

Report of External Evaluation and Review

New Zealand Training Centre

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 19 February 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:	New Zealand Training Centre (NZTC)
Type:	Private training establishment (PTE)
Location:	Beale Street, Hamilton
Delivery sites:	As above
First registered:	1 March 1993
Courses currently delivered:	<ul style="list-style-type: none">• Diploma of Biblical Studies (Level 5) (240 credits)• Diploma of Ministry (Level 5) (240 credits)
Code of Practice signatory?	Yes.
Number of students:	Domestic: 26 International: 18 Around 61 per cent of the student demographic is of New Zealand or Australian nationality. The remaining student nationalities are a combination of people from Vanuatu, the Solomon Islands, Korea, China, Singapore and Fiji. Six students who identified as Māori or Pasifika enrolled in 2013.
Number of staff:	Seven full-time equivalents plus some part-time staff and guest speakers
Scope of active accreditation:	As above

Distinctive characteristics:	<p>NZTC is a Christian-based, not-for-profit organisation. The NZTC Diploma of Biblical Studies was developed so that students could gain an understanding of the gospel to provide services in their local church and to meet skills shortages identified by church communities.</p> <p>The courses cover studies on the 'divine life', Bible content, gospel preaching, practical service, character and 'speaking forth the truth'.</p> <p>Students live and study on site to complete a two-year diploma and, if successful, can then complete a local Diploma of Ministry course by distance learning. Employers include the students' own urban churches in New Zealand and Australia.</p>
Recent significant changes:	In the last year there has been a temporary change of assistant director.
Previous quality assurance history:	An external evaluation and review (EER) occurred in 2010. At this EER, NZTC was found to be Confident in educational performance and Confident in capability in self-assessment. Over-delivery was noted by the Tertiary Education Commission (TEC) as a risk to funding in previous years, but this has been managed well in 2012/13.

2. Scope of external evaluation and review

The scope for the evaluation included one NZQA-approved diploma programme and two mandatory areas including:

- Governance, management and strategy (mandatory)
- International student support (mandatory)
- Diploma of Biblical Studies (Level 5)

The diploma was selected as a focus area because it has the majority of students enrolled, is two years in duration and is one of the two NZQA-approved programmes offered that receives TEC funding.

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 evaluation team comprised two evaluators and the evaluation was conducted over two days. A selection of external stakeholders was contacted at a later date.

The evaluators met with the directors, trustees, tutors, training assistants, pastoral support staff and students, and talked to a range of stakeholders, including employers and graduates. The evaluators sighted a range of documentation covering areas such as achievement, review, support and teaching.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **New Zealand Training Centre**.

- NZTC students consistently achieved higher than the sector median for course completion rates (by 9 per cent), and similarly exceeded qualification completion rates (by 6 per cent) over a three-year period (2010-2012).¹
- Employment and other outcomes for all students are very strong; increasing numbers of graduates gain employment with the church.
- Achievement is not rated solely on academic success but also on students acquiring relevant and desired knowledge for personal growth and development of attributes, skills and knowledge within a Christian context to enable them to participate and contribute to society and to assist in their daily personal, social and spiritual life.
- Students enrolling in a full qualification largely complete the qualification.
- A convincing rationale was given to explain variations in qualification completions. A significant number of students enrol for selected portions of the programme for personal and spiritual growth rather than to complete the qualification.
- NZTC has focused on tracking and comparing the completion rates of international and domestic students and has noted an increase in the achievement rates of international students relative to domestic. This increase has been identified as being a response to NZTC management, ensuring that more focus is placed on the pastoral care of the international students.
- Teaching is strong, the moderation of assessment is robust and programmes are regularly reviewed and improved.
- The needs of the students and the church community are effectively matched and met.
- Feedback from students and the church community shows high satisfaction with the training, providing evidence of high value to all parties.
- Students are well supported and cared for during their study, through live-in support from the local church community, the student mentoring system, the

¹ Three years is chosen to even out highs and lows caused by increasing or reducing enrolment patterns (TEC advice). See also Table 1.

student reflective journal, and many activities designed to contribute to a positive, healthy life.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **New Zealand Training Centre**.

