Report of External Evaluation and Review

Quality Education Services Trust Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 13 July 2016

Contents

MoE Number: 9230

NZQA Reference: C22051

Date of EER visit: 15 and 16 March 2016

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Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	Quality Education Services Trust Limited (QES)
Type:	Private training establishment (PTE)
First registered:	1 May 1993
Location: head office	10 Norman Spencer Drive, Paptoetoe, Auckland
Delivery sites:	10 Norman Spencer Drive, Paptoetoe
	23 Aviemore Drive, Highland Park
	51A Hastie Avenue, Mangere Bridge
	<u>Temporary sites:</u>
	Friendship House, 20 Putney Way, Manukau
	Massey Homestead, 351 Massey Road, Mangere
Courses currently delivered:	- National Certificate in Educational Achievement Levels 1 and 2 - Computing Levels 2 and 3 - Certificate in Business Administration and Computing (Levels 2 and 3) - Certificate in Early Childhood (Level 3) - Certificate in Building Construction and Allied Trade Skills (Levels 1 and 2) - National Certificate in Basic Residential Property Maintenance (Level 2) - Certificate in Motor Industry (Entry Skills)

	(Level 2)
	• Certificate in Motor Industry (Foundation Skills) (Level 1)
Code of Practice signatory:	No, all domestic
Number of students:	

QES student demographics (students can self-identify as belonging to up to three ethnic groups)			
	2013	2014	2015
All students	120	117	144
Māori	64	59	104
Pasifika	40	58	51
At the time of the external evaluation and review (EER) there were 73 students on site, across all programmes – 82 per cent were Māori/Pasifika			

Number of staff:	26 full-time; six part-time. Seventy-two per cent of the Youth Guarantee staff are Māori or Pasifika
Scope of active accreditation:	• National Certificate in Educational Achievement (Levels 1 and 2)
	• Computing Levels 2 and 3
	• Certificate in Business Administration and Computing (Levels 2 and 3)
	• Certificate in Early Childhood (Level 3)
	• Building Construction and Allied Trade Skills (Levels 1 and 2)
	• Certificate in Basic Residential Property Maintenance (Level 2)
	• Certificate in Motor Industry (Entry Skills) (Level 2)
	• Certificate in Motor Industry (Foundation Skills) (Level 1)
Distinctive characteristics:	Youth Guarantee:
	• To provide qualifications from levels 1 to 3 on the New Zealand Qualifications Framework.
	• To work with young people who have low

literacy and/or numeracy skills and few or no qualifications and to build a foundation to prepare them for a career.

- Consent to assess is wide: including Communication Skills, Literacy and Numeracy, Building and Construction, Automotive, Property Maintenance, Computing, Business Administration, Early Childhood Education.

- All programmes include embedded literacy, numeracy and foundation skills.

- Provision of educational services includes the greater Manukau and Franklin districts.

- QES provides students with transport, pastoral care and assistance through close relationships with support agencies.

Recent significant changes:	QES changed ownership in December 2014. The PTE remains in private ownership and continues to operate with Christian values. Benefits from the change in shareholding include shared governance and management.
Previous quality assurance history:	At the last EER in 2013, NZQA was Confident in the performance and capability in self-assessment of QES. The EER report contained recommendations around the separation of governance and management functions – these recommendations have been superseded by the change of ownership in 2014, where the functions are clearly distinguished.
Other:	Tertiary Education Commission (TEC) funding:

- Youth Guarantee. This is targeted funding for 16-19 year olds and is offered across three campuses.

- The TEC requires QES to use the Literacy and Numeracy for Adults Assessment Tool, and monitors the PTE's performance in relation to the use of this tool. This monitoring may inform future funding decisions.

Ministry of Social Development (five contracts):

1. Training for Work

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2. Sole Parent Employment Coaching

3. Sole Parent Employment Placement Service

4. Work Confidence (pilot)

5. Employment Placement Service

<u>QES Mission, Vision and Values</u>

'*Mission*: to inspire people and impact their lives through education and training

Vision: to deliver quality education and training in a people centred learning environment.

Values:

- Integrity – we always do the right thing

- Respect – we treat others as we want to be treated

- One team – we are a united family that look out for each other

- Diligence – we do the hard yards'.

2. Scope of external evaluation and review

The focus areas selected were the mandatory focus area of governance, management and strategy and a sample of TEC (Youth Guarantee) and Ministry of Social Development (Training for Work) programme. These programmes were selected as focus areas because they comprised the greatest number of students. They were also representative of the spread of programmes funded by the above agencies, across the PTE's three sites. The Youth Guarantee programmes evaluated were Youth in Action, Building and Construction, and Automotive.

