

# Report of External Evaluation and Review

Christchurch College of English  
Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 24 January 2014

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*Final Report*

# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.*

## Introduction

### 1. TEO in context

Name of TEO:	Christchurch College of English Limited (CCEL)
Type:	Private training establishment
Location:	University of Canterbury campus, Solway Avenue, Ilam, Christchurch
Delivery sites:	Christchurch – as above Auckland – Level 7, 155 Queen Street, Auckland
First registered:	1 April 1992
Courses currently delivered:	<ul style="list-style-type: none"><li>• General English (beginner to advanced levels)</li><li>• Business English</li><li>• Cambridge English: First Certificate in English (FCE), Preliminary English Test (PET) and Cambridge English Advanced (CAE) exam preparation</li><li>• International English Language Testing System (IELTS) exam preparation</li><li>• English for Academic Purposes (EAP)</li><li>• Teaching English to Speakers of Other Languages/Teacher Knowledge Test (TESOL/TKT)</li><li>• Certificate in English Language Teaching to Adults (CELTA)</li><li>• Group programmes, combining English</li></ul>

language tuition, homestay and activities

Code of Practice signatory?	Yes, for students aged 18 upwards as well as for students 14-17 years of age
Number of students:	<p>An average of 135 students each week (during the week of the on-site visit – 142 at the Christchurch campus and 40 at the Auckland campus)</p> <p>98 per cent of learners are international students, from a wide range of countries</p>
Number of staff:	Management/administrative staff – nine full-time; academic staff – 11 full-time; part-time/casual – 13
Scope of active accreditation:	As per delivered courses, also accredited to deliver Diploma in English Language Teaching for Adults (DELTA)
Distinctive characteristics:	<p>CCEL is located on the Dovedale campus of the University of Canterbury, and students have access to campus facilities such as cafes.</p> <p>CCEL is an examination centre for Cambridge examinations.</p>
Recent significant changes:	CCEL has changed significantly as a result of the Christchurch earthquakes of 2010 and 2011 and the subsequent impact on student numbers and organisational structure. Group programmes, which were previously a significant proportion of the organisation's activities, largely ceased in 2011. The Auckland campus opened in response to overseas learners wishing to study at CCEL but reluctant to attend the Christchurch campus. A new EAP course was developed in 2012 to pathway students to University of Canterbury degree programmes.
Previous quality assurance history:	<p>The previous external evaluation and review (EER) in 2009 recorded the following statements:</p> <ul style="list-style-type: none"><li>• NZQA is Highly Confident in the educational performance of CCEL</li><li>• NZQA is Highly Confident in the capability in self-assessment of CCEL</li></ul> <p>CCEL met all required standards in the 2012 audits conducted by English New Zealand,</p>

receiving two commendations for the Auckland site, relating to the comprehensive syllabus documents and the use of feedback for continuous improvement.

CCEL routinely meets the required standards in external assessments of CELTA courses, which are completed at the conclusion of each course.

## 2. Scope of external evaluation and review

The scope of the EER consisted of the following mandatory focus areas:

- Governance, management and strategy
- International students

In addition, the following focus areas were selected:

- English for Academic Purposes (EAP) – chosen as a focus area because it is a new course developed for delivery on behalf of the University of Canterbury to pathway students to degree programmes
- General English (Christchurch and Auckland) – chosen as a focus area because the majority of learners enrol for this course. Also, the Auckland campus was established during 2012, and the alignment between the campuses is of particular interest.

## 3. Conduct of external evaluation and review

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

The organisation submitted comprehensive self-assessment material to inform the scope of the EER. The 2012 audit reports from English New Zealand were provided, and some information contained in those reports (such as for teachers' qualifications) was accepted and used as evidence informing the judgements of this EER. A scoping meeting was held with the principal (head office, Christchurch), at which time the focus areas were agreed.

Prior to the on-site visit, the lead evaluator interviewed the owner/managing director, with specific reference to the governance, management and strategy focus area.

The evaluation team of two visited the Christchurch campus over two days. Interviews were conducted with the principal (head office), the academic manager, the principal (Auckland), the sales manager, 14 tutors at Christchurch and a selection of learners at the Christchurch campus from the EAP and General English classes. Skype interviews were also conducted with four Auckland tutors and a selection of learners at the Auckland campus. A variety of documentation was sampled.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Christchurch College of English Limited**.