- NZTC has developed a culture of reviewing and analysing outcomes across all programmes and then identifying and enacting improvements using a six-point approach to self-assessment, which involves planning, gathering data, analysis, decision-making, action and review. Each of these aspects was demonstrated to the evaluators during the EER visit, with many examples shown where the actions as a result of analysis and review were producing worthwhile outcomes.
- There are many formal self-assessment mechanisms such as regular weekly meetings of the management team and an annual meeting to review end-of-year achievement and outcomes, resourcing and teaching. An end-of-semester review is conducted to consider student feedback, tutor performance, staff changes, course content and delivery and future needs. These mechanisms generate appropriate actions that are reviewed and reported on.
- Meetings are held with training assistants to discuss student academic progress and all aspects of their personal health and well-being, which lead to effective initiatives being designed around learning and support.
- A comparison of completion rates of international and domestic students showed an increase in achievement rates of international students relative to domestic, especially in the first semester of 2013 where international achievement was higher than for domestic students.
- The value of the learning to students has carefully and systematically been assessed with comprehensive and useful data gathered methodically around graduate outcomes and stakeholder inputs to ensure stakeholder needs are being matched.
- Studies of learning needs, assessment outcomes and graduate survey and employment data are comprehensive in terms of matching the needs of international students, married couples and students with learning difficulties or those requiring one-to-one support.
- Self-assessment systems at NZTC are systematic, comprehensive and consistently applied across most of the areas of the organisation, although the organisation is not carrying out in-depth analysis comparing student cohorts' performance, or analysis into the quality of the teaching practice. This incomplete self-assessment inhibits NZTC's ability to identify and address potential inequities.

Findings²

1.1 How well do students 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 **Good**.

The TEC's published educational performance data shows that NZTC has a consistently high course completion rate for the Diploma of Biblical Studies compared with the sector median, and a three-year average qualification completion rate slightly higher than the sector median (see Table 1). These figures align with the organisation's own data.

Table 1.					
Qualification completions 2009-2012					
	2009	2010	2011	2012	
PTE average	71%	75%	80%	82%	Three-year average 79%
NZTC	38%	82%	100%	74%	Three-year average 85%
Course completions 2009-2012					
	2009	2010	2011	2012	
PTE average	73%	77%	82%	81%	
NZTC	97%	95%	93%	91%	
Students retained in study 2009-2012					
	2009	2010	2011	2012	
PTE average	68%	68%	59%	61%	
NZTC	83%	87%	95%	91%	

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

NZTC has analysed its data to understand why the organisation continues to rate highly in course and retention outcomes but has slightly lower and varying qualification completions. From its analysis NZTC knows that qualification completion is not always the main reason for enrolling on the programme. Most students already hold graduate or postgraduate qualifications in their chosen field, and some students enrol on the programme intending to stay for a short time to deepen their faith and develop spiritually rather than to gain the qualification. Achievement for them is measured not just by academic achievement but also by the ability to undertake Bible study and to develop a deeper Christian outlook. The students told the evaluators that they gained these outcomes.

As a result of comments in the previous EER report around the analysis of completion rates for the international students, NZTC has analysed these students' achievements against the domestic students for each semester as outlined below (Table 2).

Table 2. Semester completions for international and domestic students for each semester							
	2010	2010	2011	2011	2012	2012	2013
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1
International complete	64%	25%	40%	57%	67%	63%	100%
Domestic complete	92%	63%	69%	90%	83%	100%	80%

NZTC notes that although the overall course completion rate for international students is often lower than for domestic students, in recent semesters the completion rate for international students has been increasing (to the point where it was higher than domestic students in the first semester of 2013).

No analysis of Māori and/or Pasifika student achievement was available on site, but an analysis was provided following the EER showing that Māori and Pasifika students' enrolments have doubled from 13 per cent of the Diploma of Bible Studies cohort in 2012 to 26 per cent in 2013, although no analysis around this increase had yet been completed.

Comprehensive self-review is carried out at the end-of-year reviews of current student outcomes, non-completions, feedback, graduate performance, financial and staff viability and the overall quality systems. The reviews show the outcomes for each semester and analyse the achievement and retention for each student. Within the analysis, NZTC rates itself on how it has performed during each semester, with a comparison from the previous semester. This self-review and analysis is providing rich data, enabling NZTC to make quick changes to courses, resources and delivery.

Feedback from stakeholders is collected and NZTC keeps comprehensive figures on the destinations of each student and their employment status, which show that a

small number pathway to the Diploma of Ministry. The remainder gain roles as church ministers or return to their previous professional employment. This knowledge of destinational outcomes is supported by the ability to follow the students through their church affiliations. As already noted, figures for students who complete shorter courses could be gathered and analysed to assess the value of the outcomes in achievement and employment for the shorter courses compared with the diploma.