In 2015, Youth Guarantee student numbers were 144, and Training for Work student numbers were 110, a total of 254 students. This represented approximately half of the total student numbers for the 2015 year (543). The remaining 289 students were spread over the Ministry of Social Development programmes of: Sole Parent Employment Placement Service (96), Sole Parent Employment Coaching (180), and Work Confidence (13). At the time of the on-site visit, there were 73 students enrolled, with the expectation that these numbers would grow as the year progressed. Due to the change of ownership and the appointment of a new chief executive officer since the last EER, QES was keen for NZQA to review as wide and as representative a sample of programmes as practicable.

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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 EER team of two evaluators visited the head office at Papatoetoe, Auckland over two days. As the head office held all the most important QES information and data, the EER was held at this site. The evaluators were formally welcomed onto the Papatoetoe site by students and staff. The evaluators met with the board comprising the QES chief executive officer, chief operating officer, virtual CFO, independent board member, and programme development manager. The chairman of the board was overseas. The evaluation team also met the management team, Youth Guarantee students and tutors across the Youth in Action, Building and Construction, and Automotive programmes.

The team also met specialist staff from the areas of early childhood education, information technology, and literacy and numeracy. Training for Work staff and students were interviewed on the second day. The evaluators toured the workshop and classroom facilities. QES hosted a lunchtime meeting for the evaluators with a wide range of external stakeholders, some 30 in total, from government and community organisations.

The team sighted a range of documentation including: the self-assessment document; the quality management system; Youth Guarantee monitoring documents; literacy and numeracy assessment results; the student retention strategy; educational performance indicator data from 2013 to 2015; external moderation outcomes and the internal moderation plan; and action plans for the literacy and numeracy strategy. The network database and student evaluations of teacher performance and course materials were also sighted.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Quality Education Services Trust Limited, for the following reasons:**

- QES governance, management and staff are deeply and authentically engaged with the learners. They understand that learning is only possible once students' low expectations and poor self-esteem have been addressed. Most students have experienced little academic success prior to attending QES. The holistic approach to learner development focuses on attendance, achievement and attitudes. These factors reinforce correct behaviours and have contributed to a learning environment that is inclusive and accepting of all.

- Non-judgmental acceptance by staff and peers reduces fear of failure and anxiety by changing previously learnt behaviours and poor self-image. This improvement is shown by regular attendance, improved self-care and self-esteem, and willingness to learn. Gradually, as perceptions and behaviours are modified, learners take greater responsibility for their own circumstances and learning goals.

- Average credit achievement data for Youth Guarantee programmes (Table 3 below) shows improvement in the average number of credits achieved over the years 2014 - 2016. While the TEC has no specific credit achievement targets for Youth Guarantee students, tracking credit achievement is a useful indicator of learner attendance and engagement in a programme, as a learner cannot achieve if they do not attend.

- The Ministry of Social Development programme has grown from one to five contracts over the last three years. In 2015, the Ministry of Social Development funded 30 extra places in the Training for Work contract following good employment outcomes. QES now has more high-needs clients than previously. This recognition led to changes in approach, such as a greater focus on self-esteem and confidence-building.

- All learners complete the literacy and numeracy assessment tool as part of induction and during their course to monitor achievement. The focus on literacy and numeracy has helped learners to achieve NCEA level 2 and has also supported their achievement in their relevant vocational qualification.

- QES has the vision, facilities and staff to provide foundation learners with effective teaching and learning. While it is not meeting minimum funder requirements, learners have increased NCEA results and average credit achievement.   However, greater evidence of consistent learner achievement over time is required for NZQA to be more than confident in educational performance.

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Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Quality Education Services Trust Limited, for the following reasons:**

- The QES change of governance and management in 2014 has benefited the organisation by strengthening governance, financial performance and management practices. The new chief executive officer and board have collectively set the organisation's purpose and direction, goals and targets. Key objectives and initiatives underpinning the mission, vision and values are reported on at board level and discussed with staff through regular updates by the chief executive officer. Staff noted that they were consulted and better informed than under the previous governance and management structure.

- In 2013 and 2014, QES did not use its full quota of TEC-funded training places for the Youth Guarantee programmes. Following self-assessment, the new management corrected this shortfall in 2015 by recruiting greater numbers of students. However, the rate of course completions fell, and this was reflected in the 2015 educational performance data. QES initiated a range of successful measures to improve retention, such as twice-daily tracking of attendance and quick follow-up on any absences to provide timely pastoral support, before issues became entrenched and learners fell too far behind.

- While QES is deeply engaged with its learners and the local community, the PTE has identified the need to improve systems to track learners more formally once they are in employment. Formalising this process would enable more systematic reflection on the value of learner outcomes and increase the already strong informal relationships with external stakeholders. It would also enhance the ability to use these reflections to inform programme development and transition-to-work initiatives.

