	<ul style="list-style-type: none">• Adult Work Skills (Fully Funded Training Opportunities (FFTO))• Youth Work Skills• TrainMe for Employment• Multi Trade Skills• Diploma of Counselling (Level 6)• National Certificate in Early Childhood Education and Care (Level 5)• National Certificate in Early Childhood Education and Care (Level 3)• Introduction to Childcare• Bachelor of Music (Contemporary Christian Music) (Level 7)• Diploma in Contemporary Music (Level 5)• Diploma in Performance Music (Level 6)

- Diploma in Christian Leadership (Level 6)
- Diploma in Ministry (Level 5)
- Certificate in Ministry (Level 4)
- Diploma in Computer Systems and Network Administration (Level 5)
- Diploma in WWW Page Programming and Design (Level 6)
- Diploma in Software Engineering and Design (Level 6)
- National Certificate in Computing (Level 3)
- Certificate in Computer Systems Engineering (Level 4)
- Certificate in Applied Electronics Technology (Level 3)
- NZIM Diploma in Management (Level 5)
- New Zealand Diploma in Business (Level 6)
- Diploma in Accounting (Level 6)
- Diploma in Human Resources (Level 6)
- Diploma in Marketing (Level 6)
- Diploma in Small Business Management (Level 5)

Sites: Manukau City, Papatoetoe, Manurewa, Pukekohe, Tokoroa, Hamilton, Christchurch

Distinctive characteristics: ATC New Zealand (ATC) is the overall entity that includes two training divisions, Vision College and TrainMe, as well as two other commercial entities: Instant Education Solutions, which develops commercial training and assessment resources, and ATC Professional, which provides solutions to lift workplace performance.

Vision College delivers both Christian and secular qualifications, ranging from certificates through to degrees at its various sites, including Manukau, Papatoetoe, Hamilton, and Christchurch.

TrainMe provides foundation skills and employment training for adults and youth. It is also involved in the

delivery of literacy and numeracy courses. Courses are delivered using funding from the Tertiary Education Commission (TEC) and the Ministry of Social Development at sites in Auckland (Botany Downs, North Shore, Highland Park), Pukekohe, Hamilton, Tokoroa and Christchurch.

Recent significant changes:

Establishment of a new branch at Manurewa, Manukau City.

Christchurch site was relocated following purchase of another provider, May 2011.

Previous quality assurance history:

At the previous quality assurance visit by NZQA, an audit in 2008, ATC did not meet three requirements in relation to governance and management and notification and reporting on learner achievement.

In addition, ATC did not meet NZQA moderation requirements for the New Zealand Diploma in Business in 2009 and 2010. It substantially met the requirements for the assessment of other unit standards on the New Zealand Qualifications Framework (NZQF).

2. Scope of external evaluation and review

The external evaluation and review (EER) included the following mandatory focus areas:

- Governance, management, and strategy
- International students.

The EER also included training outcomes for the following qualifications:

- Diploma in Ministry (Level 5)
- Diploma of Counselling (Level 6)
- Foundation Focussed Training Opportunities (FFTO)
- National Certificate in Early Childhood Education and Care (Level 5).

These were chosen as focus areas because they represent a range of courses and levels and are delivered at more than one site.

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 EER team, consisting of four evaluators, conducted the EER visit at four sites over three days. The sites included were Hamilton (also the head office), Tokoroa, Papatoetoe, and Pukekohe. A pre-EER scoping meeting was held prior to the visit to confirm the scope of the EER visit and provide information on the evaluative quality assurance (EQA) approach.

The team spoke to tutors and students relevant to the focus area programmes selected at each site. Conversations were also held with the senior management team including the chief executive, ATC divisional managers of Vision College, TrainMe, and ATC, as well as with the ATC quality assurance manager, ATC marketing manager, TrainMe national operations manager, and international student support staff. The team also interviewed the ATC board members to gain further information to confirm evidence.

External people interviewed via phone included local Work and Income New Zealand representatives.

The documents reviewed included the organisation's self-assessment matrix, individual course key performance indicators and outcomes, ATC overall course outcomes, course reviews, attendance monitoring reports, and TEC performance measures for TrainMe.

ATC New Zealand has had an opportunity to comment on the accuracy of this report, and any submissions received will be fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Apostolic Training Centres Limited Trading as ATC New Zealand**.

