External Evaluation and Review Report

Fire and Emergency New Zealand

Date of report: 19 June 2025
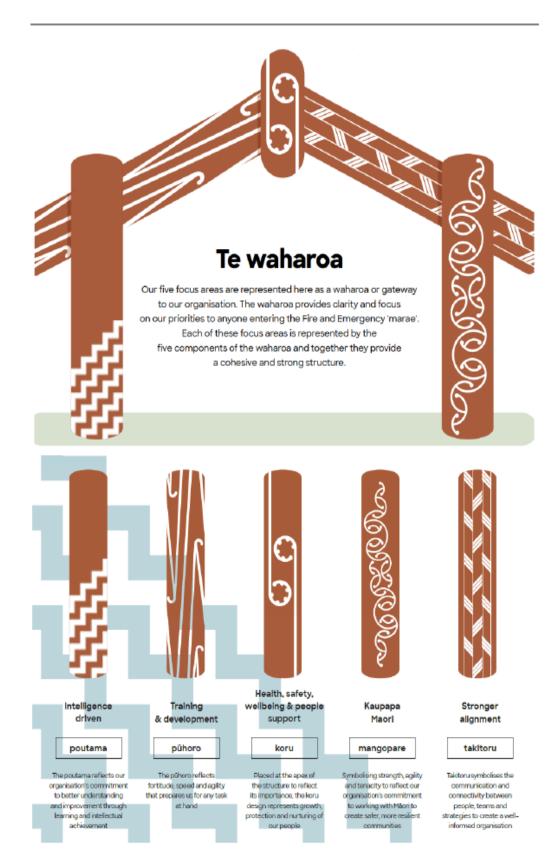
About Fire and Emergency New Zealand

The Learning and Development directorate is the government training establishment that sits within Fire and Emergency New Zealand (FENZ).[1] FENZ employs and trains career firefighters, it also recruits and trains a large pool of volunteers. Some, but not all elements of this training include unit standards and qualifications listed on the New Zealand Qualifications and Credentials Framework. FENZ training events take place in every district of New Zealand, in the South Pacific, and in Antarctica.

Type of organisation:	Government training establishment (GTE)
Location:	Level 7, Spark Central, 42-45 Willis Street, Wellington Central
Number of trainees:[2]	17,573 (approximately 400 equivalent full-time students)
	Ethnicity: NZ European 78 per cent, Māori 8 per cent, Pasifika 1 per cent, other 12 per cent
	Gender: male 81 per cent, female 19 per cent
Number of staff:	FENZ Learning and Development directorate employs around 140 staff across four teams, reporting to a national manager.
TEO profile:	Fire and Emergency New Zealand
	The FENZ Learning and Development directorate (est. 2023) is accountable to the deputy chief executive, service delivery design. It is led by the national manager learning and development. In this arrangement, the GTE is aligned to other

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[1] 'Fire and Emergency New Zealand was established in 2017 to unify fire services across Aotearoa New Zealand: the New Zealand Fire Service, the Fire Service Commission, the National Rural Fire Authority, 12 rural fire districts and 26 territorial authority rural fire authorities.' Source: FENZ

[2] Numbers listed are at the time of planning this EER. All percentages stated in the report are Swedish rounded, so totals may not equal 100 per cent. FENZ does not enrol international students.

operational groups responsible for the likes of health, safety and wellbeing, organisational development and workforce relations. Learning and Development reports to a designated governance group and is supported by a training standards committee, technical advisory groups and experts from across FENZ. The training standards committee was established in late 2024 to provide the GTE with a forum tasked with ensuring technical subject matter expertise and end-user advice continuously informs their training offer.

The Learning and Development directorate's leadership team consists of the national manager and the managers of each of the four constituent teams: learning development and quality; learning operations; training centres delivery; region learning delivery.

FENZ does not charge for the training courses provided to personnel. Trainees are paid (or in the case of volunteers, reimbursed for any loss of income) for attendance.

Last EER outcome:	At the previous external evaluation and review (EER) of FENZ in 2023, NZQA was Not Confident in the GTE's educational performance and Not Confident in its capability in self-assessment.
Scope of evaluation:	• Achievement and value of the training and development to primary stakeholders
	• Governance, management and strategy
	• Implementation of the quality improvement plan
MoE number:	9064
NZQA reference:	C60265
Dates of EER visit:	22 October and 19 December 2024, and 4 February 2025

Te waharoa

Our five focus areas are represented here as a waharoa or gateway to our organisation. The waharoa provides clarity and focus on our priorities to anyone entering the Fire and Emergency 'marae'. Each of these focus areas is represented by the five components of the waharoa and together they provide a cohesive and strong structure.