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

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**.

NZTC students achieve valued outcomes in addition to those required for TEC funding. These include students' engagement with local churches, and their own personal and spiritual growth.

NZTC engages proactively with the church community both nationally and internationally and ensures that students, through their training, also make connections within the church community. For example, students go to churches on a 'fellowship mission' where they minister with the congregation. These relationships are of mutual benefit to NZTC students and the church groups involved as they provide insight into current church community needs, provide support and guidance to students and expand students' spiritual views.

Relationships with the church and employers of the graduates (including university campus teams and supporters of university Christian clubs) are nurtured and allow NZTC to gain an understanding of church needs, which informs programme development and assists students to be ready to work in paid roles such as working with university Christian clubs and conducting Bible studies on campus. NZTC also serves wider community interests by running conferences, training seminars and camps that include high school age people. NZTC students are also involved in various weekly youth activities with young people or children.

Students must already hold a degree, postgraduate qualification or a trade to enrol in the Diploma of Bible Studies. They come to NZTC as mature students who wish to add spiritual value to their personal and professional lives by taking up biblical studies. Students improve their well-being and enhance their abilities and attributes as the learning and living-in environment compels them to confront their opinions and prejudices and enables them to work as a team with others with different dispositions to their own.

Students gain a positive attitude to study and are equipped with time management and active listening skills. Self-reflection is a large part of the learning, along with learning about relationships, caring and self-care, care for others and becoming

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useful members of the community. Staff and students noted the development of the students' ability to present and speak to groups.

Graduates develop biblical knowledge and study skills, and acquire life habits and practices, character attributes and the skills necessary for Christian service, with a view to participation in church life and ministry. Employment opportunities are always available for those wanting to serve the church, and there is a high demand for graduates in ministry. Students were very positive about their work prospects both within and outside the church and reported to the EER team that the discipline and spiritual well-being taught on the diploma programme had improved their relationship with God, with fellow work colleagues, family and friends.

The diploma is valued and recognised overseas, and many international students come to NZTC to study for this diploma, with the added benefit of improving their English language skills, which are tested continuously during their study via the need to communicate and speak to the class regularly and through writing in a reflective journal. International students are invited into the homes of the community and connect with people from their own culture and learn about the New Zealand way of life. In return, local church communities value the graduates' services to their members.

Employers gave examples of NZTC graduates showing good work attitudes and application, working well with others and eager to learn more of the gospel. Their fellowship (which is well evidenced through NZTC's report-back process from employers) enables the congregation to become active rather than static, which is a philosophy of the college. As such, the students are able to become active members of the congregation when they return to their own church communities.

1.3 How well do programmes and activities match the needs of students 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 **Good**

NZTC is part of an international network of 11 training centres worldwide, and most of the curriculum is set by the international network. All training centres aligned to this church share the same vision, standards, practice, teaching materials and delivery methods, and NZTC is able to modify these to suit the New Zealand environment to meet the needs of the local and national community. Positive actions are taken as a result of feedback from the various stakeholders, ensuring the programme meets their needs.

NZTC is responsive to industry through informal and formal interactions that guide programme development, and to church leaders who advise on the desired Christian attributes. Management identifies and interacts with its many Christian connections, including church elders and an advisory group of international practitioners. These contacts are used appropriately to gain an in-depth

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understanding of the characteristics, aspirations and needs of the various stakeholders with regard to the programme.

Pre-training and partial courses are offered to meet the needs of particular students, such as those wishing to gain personal and spiritual growth without having to complete the full qualification.

A one-week pre-training course enables students to get a taste of the living-in and learning aspect of NZTC training. Not all students are suitable and therefore partial courses are offered to assess suitability and to match the student to the learning environment.

NZTC is aware of the diversity of its student cohort and works to meet the needs of the students. Learning needs assessment data is comprehensive for international students, and as a result of earlier self-assessment NZTC introduced training assistants who are first-language speakers. Regular two-weekly one-to-one contact with students helps to identify any issues. With this approach, learning difficulties or pastoral care needs are identified and met.