- Self-assessment is systematic, embedded, well-understood by staff, and covers all aspects of the organisation. It has led to a number of improvements for learners and staff, including a better understanding of the gaps in learner achievement that seriously threatened ongoing funding and viability in 2015 for the Youth Guarantee programmes.

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Findings[1]

1.1 How well do learners achieve?

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

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

Learner goals (both personal and academic), established at enrolment, are tracked as part of a personal development portfolio. Individual pathway plans are developed by each learner in consultation with their tutor. Many learners have had limited academic success prior to attending QES. QES addresses low expectations and poor self-esteem to enable learning to occur.

The new governance and management team, in place by 2014, analysed the achievement data from the preceding years to better understand the underlying issues affecting learner achievement. This analysis showed that in 2013 and 2014, QES did not use its full quota of TEC-funded training places for the Youth Guarantee programmes. This was corrected in 2015 by recruiting greater numbers of students. However, the rate of course completions fell, and this was reflected in the 2015 educational performance indicator data (Tables 1 and 2 below). QES initiated a range of measures to improve retention (see Findings 1.2 and 1.3).

Early indications are that these measures are having a positive impact on learner achievement. Average credit achievement data for Youth Guarantee programmes (Table 3 below) shows improvement in the average number of credits achieved over the years 2014 - 2016. While the TEC has no specific credit achievement targets for Youth Guarantee students, tracking credit achievement is a useful indicator of learner attendance and engagement in a programme.

Twice as many students as previously achieved NCEA levels 1, 2 and 3. These results also reflect the increased effectiveness of the QES focus on literacy and numeracy. Currently, all learners complete the TEC's literacy and numeracy assessment tool as part of induction and during their course to monitor achievement. Results indicate that the strategy has helped learners to achieve NCEA level 2 and has supported their achievement in their relevant vocational qualification. External moderation of the literacy assessments indicated that the assessments were of high quality. As a result, QES literacy assessments will be used as exemplars for other organisations.

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

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Table 1. TEC educational performance indicator data – course completions 2013-2015 (TEC minimum performance expectations are in brackets)

Youth Guarantee	2013	2014	2015	2016*
Overall course completions	32%	44%	29%	
Level 1	10% (55%)	60% (55%)	28% (55%)	35.20% (55%)
Level 2	32% (60%)	44% (60%)	27.5% (60%)	37.72 % (60%)
Level 3	NA	NA	33% (70%)	34.53% (70%)

*Take 2 data at 24 May 2016, provided by QES

Table 2. TEC educational performance indicator data – qualification completions 2013-2015 (TEC minimum performance expectations are in brackets)

Youth Guarantee	2013	2014	2015
Overall qualification completions	20%	21%	17%
Level 1	NA	NA	23% (40%)
Level 2	17% (40%)	21% (40%)	25% (40%)
Level 3	NA	NA	13% (60%)
Progression	NA	58% (40%)	NA
Retention	NA	47% (40%)	32% (40%)

Table 3. Average credits achieved for Youth Guarantee programmes 2014-2016

	enrolled	throughput	credits	credit average	qualifications
2014	98	110	1270	11.5	8
2015	73	97	1021	10.5	7
2016	101	112	2553	22.8	18

To ensure learner progress is tracked closely, current practice includes analysis by cohort, site, ethnicity and programme, providing early notification of any under-achievement against targets. There is also a weekly programme report which monitors learner achievement against the TEC educational performance indicators. This report is reviewed by managers and tutors each week to ensure learners are progressing as expected. If not, appropriate action is taken to address any gaps.

The Ministry of Social Development programme has grown from one to five contracts over the last three years. In 2015, the Ministry of Social Development funded 30 extra places in the Training for Work contract following good employment outcomes. QES now has more high-needs clients than previously. This recognition led to changes in approach, such as a greater focus on self-esteem and confidence-building.

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While QES has struggled to meet TEC targets for YG programmes this information needs to be put in a wider context. Eighty-two per cent of learners identify as Māori/Pasifika, priority groups for boosting educational achievement. The learners at QES are challenged by previous lack of educational success, poor attitudes to learning and significant life events that have interrupted their ability to focus on educational achievement. QES creates a warm accepting environment where learners are affirmed and learning can begin. Motivating reluctant learners requires time and a values base that enables and supports a consistent approach to learners in the face of considerable obstacles. This approach has shown positive outcomes in NCEA achievement, improvements in average credit achievement over time (refer Table 3 above) and extra contracts with MSD in recognition of QES's good employment outcomes.