Intelligence driven	Training & development	Health, safety, wellbeing & people support	Kaupapa Maori	Stronger alignment
poutama	pūhoro	koru	mangopare	takitoru
The poutama reflects our organisation's commitment to better understanding and improvement through learning and intellectual achievement	The pūhoro reflects fortitude, speed and agility that prepares us for any task at hand	Placed at the apex of the structure to reflect its importance, the koru design represents growth, protection and nurturing of our people	Symbolising strength, agility and tenacity to reflect our organisation's commitment to working with Māori to create safer, more resilient communities	Takitoru symbolises the communication and connectivity between people, teams and strategies to create a well-informed organisation

Summary of results

FENZ has convincingly embedded significant improvements into the oversight, resourcing, staffing and academic quality control of the training conducted by the Learning and Development directorate. These improvements were initially based on responding with some urgency to the required actions of the last EER. But increasingly they are responding primarily to the GTE's own self-assessment, development plans and wider strategic priorities.

Confident in educational performance

- FENZ has effectively documented and tracked its improvement plan, and the progress made against the requirements and recommendations from the last EER.

- Throughout this process, service delivery has been continued, and FENZ staff, volunteers and other trainees have achieved well within the portfolio of training on offer.

Confident in capability in self-assessment

- The achievement of relevant and current skills, knowledge and qualifications is positive, as is the value of the training and development to primary stakeholders.

- The four teams within the Learning and Development directorate are each well led, appropriately staffed, and clear on their responsibilities. They operate within a much-improved quality management system and are increasingly collaborating more effectively.

- Learning and Development's self-assessment is now convincingly progressing the ongoing training delivery and necessary quality improvements. This also helps further the FENZ 'Growing Our People' strategic priority.

Key evaluation question findings[3]

1.1 How well do students achieve?

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Learning and Development is tasked with delivering training at volume and at pace, across all regions of New Zealand. There are also some offshore implications for training, such as gathering evidence for assessment in the Pacific and Antarctica. FENZ also has staff deployed overseas at times, assisting with fire control in Australia, Canada or the USA.
	Within New Zealand there are around 650 brigades, from which 12,000 staff or volunteers may experience some form of FENZ-led training. Trainees from external stakeholders such as the Department of Conservation, police and the defence force are also taught annually.[4] The scope and scale of the achievement, and the range of topics covered within the training is significant, varied and of high importance – including meeting legal compliance requirements. Trainee retention and success across all training offerings is high.
	Assessment against NZQA unit standards may now be considered valid and consistent; this reflects a trajectory of improvement from a low base at the last EER. This also reflects a significant effort to build capability and consistency among assessors, improve agreement rates at external moderation, and rewrite training and assessment materials. This overall improvement is planned to extend across the full scope of the Learning and Development training portfolio.
	The collection, analysis and use of data to inform programme development is useful but not fully enabled for all training delivery. There are limitations to analysis

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

[4] In the 2023/24 financial year, Learning and Development trained 829 external people from 52 different organisations, in 41 different training topics.

	by demographic. For example, there is no evidence of analysis of the achievement of Māori, Pasifika or students with a disability, to align with the goals of the Tertiary Education Strategy, and/or align with the organisation's People Capability Framework.

There is also an opportunity to build stronger trend analysis to provide governance and management with more timely, accurate information on student achievement and delivery against priorities. This is especially important if, and when, the bulk of volunteer and qualified firefighter training returns to the NZQA framework. |
| Conclusion: | Retention and success are strong, although the bulk of the core firefighter training and the qualifications are still under review; a major portion of the GTE's achievement currently sits outside the New Zealand qualifications framework. Self-assessment has improved, and student achievement is now validated by more robust assessment quality. There are some limitations in the scope of data used for analysing achievement (see Appendix 1). |

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

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	FENZ staff, volunteers and those from other organisations accessing Learning and Development training gain useful skills and knowledge from their training. They use their learnt skills to undertake their fire and emergency response tasks and duty to protect people and property. The scope of training and the profile of participants is broad – from recruit or contractor through to specialist and senior management. It extends from induction through to supporting the ongoing operational skills maintenance system.[5] Learning and Development is meeting the needs of FENZ and the wider community for competent, qualified

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[5] 'Once recruits (both volunteer and career) have completed the programme to become qualified firefighters, they are deemed competent in core skills but must continue to maintain (as a workplace requirement) core knowledge and skills through the Fire and Emergency Operational Skills Maintenance (OSM) system.' Source: FENZ

	fire fighters, as well as developing many of the staff supporting them logistically.