In 2010, ATC improved qualification achievement rates for level 3 and 4 courses, from 60 per cent in 2009 to 87 per cent in 2010, while course completions remained consistent at 77 per cent. The organisation has not been as successful with level 5 and 6 qualification achievement rates. In 2009 this rate was 53 per cent, which was below the national average qualification achievement rate of 56 per cent, and in 2010 the organisation's qualification achievement rate of 65 per cent was lower than the national average of 74 per cent. However, ATC's retention rates for 2011 have improved greatly and this is expected to contribute to increased achievement of diplomas this year.

Vision College's overall qualification achievement rate of 74 per cent in 2010 was higher than the national average for courses at levels 4 and 5 (69 per cent) and it is having reasonable success at levels 3 and 4.

TrainMe's FFTO course has altered from its original format and this has meant changes to its success measures. The current destination outcome data shows that 69 per cent of learners were in employment eight weeks after the course. TrainMe programmes are also focussed on increasing students' unit standard credit achievement and, with the change to an employment focus and reduced length of the programme, the unit standard achievement is above the funders required level of three. TrainMe has begun coordinating information from all of its sites to better understand how it could improve all outcomes.

The feedback from students and from tutors' reports to management provides evidence that the training provides many of the students with the confidence to go on to higher tertiary training courses, attributable to the small classes and tutor availability. This view is supported by the numbers that go on to enrol in higher qualifications (over 40 per cent, which is well above the national average).

ATC demonstrated that it is matching the needs of the students as well as industry. Student satisfaction overall was above 80 per cent for all courses. ATC has a strong understanding of New Zealand's economic and social infrastructure, which is represented by the focus of its courses on training that develops skilled people who can be employed in areas such as early childhood education, trades, and counselling services.

ATC also has a strong pastoral support team which supports all of its students. In particular, the international support team is highly responsive to the needs of international students. It meets with agents and students' families prior to enrolment to ensure that students' expectations are met. This is supported by the qualification achievement rate (79 per cent) being around the national average for

international students, as well as the high retention of students who study mostly in Christchurch.

The organisational structure enables staff to operate consistently across its various sites, and staff support the organisation's philosophy of providing hope to students so that they can achieve their goals. Staff are recruited for their ability to develop an inclusive learning environment, and the organisation demonstrates that it values staff by providing professional development opportunities and enabling staff to make suggestions for improvements. The board is focussed on improving students' qualifications and listens to staff and student feedback to develop strategies to make improvements and monitors student achievements to see whether the organisation is achieving its goals.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Apostolic Training Centres Limited Trading as ATC New Zealand**.

The organisation has established a comprehensive system for monitoring course outcomes at each site weekly, monthly, and at the end of the course. Results are collated and analysed by the divisional managers, who then report to the board and also engage closely with teaching staff about results. The organisation has been conducting its own analysis of improvements over the last three years and continually looks at enhancing self-assessment processes.

While these processes have brought some success, some areas, such as retention, need improvement. The organisation has responded to these issues as they arise and made appropriate changes to address any concerns. This is seen in the 100 per cent retention for early childhood education students in 2011, in comparison with around 50 per cent in 2010, due to a course change and better support at enrolment. In addition, the organisation arranged for additional support for the counselling diploma students and a change to this diploma to degree-level standard which will match the workload and students' needs better.

TrainMe's employment and foundation skills course has undergone significant changes due to a change of funding agency. The outcomes are being monitored closely by management as well as staff to determine how they can ensure that outcomes for students are meeting their expectations. Already there are improvements in achievement of outcomes and employment for FFTO students as a result of industry input and self-assessment of the teaching.

Findings¹

1.1 How well do learners achieve?

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

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

In 2010, ATC improved overall qualification achievement rates for levels 3 and 4 courses, from 60 per cent in 2009 to 87 per cent in 2010, while course completions remained constant at 77 per cent. The organisation attributed the improvements in qualification results across all of its courses to its monitoring of course progress over the last few years to ensure students have sufficient tutor support to achieve. Further analysis could be carried out to see how this support could also help increase achievement of qualifications for Māori, which is at the average nationally.

The organisation performs well at levels 3 and 4. However, the performance indicators for levels 5 and 6 qualifications are still at or below the national averages for this level. That said, the organisation has already made improvements to courses, such as the Diploma of Counselling which has been running for three years. The qualification achievement rate for this course has already improved from 47 per cent in 2009 to 77 per cent in 2010 as a result of more permanent staff being employed as the programme has developed.