CCEL learners are achieving well, generally making excellent progress in their academic programmes. They are also acquiring independent study skills, gaining confidence and learning about other cultures. The educational performance of General English learners is evaluated in the context of the Common European Framework of Reference for Languages (CEFR) and progression to further study and has been consistently strong over the last four years. Valid achievement data is routinely collated and analysed, using external benchmarking where appropriate (for CELTA and Cambridge courses), in order to identify trends and strategies for improvement.

Key stakeholders are achieving valued outcomes. For the learners, outcomes include the ability to achieve qualifications and/or progress to further study or employment, or travel. A close partnership with the local university reflects a valued strategic relationship, facilitating a flow of well-prepared international students from the EAP course into degree programmes.

CCEL maintains close relationships with all stakeholders, regularly reporting to and gathering feedback from them in order to ensure CCEL continues to understand and match their needs. Programme developments and improvements demonstrate responsiveness to the changing needs of the international student market. CCEL's commitment to fostering student success and a positive learning experience is reflected in the high quality of the teaching and the guidance and support services. Students are very satisfied with their progress and learning experience, achieving their study goals and acquiring improved English language skills in a fun, supportive and multi-cultural environment.

Governance and management provide effective leadership and are involved in day-to-day activities as well as closely monitoring overall organisational performance. CCEL demonstrates a high level of responsiveness to changing needs while retaining high academic and pastoral care standards, which reflects considerable organisational resilience and has ensured continuity for students, staff and stakeholders.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Christchurch College of English Limited**.

CCEL has an organisation-wide and thorough approach to continuous review and improvement of all the academic, pastoral and organisational processes that contribute to excellent educational performance, the achievement of valued outcomes and high levels of stakeholder satisfaction.

Rigorous processes for review and improvement involve staff at all levels and draw on reliable data from a variety of sources. These processes have contributed significantly to CCEL maintaining the high quality of its learner experiences and outcomes, and achieving organisational sustainability, since the Christchurch earthquakes. Positive student evaluations and very strong learner achievement throughout the period, together with indicators of organisational resilience and growth, attest to the effectiveness of the processes and the value of CCEL's improvement-focused culture and excellent self-assessment capability.

CCEL has well-established and effective systems and processes for capturing information on the needs of the learners, staff and external stakeholders, and assessing the extent to which these are being met. CCEL provided many examples of decisions and changes made in response to this information, which have led to meaningful improvements for learners and stakeholders. Significant projects to address learner achievement include a major revision of the organisation's study guide, a comprehensive approach to supporting learners in achieving their study goals and understanding their academic progress and a review of the Cambridge courses.

CCEL is very responsive to external stakeholders, citing examples of programme changes or new initiatives for off-shore markets, as well as the development of the EAP programme to facilitate pathways to further study at local tertiary providers. In each case, the evaluators noted evidence of comprehensive data collection and analysis, and planning and review, and strong indicators of worthwhile changes, all of which contributed to improved outcomes.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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

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

CCEL learners are generally achieving very well. Evidence for this was found in comprehensive records and analysis over many years, which confirm that learners are improving their English language skills and/or achieving qualifications at rates that are consistent with internal and/or external benchmarking. Learner achievements are evaluated in the context of internationally recognised frameworks or examinations (such as the CEFR and the Cambridge suite of exams) and acceptance into high-level study. Academic results are validated by rigorous assessment and moderation processes. In addition, verbal and written evidence confirms that learners are enhancing their skills in independent learning, growing in confidence and learning about other cultures.

The EAP programme in its current format is relatively new to CCEL, and is successfully achieving CCEL's objectives of providing a pathway for learners to higher education, usually, but not necessarily, with the University of Canterbury. Achievement data confirms that since late 2012, 33 out of 34 EAP learners have passed their course. At the time of the EER, 18 learners had progressed to University of Canterbury programmes and four to other tertiary institutions.

CCEL closely monitors the progress of learners in the General English classes, who enrol for varying lengths of time and who generally seek to improve their English for travel or personal purposes, or to progress to a further course (such as Cambridge or an IELTS preparation class). CCEL reports that learners are progressing through the English language levels at a rate that has been consistent for a number of years (in 2012, learners were enrolled for an average of 9.6 weeks and progressed through an average of 1.4 levels in that time). Learners are encouraged to assess their own progress, and CCEL reports that this is also consistently positive. The evaluation team is satisfied that CCEL is tracking, collecting and analysing useful achievement data to understand trends (such as average progression rates at different language levels or learner progression by ethnicity). Examples were provided of using this data to recognise when expected progress was not being achieved, and developing effective improvement strategies.