Learning and Development also provides rural firefighting training to around 300 Department of Conservation staff and contractors annually. The training delivery is important and valued. Further work to ensure full alignment between this training and what is required, is ongoing. FENZ also provides specialist fire response training to 30-40 staff annually at the Scott Base, Antarctica 'winter-over'. This includes an on-site component. This matches the Antarctica New Zealand training plan, risk management and compliance requirements.

The evaluators appraised a range of robust self-assessment evidence to demonstrate how value and relevance is being maintained or further integrated. This included operational validation audits, targeted reviews and external operational reviews. Each of these are actively used by FENZ as a source of high-level intelligence to inform training approaches and create new courses or enhance the value of existing training for all groups. For example, the investigation following the tragic circumstances at the Muriwai extreme weather event led to the prompt development of a Landslide Awareness training module which incorporates flexible online delivery, enabling faster roll-out. FENZ is also enhancing the quality of its training engagement by incorporating iwi liaison officers in the planning and delivery of training.

The evaluators received mostly positive stakeholder feedback from the internal and external stakeholders they interviewed. There was a strong opinion voiced that the GTE must continue to prioritise and provide evidence for the value of the training, particularly but not exclusively in terms of equity for women, Pasifika and all volunteers.

The GTE has been able to increase the volume of feedback gained from trainees since the last EER, and this information is well attended to. In post-course surveys, trainees often provided mixed to negative feedback on the value of the NZQA unit standards as an outcome, and the relevance and alignment of them with the work they do. This area of uncertainty is discussed further in 1.3 below. |
| Conclusion: | Learning and Development unquestionably contributes significantly to the critically important activities of FENZ |

	and to some other public entities. Technical reports and other rigorous self-assessment actions inform and improve the relevance and potential transferability of skills and knowledge. However, the weight of evidence and course-aligned data to compellingly answer this evaluation question is relatively limited. Incidents responded to are quantified; operational efficiency and readiness is reviewed; new approaches are considered. But what is lacking is a convincing loop-back to training across the portfolio: *How well are the taught skills and knowledge transferred to incident, and are there any gaps?*

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	The alignment of the GTE's training portfolio with trainee and stakeholder needs, and the design and delivery of courses is generally effective. There have been wide-ranging and continuing improvements to assessment design. Externally sourced training has provided robust professional development of the trainers and other staff to better assure assessment reliability and validity. There has been innovation and improvement in some training resources and the learning management system, with some new innovations in the use of technology and open-access learning.

FENZ trainers[6] are continuing to design and deliver training of a quality and timeliness to match ongoing FENZ human resource development and other targeted training needs. The feedback evaluators received is that Learning and Development's trainers are respected and appreciated for their knowledge and experience and their people skills. That said, there is a gap between local, regional and central training wants and needs, and the supply of that training. There needs to be improved synergy between training needs assessment and the timely delivery of training. This is a work in progress (see also |

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[6] Used here in the widest sense, of the various roles across the GTE and regions.

	Recommendations).
	Trainers provide reports to Learning and Development management. These are the primary method of monitoring courses and trainers across locations and may include feedback from student s about their experiences on the course. In 2024, a working group analysed lead trainer reports from 157 courses delivered between 2023 and 2024, involving 82 trainers. The courses span various programmes across different regions and venues. A good degree of scrutiny identified strengths as well as opportunities for improvement, which have or are being implemented.
	In terms of structured programmes and their link to career progression and rank, and the way they are and/or will be formally assessed, the future core training offer is still to be resolved. The GTE is working with Toitū te Waiora as well as responding to the direction of change in the wider FENZ entity to develop an effective and current programme.[7] A national advisor training has been appointed to specifically support this programme of work.
	There are measurable improvements of high interest and high importance to NZQA. These include staff conducting training and assessment who are now both qualified and current in terms of the assessor requirements set by the standard-setting body. This has been a major area of effort, staff engagement and expenditure, with pleasing results. The internal and external moderation sampling and findings have continued to improve from a low initial base. The validation and agreement rates of assessment decisions by assessors have improved.
	Learning and Development has responded well to external stakeholder needs and requirements and has collaborated effectively with NZQA QAD Risk, Te Pūkenga Careerforce, Toitū te Waiora and Toi Mai Workforce Development Councils since the last EER.
Conclusion:	The training and assessment-related activities have been a