In addition, the early childhood education level 5 qualification achievement rates fell from 67 per cent in 2009 to 44 per cent in 2010 because of low retention early in the course. In response, the organisation restructured the timing of placements and this has already led to a 100 per cent retention rate in 2011.

Results for the Diploma in Ministry showed 54 per cent qualification achievement in 2010, an increase of 5 per cent from 2009, but still below the national average. The organisation has identified the reason for lower rates of achievement as partly due to a higher proportion of distance learning students and is now working more closely with off-site supervisors to ensure enhanced support for these students.

ATC enrolls around 45 international students annually and most enrol in the early childhood or business studies courses. ATC's results for 2010 show that international students have an overall qualification achievement rate of 79 per cent. This is because care is taken prior to enrolment to ensure that the students understand the course requirements and that there is sufficient support from ATC's international support staff throughout their training.

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

At the divisional level, Vision College receives regular reports from tutors on students' progress, which is collated across sites and analysed to bring about improvements. Although there have been some low results in 2010 for some courses, the improvements in outcomes that are already noticeable in 2011 demonstrate that ATC is identifying key issues and making appropriate changes using a coherent system to review its many programmes delivered across a number of sites to effectively manage its training outcomes.

TrainMe's FFTO course has altered from its original format and this has meant changes to its success measures. The current destination outcome data shows that 69 per cent of learners were in employment eight weeks after the course. TrainMe programmes are also focussed on increasing students' unit standard credit achievement and, with the change to an employment focus and reduced length of the programme, the unit standard achievement is above the funders required level of three. TrainMe has begun coordinating information from all of its sites to better understand how it could improve all outcomes.

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 **Good**.

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

ATC's strategic aim is to give students hope that they can achieve a formal qualification. This was confirmed by the number of students who progress from level 3 to level 4 and 5 qualifications, with 44 per cent enrolling in higher studies within ATC in 2010.

TrainMe graduate outcome data shows that the FFTO courses are achieving good outcomes. This was shown by the high number of students who go on to enrol in higher levels of study (40 per cent). In comparison, the national rate is 30 per cent. The Tokoroa site also demonstrated highly valued employment outcomes, with 74 per cent of Māori students gaining employment once they complete. This success is attributed to the approach and cultural competence of the tutors and the close working relationships the provider has with other local providers and in the community. The other ATC sites are also achieving good employment outcomes, with 69 per cent in Pukekohe and 82 per cent in Hamilton.

Further stakeholder input would provide stronger insights into the extent to which the Diploma of Counselling is valued by the sector. However, graduate outcomes information shows that ten of the 14 graduates from the first diploma intake are in practice within the sector, two have moved to complete the degree programme elsewhere, and two are in other senior roles. Students' feedback also indicated that they strongly valued the increase in their personal as well as spiritual growth since enrolling in the diploma. This was also evident in feedback from students enrolled in the Diploma in Ministry. This level 5 diploma enables students to develop a leadership style which helps them if they enrol in the level 6 Diploma in

Leadership. Vision College receives formal and informal feedback from church ministers on how well their students contribute to their church, for example in helping with youth ministry.

Early childhood education students build self-esteem as well as gain qualifications which lead to a career in this sector. This is important as many students who enrol with ATC may not have the academic prerequisite qualification to enrol in a level 5 bachelor degree course at a polytechnic but, as results show, can do so on completion of the level 3 and 5 national certificates. The organisation ensures that students are given opportunities to gain experience working with a variety of families for practical experience to enhance their skills. This also provides students with useful skills to help with raising their own families and helps increase their confidence. The placements also provide students with different cultural perspectives on child development.

ATC's evidence of international student destinations on completion of training shows that a majority of them return to their home country. The organisation is very clear that the qualifications they enrol in do not automatically lead to career opportunities in New Zealand, so students' expectations are realistic. The organisation has gained some feedback from students on the training, but it could be more comprehensive to provide a better understanding of the value of the training to international students.

The organisation develops courses it believes are key to New Zealand's employment infrastructure, such as counselling, early childhood education, and trades courses. However, better information on relevant the training is to each of the sector it provides training for needs to be collated to strengthen course outcomes, in particular for its Hamilton counselling students. TrainMe is already working to bring together ideas on how to engage with local employers to help improve employment outcomes for its students. Overall, the Christian focus means that the staff and management are involved in the Christian community and this provides many informal opportunities to observe the value of the training.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

The ATC management team reviews the skill needs of industry and develops courses accordingly. Tutors' input into programmes is encouraged and recently the organisation developed a portal for tutors to share their ideas and promote consistency. The high satisfaction rating from students (80 per cent) with the facilities on campus, including teaching resources, supports the organisation's ability to provide programmes that are relevant.