The evaluation team also sighted evidence of learner achievement in other courses offered by CCEL. CELTA outcomes between 2010 and 2013 are comparable to

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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.

the New Zealand 2012 results (a 93 per cent pass rate at CCEL against a 96 per cent pass rate for New Zealand overall). CCEL has identified that performance results in Cambridge exams have declined over recent years, largely as a result of introducing open entry to the courses.<sup>2</sup> Between March 2012 and August 2013, out of 43 learners who sat Cambridge exams, four achieved a 'B' pass, 16 a 'C' pass, and 18 passed but only at a lower level – the CEFR 'B1' level. A review of the programme has been undertaken, resulting in a number of changes, including reinstating entry restrictions as well as introducing additional structure and assessments into the programme in order to improve achievement overall. While it is too soon to determine the impact of these changes, the evaluators note that the changes are soundly based on a careful analysis of the programme as a whole and data from a variety of sources, and the evaluators are very satisfied that CCEL has appropriate systems to monitor learner outcomes.

In terms of self-assessment, the evaluation team is satisfied that staff at all levels are strongly focused on learner achievement and are effective in using data to identify opportunities for continuous improvement. CCEL closely tracks the individual progress of all learners, through regular class tests and institute-wide six-weekly assessments, which are regularly discussed by tutorial teams. Learner achievement data is also regularly reviewed at management team level, resulting in improvement initiatives such as programme reviews (Cambridge and Business programmes), the introduction of three-weekly individual tutorials, and staff development activities.

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

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

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

CCEL clearly identifies its stakeholders and works effectively with them to deliver valued outcomes. Learners are achieving their study goals – to improve their English and/or achieve qualifications or exam results – which enables them to progress to further study or to gain employment. Other benefits include new friends and enhanced cultural understanding (including New Zealand and Māori culture), and, especially for those students planning to progress to the University of Canterbury, the opportunity to become familiar with the campus and to access university services. Evidence of these outcomes is found in departure evaluations and graduate feedback. CCEL reports longstanding relationships with various international educational organisations who are resuming group programmes,

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<sup>2</sup> Prior to the Christchurch earthquakes, entry to Cambridge courses was restricted; subsequently, CCEL introduced open entry as it sought to maintain the financial viability of the programme.

which provides valued opportunities for a safe international learning experience and personal development. The relationship between CCEL and the University of Canterbury is valued by both parties. The key University of Canterbury representative reported that the EAP programme is effective in preparing international students for success in university study. This confidence is based on regular information-sharing through a newly established committee and rigorous post-assessment moderation undertaken by the University of Canterbury. The relationship also provides valued opportunities to share marketing networks and activities.

The evaluation team heard evidence that CCEL looks after its homestay families, another group of identified stakeholders. Some families have provided accommodation services to CCEL learners for the past 16 years, and advised that they would not have continuously done so if they were not satisfied with the value and support provided by CCEL, and their enjoyment of the opportunity to share their home with international students. The wider educational community also benefited for several years following the earthquakes from ongoing professional development opportunities that CCEL facilitated for local English language tutors when other opportunities were no longer available.

The evaluation team sighted evidence that CCEL's management team regularly discusses formal feedback on outcomes as well as informal feedback gathered in the course of routine activities, and uses this information to identify opportunities and improvements. While it is difficult to maintain contact with General English students, many of whom return to their home countries, social media is enabling CCEL to find out more about graduate outcomes and to build knowledge of how English language skills are contributing to employment or further educational opportunities. CCEL is developing relationships and systems to monitor learner success in destination programmes (at the University of Canterbury and other providers), although it is too early to report outcomes. In addition, CCEL has embarked on a formal process for determining the employment outcomes for CELTA graduates to ensure the ongoing relevance of the programme. The evaluation team is confident that these mechanisms will further strengthen CCEL's ability to deliver relevant and valued outcomes for learners and other stakeholders.