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[7] 'Fire and Emergency recognises the value that qualifications bring and intends to increase the opportunity for our people to gain externally recognised qualifications through their training. We are concurrently developing our People Capability Framework and working with the Workforce Development Council Toitū te Waiora to develop new Skill Standards and review fire service qualifications. The [intention] is to align all the qualifications to our redeveloped TAPS programmes.' Source: FENZ

	major developmental focus and provide the clearest evidence of improvement. New programme design and delivery has also occurred, for example the NZQA-approved Communications Centre programme and the innovative Landslide Awareness training module. These and other activities all demonstrate an intent to better match the needs of trainees and other stakeholders.

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

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Learning and development staff focus on the FENZ imperatives of 'keeping people safe and reducing harm'. This includes considering the goals and wellbeing of all trainees. For both career and volunteer personnel, courses and programmes are configured against the required skills and knowledge for each rank within the service delivery branch. Training is delivered through a mix of on-station (i.e. on-the-job) learning and short, face-to-face training and assessment events. The exception is the full-time career recruit programme, which is delivered as a 12-week residential course at the national training centre in Rotorua.
	Trainees have multiple opportunities to gain and apply knowledge and skills in a variety of contexts. As trainees progress, they will encounter and be supported by brigade-level leadership and have designated peer support. That said, the designated peer support is not yet embedded across all areas and brigades. The evaluators did hear examples of where the support has been operationalised.
	Given the nature of FENZ activities, there is an ongoing need for debriefing and the availability of specialist support, such as counselling, which sits outside the functional responsibilities of Learning and Development. Trainees have small-group instruction from regional and specialist trainers. There is also officer and other leadership development. Trainees are supported to establish professional and academic networks and receive advice and input from more experienced peers. But this depends to some extent on individual trainees rather than

a purposefully structured and monitored process.

The FENZ board receives advice from a people and culture committee: 'this acts as a sounding board for management to test ideas and thoughts on key people and culture related issues, risks, challenges and opportunities prior to consideration by the full Board'.[8] There is some improved organisational alignment between training and other strategies and tools for supporting and developing staff. Feedback to brigades about student needs and individualised support/support plans has begun but is not yet systematic or reliably occurring across brigades and trainees, according to evaluator interviews.

In 2024, FENZ launched the Rautaki Māori (Māori Strategy), which includes goals of being a more culturally safe organisation for kaimahi Māori and a more positive, fairer and inclusive workplace for everyone. There are also employee-led networks[9], representatives from two of which were interviewed by the evaluators. Elements of how these activities are being highlighted and experienced by staff and trainees were noted at various sessions across this evaluation; there was some variability in their experiences of engagement and being well attended to. This variation reflects FENZ' response to the independent and internal reviews in 2019, 2022 and 2023, which surfaced 'variable inclusiveness' and opportunities to improve, particularly in the volunteer context.

Documentation on guidance and support sighted by the evaluators was somewhat functionalistic and procedural. There was little reference to the 'soft support' one might sight typically in, for example, a Code of Practice signatory training setting.[10] Training content does encourage trainees to manage stress and be comfortable reaching out for help. But in this context, organisational human resource policies and practices are in play and fall outside the ambit of the EER.

That said, the GTE is seeking related improvements. For

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[8] Source: FENZ governance comment, unpublished.

[9] Whiria te tangata Rainbow Network; Afi Pasifika – Pacific People's Network; Women in Fire and Emergency; Disability Network; Neurodiversity Network - Kanorau Ā-roro.

[10] GTEs are not required to be Code signatories because the bulk of their training is delivered to staff and/or volunteers.

	example, learning difficulties or issues which may impact on trainee success or engagement 'are not recorded in the Human Resources Information System (HRIS) at the recruitment stage, [and] this has been identified as a requirement'.[11] Learning and Development programme managers also began collating and reporting on student support data from quarter 2, 2024 (see also Recommendations).
Conclusion:	The student support framework shows a clear intent that academic and pastoral care support be applied evenly across all trainees and brigades. Support and development of regional staff, trainers and others to operationalise the framework and evidence of improvement and impact is still an area in development. The collection, collation and analysis of feedback is improving, as are attempts to hear the 'end-users voice'. There is still a need for better access to data and intelligence for analysis, and to then adjust responses to evidentially meet the needs of diverse students (staff, volunteers and also trainees who are external to FENZ) across all programmes.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Learning and Development governance and management formulated a clear, measurable and now mostly implemented improvement plan. The critical defects identified at the last EER have either been completely corrected or are at least mitigated until further evidence over time shows the intended impacts of multiple interrelated actions. There has been parallel buy-in and persistence by the existing, experienced staff, along with the capability and insights of the new staff hired since the last EER. During the evaluation, the improvement plan was concluded and is now superseded by a longer-term training strategy. The GTE has identified a raft of new aspirations and goals.