TrainMe is reviewing its programmes following the first year of implementing them under new funding rules. This has seen the 50-week FFTO course split into a 26-week course and the year long employment course changed to a more employment outcome focussed 13-week course. The organisation has already aligned the programme to the funding requirements to get people ready for work as well as provide an educational pathway. Using recent labour market survey results, the programme emphasises in its training the top attributes that employers say they need, such as reliability and motivation. It places students into suitable programmes based on pre-entry interviews and personal needs assessments, which has helped with ensuring that students' needs are matched.

The Diploma of Counselling, delivered in Hamilton and Christchurch, will be succeeded by a Bachelor's degree in 2012 in response to a new expected minimum level of qualification when Counsellor registration is introduced (unknown date). The level 6 diploma has been recognised as having a very high work-load and high level of academic capability. The addition of a third year, level 7, to lift the outcome of the qualification to a Bachelor's degree is a logical addition. The Hamilton school has worked closely with current students to identify pathways to the degree programme and nearly all students interviewed indicated their intention to enrol in the degree programme. This will better align the workload and the programme activities, which will address high withdrawals and the high number of students changing from full-time study to part-time during the first year of the programme delivered at the Hamilton campus because of the high workload. In response, a full-day, pre-course selection was introduced to better assess whether students are able to manage the course's academic and time requirements, which include eight block courses with more distance learning assignments required in the second year. It is intended that the pre-selection process will be increased to two days in 2012. Students felt that the block courses were necessary as they helped them to develop the skills required for placements. Students also value the recent addition to the multi-campus library, and access to an online library of relevant resources.

The Vision College tutors and management identified the reason for high withdrawals from the level 3 early childhood education course in 2010 and have re-organised how they interview students for the course. Home placements are now scheduled after five weeks instead of two weeks to enable students to develop their confidence and knowledge first. Students have opportunities to complete a combination of assignments in class using group work, which is appropriate for the students' learning styles. The programme content is informed by specialist childcare educators and feedback from the students and early childhood centres. The students' feedback shows that the course prepares them for work in this sector.

The level 5 Diploma in Ministry provides a popular pathway to the level 6 Diploma in Christian Leadership. The content includes theory work and practical activities to realistically prepare students for ministry work. The students can attend the two campuses or study via distance learning, which the majority elect to do given employment and other commitments. Three block courses a year provide part-time

students with the opportunity to meet other students and talk to guest speakers and their tutors. The learning resources are available online and include videos and Bible readings as well as library texts. Vision College also holds a night class once a term to make face-to-face learning more accessible. Feedback from students has been incorporated into the programme and this, along with sector input, ensures that the programme is relevant and is meeting the needs of students who wish to work in ministry in New Zealand.

For international students enrolled with Vision College, strong qualification achievement indicates that courses are meeting their needs, as does the high retention in Christchurch following the earthquakes. Expectations are set before the course with a visit to the students' country of origin by the course coordinator who speaks to the agents and the students' families about the programme, ensuring they understand that Vision College courses do not lead to a work visa but may help with applying for enrolment at higher education institutes.

1.4 How effective is the teaching?

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

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

ATC reviews course results to monitor tutor results, and the overall outcomes indicate that learning is occurring. The students' satisfaction results are continually high, with 88 per cent in 2010. This is also supported by the high rate of enrolments in further study at ATC, which is attributed to an inclusive learning environment with activities tailored to individuals' learning styles and needs.

ATC provides opportunities each semester for teaching staff to meet to moderate assessments, review performance, and share learning experiences. The organisation did not meet NZQA's national external moderation requirements for the New Diploma in Business assessment and is engaging with NZQA to understand its requirements to do so in future. It has met the remaining requirements for national external moderation of other NZQA managed unit standard assessments.

Staff performance appraisals are formally conducted annually and tutors are provided with training to match their needs. ATC involves tutors in reviewing their own performance, which tutors felt was empowering. They share classroom teaching where they can observe each other and monitor students' progress. ATC has supported tutors of levels 1-3 programmes in achieving the National Certificate in Adult Literacy and Numeracy Education (Educators) (Level 5). This helps tutors use the TEC learning progression online tool to see whether students are increasing their literacy and numeracy skills to help them achieve their qualification.