Students are surveyed and feedback is sought to assess the suitability of the programme, and any changes required to the programme or its activities are responded to quickly. Feedback is also collected from the many events held, such as jubilee week, fieldwork trips and on-site conferences. Examples of improvements made include: changes to the reflective journal, new textbooks, a new précis approach to the capture of learning at the end of each week, and the recording of each lesson for those who missed it or for those who want extra help with their understanding.

Students undertake fieldwork and practical service early in the programme. This work involves going out into the congregation and speaking, as well as practical work such as cleaning and gardening. These activities match the needs of the students to get along with others, develop teamwork and be aware of cleanliness and tidiness.

The tight timeline schedule is well liked by those students – including graduates – that the evaluation team interviewed. All commented that the programme was a lifestyle change, and they gave many examples of using the skills they had learnt.

Attendance is monitored and demerit points are allocated on students' poor attendance. Demerit points are also given for various transgressions. This enables staff to check absences quickly to ensure those students can access the recorded lessons, so that no students miss any important aspects of the learning.

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 **Good**.

The teaching at NZTC is of a high standard. This is shown in a number of ways. As noted, the programme curriculum is predetermined, and the small local changes to the delivery are made to suit the New Zealand context. Other changes include updates to textbooks and to the placement of some of the theory learning as a result of feedback from the students. Good assessment activities are supported by ongoing internal and external moderation and tutor and student feedback, with changes made as necessary. An example was a particular assessment being modified to match the needs of a student who found it difficult to write; the student was able to answer the questions orally. As a result of a discussion with another Bible school, the external moderation process has improved, with external moderation supporting internal moderation. The external moderator has substantial qualifications in teaching and learning and therefore the moderation encompasses the teaching and learning aspects along with assessment. Comprehensive feedback is given on delivery and assessment and required changes to these practices are made as a result.

Much of the student learning focus is on developing important skills such as study skills, time management, a positive attitude, diligence and confidence. Strict rules of behaviour are observed both in and out of the classroom, which contribute to these human development skills. Students follow a set etiquette for grooming, appearance, and social and spiritual expression. As noted, demerit points are levied when student learning or character building is deficient, and these require the offending students to partake in extra study or service, and tutors regard this practice as effective in the embedding of the newly learned attributes.

Throughout their journal writing and classroom feedback sessions, students outline how they learn about themselves and how they serve the local community by regularly being involved in various experiential learning activities. These include a two-week field trip working with communities nationally (sometimes internationally), attending regular church meetings with the community and families in Hamilton, and gospel practice in the wider community. These activities are supported by classroom teaching, personal reflection time, group singing and prayer sessions during the day.

Regular reviews of students' progress are completed twice a semester, along with ongoing review of their progress both academically and spiritually, which is individually outlined in their reflective journal. The training assistants use this information to support the students' learning.

Students are surveyed twice a semester on their satisfaction with the programme, the assessments, resources, facilities and the tutor, and the results are

systematically reviewed along with the students' reflective journals. This has resulted in the following improvements to the learning environment and support:

- Changes to the 'speaking' classes whereby the second and third semester students work with the first semester students to put them at their ease when they are required to fellowship and answer questions.
- The addition of the Old Testament to a course by the board of trustees following feedback from the graduates and review of the curriculum.
- Introduction of a test at the end of each portion of learning rather than one exam at the end of the course.

NZTC employs tutors who are well qualified in their discipline area, some of whom also have an adult teaching qualification. Tutors receive informal teaching guidance from the organisation's management team on delivery as well as on content, although until recently no formal peer review observation or external moderation was used to assess teacher effectiveness. As noted, a system of external peer moderation and observation of teaching practice has been put in place, and has already produced effective outcomes around delivery and assessment.

Tutors' professional development around teaching practice is not formalised, although professional development for tutors around their biblical and spiritual needs is recorded. Ongoing structured professional development is well supported for staff around the discipline of the subject, but the development of teaching staff around teaching and learning strategies could be better understood, valued and followed up. The evaluators saw little evidence from management of teaching practice being a significant part of staff professional development, although the good course completion results and changes made as a result of student feedback, peer teaching, peer review, tutor feedback, moderation of assessment and external moderation of teaching practice indicate that the teaching is effective.

1.5 How well are students 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**.

While there is no formal needs assessment of students' learning or English language abilities at enrolment, barriers to learning are effectively identified and the organisation encourages international students to complete an internationally recognised English language course before they enrol.