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[11] Source: FENZ self-assessment summary p.26.

	Another key enabler to the improvements has been the development of the GTE's quality management system. There are now current and increasingly socialised policies and procedures in place. There is a logical prioritisation of policy development within the quality management system workstream.

Learning and Development is also improving communications and functional systems and arrangements within the GTE, as well as with other stakeholders across FENZ. Examples include: convening the new training standards committee; working on improving the significant logistical task of course scheduling and trainee onboarding; and investing in needed training resources, including some new vehicles.[12] This improvement and investment is positive and notable as FENZ operates as a Crown agency in a financially constrained environment.

In 2024, the GTE's learning technologies team conducted a comprehensive review of their learning management system. Electronic assessment has also been trialled and is being adopted in a carefully considered and appropriate manner. There are over 160 e-learning modules available to staff, with more under design, development or testing.

The fulfilment of the cornerstone quality improvement plan was approached in a systematic manner which allowed for improved transparency, oversight and accountability. There were some headwinds to change due to the timing of important wider organisational changes at FENZ. As discussed, in a few areas this slowed progress, but for the most part the direction of travel has been highly positive. |
| Conclusion: | Governance and management of the Learning and Development directorate is effective in supporting educational achievement. Self-assessment has significantly improved; the enhanced oversight by the governance group, and the intentional, ongoing input from the new training standards committee are notable. |

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[12] In the post-course surveys, trainees often provided mixed to negative feedback on the condition, currency and modernity of some aspects of the training resources.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	As a requirement arising from the last EER, Learning and Development has had a tight post-assessment verification requirement with Te Pūkenga – Careerforce. Based on much improved performance, NZQA agreed to a reduced rate of scrutiny of assessment decisions during this EER. As stated earlier, assessors also now hold appropriate assessor qualifications. The GTE's assessment more convincingly aligns with NZQA's Programme Approval and Accreditation Rules and Consent to Assess Against Standards on the Directory of Assessment Standards Rules.
	Trainees' results are processed and reported to NZQA within much improved timeframes. In 2022 there were 13,000 results, of which 14 per cent were reported late, outside the three-month required reporting timeframe. In 2023, 5008 results were reported, with 6 per cent reported late. For 2024-25 to date there are no late results.[13]
	The strongest evidence that the GTE has an adequate and effective process for programme review comes from the successful redesign, approval and launch of a replacement Communications Centre qualification. This demonstrates capability within the Learning Development team that meets NZQA requirements as well as important internal training needs.[14]
	Work to improve systems and processes at the GTE had commenced prior to the 2022 EER, where NZQA identified serious non-conformities and performance gaps requiring improvement. Subsequently, NZQA Risk closely monitored some of the improvement requirements. The GTE now

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[13] Note that there has been a *decrease* in the number of results, from 13,000 individual results in 2022 down to 1,003 in 2024 as FENZ reconfigures the core, larger firefighter trainings. These have reverted to assessment against FENZ standards only, and not NZQA unit standards.

[14] New Zealand Certificate in Emergency Communications Centres, Dispatcher (Level 3) version 2. This is related to ongoing induction and training for 84 staff positions across the three FENZ call centres. NZQA approved this programme in July 2024.

	needs to direct its own compliance management and embed the quality management system into the new arrangements, to achieve a higher rating for this key evaluation question. The balance needs to shift from tight governance and external oversight towards managerial and operational, embedded compliance management.
Conclusion:	Learning and Development is now more effectively managing their important compliance accountabilities.

Focus areas

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

2.1 Achievement and value of the training and development to primary stakeholders

Performance:	**Good**
Self-assessment:	**Good**

2.2 Governance, management and strategy (directly related to findings and ratings of the last EER)

Performance:	**Good**
Self-assessment:	**Good**

2.3 Implementation of the quality improvement plan (directly related to findings and ratings of the last EER)

Performance:	**Good**
Self-assessment:	**Excellent**

Recommendations

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

NZQA recommends that Fire and Emergency New Zealand GTE:

1. Ensure that the full scope of the desired improvements is being experienced and achieved at the regional, district, brigade and volunteer levels. This enquiry point should include gathering evidence of actual improvements in service delivery; how well needs are matched; the impact and value of the training offerings; and their timeliness and availability.