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

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

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

CCEL is highly effective in meeting the needs of its learners and other stakeholders. Regular and comprehensive processes (including surveys, tutorials, assessments and progress reviews) ensure that CCEL identifies the learning needs of its students. This knowledge is used to ensure programmes are part of a valid educational pathway and equip students with relevant skills and learning outcomes, and that activities (both inside and outside the classroom) are engaging and meaningful to learners. Examples of changes to better meet individual learner needs include the initiative to identify, record and regularly review each student's study goals, and the introduction of three-weekly tutorials. Learners report that they are able to influence class content and activities on a week-by-week basis. Programme reviews also incorporate learner feedback, leading to changes such as the introduction of increased local content into the Business course, and the revision of the CELTA timetable.

CCEL is demonstrably responsive to external stakeholders and the changing needs of the international student market, as evidenced by the establishment of the Auckland campus in response to stakeholder feedback. Other recent examples include changes to the TESOL/TKT course in response to feedback from South Korean stakeholders, and the recent development of a new Auckland-based programme for high school students from the Middle East. University of Canterbury representatives contributed to the development of the EAP programme, which is an important component of CCEL's strategy to enhance educational pathways. Several agents interviewed by the evaluation team confirmed that CCEL is responsive and effective in meeting the needs of learners from their markets for a safe and secure learning environment.

CCEL conducts section and programme reviews regularly, drawing on information from a variety of sources, which contribute to ongoing improvements in programme structure, delivery and materials. For example, CCEL has developed a very comprehensive study guide for students, incorporating elements to support the self-directed learning component of CCEL's English language programmes, such as suggested activities to enhance language skills. This study guide is regularly reviewed, with input from all academic staff, as well as feedback from learners, to enhance its usefulness. The evaluators heard in interviews that this guide is particularly useful for learners at lower levels, although it also provides a valuable record of learning for all students.

## 1.4 How effective is the teaching?

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

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

CCEL provides effective learning environments at both the Christchurch and Auckland sites, including skilled and well-supported teachers, which results in excellent learner achievement and high levels of student satisfaction. The evaluators found strong evidence, in CCEL records and interviews, of engaged and motivated learners who have good relationships with their teachers, which foster learning and build confidence.

The tutors closely monitor individual student goals and progress, not only through weekly classroom assessment and observation, but also via standardised six-weekly testing (which includes learner self-assessment and feedback) and three-weekly individual tutorials. The tutors are supported in these activities by reports generated by the student management system, which provides relevant information for each student, such as study goals, test results and length of time in each class level. Tutors were able to describe how this information was used to shape their classroom activities and focus their feedback to students. Academic managers provide consistent oversight of the processes for monitoring student progress, and regular reports to the management team facilitate the integration of this information with other aspects of organisational and educational performance.

CCEL has effective mechanisms for assuring academic standards. In addition to the use of current texts and standardised testing, assessment practices in all programmes are monitored by the academic managers and/or the principal. The same teaching and assessment materials are used at both sites. In addition to the routine internal moderation of all writing assessments, during 2013 writing tasks have been revised by the teaching team to better reflect the CEFR 'can do' statements. Internal and external moderation processes (involving University of Canterbury staff) have been established for the EAP programme. The CELTA programme is subject to external review by Cambridge English Language Assessment auditors at the completion of each course, and evidence was sighted of CCEL meeting required standards. Very reliable evidence was available that assessment is fair and transparent, and that moderation is effective in maintaining consistency and valid outcomes.

CCEL is committed to recruiting multi-skilled staff who are not only qualified and experienced in English language teaching, but also share the organisation's enthusiasm for fostering student success and a positive learning experience. Tutors are well supported by academic managers at each site, and participate in regular teacher meetings as well as monthly teacher development sessions. During 2013, the professional development programme has included sessions on the CEFR (which was integrated into CCEL syllabuses and teaching practices in 2012), external speakers (e.g. on the use of drama in language learning), and how

to better engage with students on their progress and study goals. Record-of-teaching booklets provide convincing evidence of the emphasis on teacher effectiveness at CCEL, and include individual reflections and professional goals, feedback from teaching observations, and teaching development interviews. In addition, all teachers regularly receive summaries of feedback from learners, which also inform professional development activities.