Students receive a course handbook which provides them with information on assessment dates and the course timetable, and relevant information about the programme and school policies. NZTC management provides ongoing guidance to

staff and students around appropriate behaviour, attitudes to study and prayer, effective communication and ways to improve interpersonal relationships.

The programme offers a complete integration of lifestyle, work and life habits, learning and spirituality – a total package that includes a male and female gym and squash courts along with celebrations, camps and educational trips.

NZTC uses a particular model of mentoring for students whereby the second-year students mentor the first-year students, which assists with the support and guidance around their learning and personal well-being.

As noted, an initiative around student guidance support put in place a few years back that is continuing to be effective is the employment of training assistants. The assistants hold regular meetings with students to discuss their academic progress and spiritual growth, and as a result the tutor assistant is able to make immediate changes in response to support needs.

Since the previous EER, which identified a lack of data for international students, NZTC has gathered data to compare the success rates of international and domestic students. This has helped management to make changes for future support needs.

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 **Good**.

NZTC is a church-based, not-for-profit trust. It has an active advisory board as well as an effective 'hands-on' board of trustees and dedicated management team, all of whom are involved in analysing the end-of-semester review, which covers student and staff feedback summaries across course delivery, and student support, staff changes and future needs. The outcomes from these groups feed into management where changes are made and followed up at subsequent meetings.

NZTC consistently meets or exceeds government funding requirements for student progress and has reduced its over-delivery from previous years to an appropriate level.

NZTC staff and students have a shared commitment to the values and ethos of the organisation which involve commitment to the church and its beliefs. This commitment nurtures and guides the behaviour of the organisation and provides the environment that enables the student to learn and the commitment to the 'Christian truth' to be achievable. The evaluators saw good evidence of inclusive, open communication and an environment with an inclusive consultative approach to leadership and the management of the training centre.

NZTC has strong purpose and direction and is valued by its community. The directors, trustees, tutors and training assistants have close relationships with local schools and churches. The whole organisation engages proactively with church community groups to ensure that students make strong connections in the church. NZTC hold conferences and jubilees which bring students and graduates together to share experiences for upskilling and gaining feedback.

Staff members, including management staff members, who teach some courses, meet and discuss important matters for that day. The tutor assistants meet with the assistant director at least once a week. The management team has an evaluation meeting once a week. At the end of the year the trustees review progress, and decisions for improvements are made at the annual general meeting. At all meetings, data is analysed, decisions are made and the results of actions are reviewed. Effective changes include:

- The introduction of a website where students can download electronic versions of various documents
- A new class where all students can get verbal feedback on their oral presentations
- Comprehensive external moderation of teaching
- Improved analysis of achievement and international student and graduate data.

Collaboration with other educational organisations maximises positive student achievement and outcomes. NZTC is a member of the Christian Theological and Ministries Education Society (CTMES) and is currently participating in the NZQA-led Targeted Review of Qualifications (TRoQ) process in conjunction with CTMES and other providers in the sector. NZTC also keeps in contact with other private training providers to share best practice and to learn how to better service student needs. An example of this is the sharing of good practice around teaching and achievement outcomes, to the extent that another provider undertakes external moderation/external peer review of teaching for NZTC.

Students and staff are highly valued. Any resources required for teaching, learning living, health and well-being are provided quickly and staff and students reported never being denied any resource requests. Staff and students willingly and enthusiastically learn from each other as all hold degrees or have trades in fields different to those offered at NZTC.

The end-of-semester review process has brought improved consultation with stakeholders and improvements to quality systems to provide good data for new developments and enhancements.

NZTC has begun focusing more on Pasifika students, and Pasifika student enrolment numbers are increasing steadily.

The effectiveness of management in supporting educational achievement will be improved with more emphasis placed on the professional development of tutoring staff in the aspects of teaching and learning, and with systematic analysis and recording of all students who complete a shorter programme to ascertain the value of such a programme.

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 **Good**.

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: Diploma of Biblical Studies (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 **Good**.

Recommendations

NZQA recommends that NZTC:

- Broaden data collection and analysis to record all students who complete what they set out to achieve, so as to also capture the value of short programmes.
- Carry out more in-depth analysis of Māori and/or Pasifika student achievement as a disaggregation from the whole to inform any conclusions around achievement.
- Ensure greater emphasis is placed on the professional development of tutoring staff in the aspects of teaching and learning.

Appendix

Regulatory basis for external evaluation and review

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

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

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

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

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

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

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

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

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

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