2. Ensure the student support framework is well correlated to the trainer development policy/procedure and the role expectations regarding the learnt knowledge and skills, to increasingly embed and monitor the effectiveness of the student support framework.

3. Continue to develop the quality of and more effective use of training reports. These should bring together achievement data (such as pass rates, qualifications or certifications achieved) linked to participant demographics, student feedback (quantitative and qualitative), any 'improvement needs' identified in respect to training sequence, materials, physical resources, delivery and administration. They must also address student support (as above) and contribute to impact assessment.

4. Continue to strongly respond to the FENZ Rautaki Māori priorities; build evidence regarding equitable value of outcomes, training impacts; and also build a clearer understanding of the needs and experiences in training for all staff demographics, including volunteers.

Requirements

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

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

Appendix 1

Training and Progression System (TAPS) programme completion and achievement 2023-24

Programme	Completion rate	Achievement rate
Volunteer Senior Firefighter	80% (161/201)	100% (161/161)
Volunteer Station Officer	85% (95/112)	91% (86/95)
Career Recruit	100% (61/61)	100% (61/61)
Career Qualified Firefighter	94% (179/191)	99% (178/179)
Career Senior Firefighter	67% (78/117)	100% (78/78)
Career Station Officer	88% (35/40)	94% (33/35)
Senior Station Officer	94% (16/17)	56% (9/16)

Firefighting-related training course enrolment and completion (July 2024-March 2025)

Course Domain	Enrolled	Completed Training	Completion Rate	Achieved Outcomes	Achievement Rate
Appliance, Driver, Pump and Operator	1739	1614	93%	1612	99%
Assessments	63	63	100%	63	100%
Built Environment	283	268	95%	267	99%
Chainsaw	340	304	89%	304	99%
Leadership	135	123	91%	123	100%
Line Rescue	649	628	97%	628	100%
Medical	5761	5517	96%	5508	99%
Motor Vehicle Accident	366	350	96%	349	99%
Natural Environment	1361	1231	90%	1216	99%
Specialist	83	83	100%	83	100%
Training and Progression System	1870	1775	95%	1767	99%
Trainer Development	4	4	100%	4	100%
Other	114	113	99%	113	100%
Ad Hoc [training]	274	274	100%	274	100%
Otago [location]	45	45	100%	45	100%

Communicator programme (level 3) completion and achievement for May 2021-December 2024

Final

Start date	Enrolments			Completion			Completion percentage			Achievement (Passed)			Achievement percentage		
	M	F	Total	M	F	Total	M	F	Overall	M	F	Total	M	F	Overall
May-21	1	3	4	1	3	4	100%	100%	100%	1	3	4	100%	100%	100%
Jul-21	2	2	4	1	0	1	50%	0%	25%	1	0	1	100%	100%	100%
Oct-21	1	1	2	1	0	1	100%	0%	50%	1	0	1	100%	100%	100%
Apr-22	3	2	5	1	0	1	33%	0%	20%	1	N/A	1	100%	N/A	100%
Jun-22	2	1	3	0	1	1	0%	100%	33%	N/A	1	1	N/A	100%	100%
Oct-22	1	0	1	1	N/A	1	100%	N/A	100%	1	N/A	1	100%	N/A	100%
Dec-22	1	3	4	0	1	1	0%	33%	25%	N/A	1	1	N/A	100%	100%
May-23	2	4	6	2	2	4	100%	50%	66%	2	2	4	100%	100%	100%
Sep-23	1	3	4	1	3	4	100%	100%	100%	1	3	4	100%	100%	100%
Feb-24	3	4	7	2	2	4	66%	50%	57%	2	2	4	100%	100%	100%
Aug-24	2	7	9	*In progress - of the 9 recruits in that cohort 2 have resigned with 7 still enrolled in the programme*											
Total	19	30	49	10	12	22	53%	40%	45%	10	12	22	100%	100%	100%

Source: FENZ 14 March 2025

Appendix 2

Conduct of external evaluation and review

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

Disclaimer

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

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

- *Identify organisational fraud[15]*

- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*

- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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

Regulatory basis for external evaluation and review

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

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

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and

- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and

- maintaining micro-credential approval for all TEOs other than universities.

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

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

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

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

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

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

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