## 1.5 How well are learners guided and supported?

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

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

The provision of guidance and support at CCEL is a responsibility shared across all staff, and the management team closely monitors and reviews the organisation's effectiveness in responding to the well-being needs of learners. This integrated approach, while initially prompted by the need to downsize the organisation, is proving to be effective in ensuring a high level of responsiveness. It provides for prompt action for individual circumstances, as well as ensuring oversight for the overall effectiveness of support service provision. Consistently high student satisfaction rates (96 per cent or more) in regular surveys attest to the success of CCEL in meeting student needs and fostering their well-being. Retail and educational partners and homestay providers also confirm the very satisfactory level of support for students, which contributes significantly to their success and enjoyment of their New Zealand study experience.

CCEL seeks information on study goals from students prior to their enrolment, which, together with placement testing, ensures they are placed in an appropriate programme and class level. In 2012, in the course of routine monitoring and evaluation, CCEL noted that some students reported a lack of confidence about their progress, while several other students did not progress through the language levels as expected. CCEL management and staff have subsequently amended processes and provided additional information and support for tutors to ensure more regular and structured discussions are held with students regarding their goals, and progress towards their achievement. In addition, regular information sessions on study pathways, and ongoing advice and support are available to facilitate progression to other courses at CCEL or other tertiary providers. Student feedback is being monitored to provide evidence as to whether these changes have contributed to a greater level of student satisfaction with their progress and awareness of study options.

CCEL has good evidence of effective systems and processes to ensure compliance with the Code of Practice for the Pastoral Care of International Students. Staff at all levels are familiar with the code and understand their responsibilities. An appropriate level of information and support is available to ensure student well-being and safety. Students are able to access support and information from  
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speakers of their own language. Appropriate management and administrative systems ensure younger students on group programmes are well supported. While the satisfaction of students with their homestay experience is regularly and closely monitored, CCEL is currently also reviewing its overall approach to homestay provision.

CCEL has identified an internal target of 80 per cent for student participation in activities outside the classroom. In response to a fall in participation rates, CCEL embarked on a review of the activities programme, including conducting student focus groups in order to better understand underlying issues. While recognising the impact of the changing profile of the learners (particularly the EAP cohorts) on participation data, CCEL has also taken steps to include inexpensive activities that more closely match the interests of the students. Recent participation data and student feedback suggests that this initiative has been successful.

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

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

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

The governance and management of CCEL work closely together to provide effective leadership, which is characterised by a clear vision, open communication and a commitment to the success and well-being of students and staff. Strategic planning and day-to-day decision-making is evidence-based, drawing on data collected and analysed through routine processes as well as special purpose activities, such as focus groups. This ensures adequate resources are allocated to support learning and teaching. The directors have continued to invest in qualified and experienced teaching and support staff and their ongoing professional development, despite financial constraints and the need to restructure. CCEL is a resilient organisation, demonstrating significant capacity for innovation and responsiveness to external change, while maintaining a strong focus on educational quality and organisational performance.

The evaluators found extensive evidence, in documents and interviews, that self-assessment at CCEL is well established and ongoing. The self-assessment processes themselves are subject to regular review, as are all programmes and activities. This includes annual reviews of teaching and administration (section reviews), focused programme reviews and regular staff observations and appraisals. Findings are routinely reported and discussed in management team meetings, action plans are developed and outcomes are regularly monitored. Worthwhile improvements from recent self-assessment activities include programme developments that clearly reflect a good understanding of stakeholder needs and market changes, a comprehensive study guide – which is effectively complementing the classroom teaching and supporting the independent learning

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programme – and the three-weekly individual student tutorials, all of which are supporting academic performance and meeting pastoral needs.

## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

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

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

### 2.2 Focus area: International students

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

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

### 2.3 Focus area: English for Academic Purposes (EAP)

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

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

### 2.4 Focus area: General English (Auckland and Christchurch)

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

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

This focus area provided an opportunity to evaluate the alignment between the two campuses. The evaluators found that in every important aspect, CCEL has been effective in establishing academic and administrative processes and management and communication practices that ensure a high level of alignment. Relevant initiatives include the transfer of key personnel to the Auckland centre and the replication of programme delivery (including teaching material and assessments) and support systems. Information-sharing and planning occurs through regular visits and communication between the sites. The small tutorial team at the Auckland site indicated that they were in contact with Christchurch-based colleagues delivering the same programmes, and the academic leaders for each site meet regularly as the academic management committee. Analysis of data indicates similar levels of achievement and student satisfaction across both sites.

# Recommendations

There are no recommendations arising from the external evaluation and review.

# Appendix

## Regulatory basis for external evaluation and review

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

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

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

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

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

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

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

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

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