Tutors and guest speakers bring their own experience to teaching subjects such as counselling, ministry, and early childhood education, which helps to provide context

and understanding of the subject matter for students. Tutors are encouraged to be involved in their sector to maintain their knowledge, which flows into their teaching.

ATC provides a supportive learning environment for tutors and students which contributes to the successful outcomes of the students enrolled in Vision College and TrainMe. The organisation has good processes to monitor teaching effectiveness, such as course review programmes and monthly tutor reports. It analyses the results to identify any gaps and appropriately addresses issues as they arise. These activities are expected to lead to improved outcomes for all students.

1.5 How well are learners guided and supported?

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

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

The goal of the organisation is to inspire the students to aim high. The organisation has improved selection processes for courses to ensure that students' expectations are appropriate and students' needs are identified to help lead to better outcomes.

ATC is focussed on attendance and monitors this using an online tool which tutors update daily. If an individual's attendance is below 80 per cent, management follows up with tutors to identify solutions. However, records show that attendance is high across all courses.

All programmes have mechanisms in place to support students on placements. The early childhood education tutors follow up students while they are on placements and meet with the employer to see whether students are happy and are getting the support they need. The level of support provided has meant that many of the students have had an opportunity to achieve a formal qualification leading to a career.

In 2010, the Diploma in Ministry tutors extended beyond Waikato their travelling to visit students and their supervisors in their home placements to provide an enhanced understanding of progress and potential support needs.

Tutors for all courses reviewed said they provided additional opportunities for students to catch up on their studies or they provided additional guidance. TrainMe tutors said they also engaged with external agencies if there was a need for additional support for students while they are studying. The small classes provide opportunities for the tutors to know their students well and to provide relevant advice for finding work.

The organisation responded appropriately to an issue with a tutor's availability due to health reasons for the Hamilton Diploma of Counselling students. The head of studies identified an opportunity to bring students together for small group tutoring sessions. The course will also have an additional two opportunities for students to

speak about their studies with the employment of another course coordinator in 2012 and the establishment of a support person role currently in development. The head of school has also increased meetings with each student from twice yearly to once a term. This is in addition to the one-hour supervision students receive for every five hours on a placement and three visits from the school each year. Students' course costs also cover ten hours of personal counselling time to help them with their own personal development throughout the programme. Already, retention rates for this course have improved from 42 per cent to 78 per cent.

The international student course coordinator holds regular Monday afternoon sessions to provide an environment where they can share any concerns about their studies or living in another country. The organisation employs staff who speak Indian, Korean, and Chinese to ensure students have the opportunity to discuss any issues in their first language.

Overall, the high satisfaction of students has been as a result of the small classes and the accessibility of tutors to help students to achieve. Students are also able to email tutors or call them any time for support. The organisation promotes a flexible learning environment to support students to reach their goals.

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

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

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

ATC demonstrated that it supports students' achievements. The organisation is focussed on providing opportunities for students to achieve a qualification that will lead to meaningful employment. This is the case for all levels of training. The organisation has developed its training to provide the required skills and study for its graduates to contribute to New Zealand's economic and social infrastructure.

The organisation has established a comprehensive system for monitoring course outcomes at each site weekly, monthly, and at the end of the course. Results are collated and analysed by the divisional managers, who then report to the board through the CEO. The organisation has been conducting its own analysis of any improvements over the last three years.

The organisation supports its staff with professional development opportunities and also encourages any suggestions for improvements. Several examples were heard where tutor input has led to organisational initiatives, for example the development of the tutor portal and the level 6 ministry programme. Regular meetings and opportunities for staff to provide input into courses is evident from the feedback from tutors and documents reviewed on site.

Further analysis into how the organisation interacts with employers is being conducted, particularly in the Pukekohe area for the FFTO students. Tokoroa has

already achieved early success in involving the community and employers with the programme to produce better opportunities for its graduates. Formalising the feedback from industry across all programmes would provide stronger insights into the value of programmes to stakeholders and information to analyse whether the organisation has met the needs of these sectors.

Focus Areas

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

2.1 Focus area: Governance, management, and strategy

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

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

2.2 Focus area: International student support

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

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

2.3 Focus area: National Certificate in Early Childhood Education and Care (Level 5)

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

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

2.4 Focus area: Diploma of Counselling (Level 6)

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

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

2.5 Focus area: Fully Funded Training Opportunities

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

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

2.6 Focus area: Diploma in Ministry (Level 5)

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

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

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria approved by the NZQA Board.

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).

*Information relevant to the external evaluation and review process, including the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eeer/introduction/>*

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