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

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

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

QES has a 'keys to success' strategy which focuses on attendance, achievement and attitudes. These factors reinforce correct behaviours and have contributed to a learning environment that is inclusive, respectful of all and fun to be part of. The evaluators noted the genuine 'unconditional positive regard' between staff and students, and staff and management.

A number of courses include community projects and industry work placements. This raises learners' self-esteem and confidence, which are pre-conditions for effective learning. The activities involved can sometimes contribute to credit achievement. They also help learners to gain valuable work experience and to make a positive contribution to the community. QES uses its extensive community networks to introduce and pathway learners to the next step on their journey. This is achieved by working with employers, career services and other education providers to find the most appropriate options for each learner.

Different programmes find their own community contexts in which to apply their learning. For example, Youth in Action provides support for events and promotions, while trades students do property maintenance, and painting and cleaning, and the building learners have built pergolas, outdoor tables, and fences. The latter items are donated to community groups, increasing learners' sense of belonging through making a useful contribution.

While QES is deeply engaged with its learners and the local community, the PTE has identified a need to improve systems to track learners more formally once they are in employment. Formalising this process would enable more systematic reflection on the value of learner outcomes and increase the already strong informal relationships with external stakeholders. It would also enhance the ability

to use these reflections to inform programme development and transition-to-work initiatives.

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.**

Programmes are regularly reviewed in response to formal and informal stakeholder feedback. Formal learner feedback occurs twice a year, is discussed with management and, where appropriate, action is taken and the outcomes of this action reviewed. Learners also contribute directly, for example through recent involvement in a workshop to help develop digital marketing and social media content.

In 2015, QES identified the need for an NCEA level 1 course to provide the foundation skills required for success at NCEA level 2. The resulting programme, called Youth in Action, enabled learners to achieve NCEA level 1 through projects undertaken in the community. This provided an opportunity for practical learning and exposed the learners to adult role models from within their own communities.

Interpersonal and general life skills are embedded in all courses. They are also promoted through initiatives such as the Sporting Edge Trust and Affirming Works. Sporting Edge Trust helps learners to find their purpose and set goals, and Affirming Works is a Pasifika organisation offering a well-being programme. The latter programme leads to individual mentoring for learners around their physical, mental, social and spiritual needs.

QES uses its community networks to identify stakeholder needs. The QES Community Network Strategy works with employers, community groups, referral agencies and tertiary providers to identify partners with a good strategic fit. In 2015, QES appointed a business development manager to manage and coordinate the Community Network Strategy. Other examples of engagement are open days (organised and run by learners), where stakeholders, including learners' families, visit the organisation to provide feedback on how well the programmes are working for them and the community.

Stakeholder feedback is ongoing, authentic and leads to practical outcomes. For example, in 2014 QES gained consent to assess at level 3 in carpentry to prepare learners for employment or apprenticeships. Self-assessment identified that not having a driver's licence was a significant barrier to learner progress. As a result, learners in trades courses are now funded to gain a licence. QES intends to provide this service to all its learners in 2016 (funds permitting). QES also uses organisations such as Dress for Success to prepare students for work interviews.

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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.**

QES staff are well-qualified, experienced practitioners who are deeply engaged with and motivated by the QES vision, mission and values: to inspire people and influence their lives through education and training, to deliver quality education and training in a people-centred learning environment, and to do this with integrity, respect and a family focus. Teachers noted that strong personal and academic support from colleagues was essential to enable them to support and guide 'challenging' learners. A staff survey in 2015 showed that 74 per cent of staff either agreed or strongly agreed that they found their jobs enjoyable. This survey will be repeated twice a year and provide an ongoing benchmark of tutors' rates of satisfaction.

A review of learners' 2014 literacy and numeracy performance led to the development of a literacy and numeracy strategy. The strategy was supported by four days of workshops for tutors to help improve literacy and numeracy. Results indicate that the strategy has helped learners to achieve NCEA level 2, and has also supported their achievement in their relevant vocational qualification. In 2015, this strategy led to a more embedded literacy and numeracy approach with the appointment of a new literacy tutor and almost all learners being engaged in literacy and numeracy testing. The tutor works with learners to increase literacy levels, develops literacy materials for the vocational tutors to use, and supports the professional development of vocational tutors. The tutor also supports the education manager to develop activities to use for evidence. External moderation of the literacy assessments indicated that they were of high quality. As a result, QES's literacy assessments will be used as exemplars for other organisations, indicating that QES is modelling good practice in this area.

The education manager post-moderates a sample of assessments from each tutor and provides feedback on the quality of the evidence gathered, ensuring assessments are appropriate and at the correct level for learners. Tutors are encouraged to strive for improvements to existing materials. These are updated to reflect new versions of unit standards, ensuring that learners are provided with up-to-date resources. New assessment materials are internally pre-moderated prior to use.

Performance against key performance indicators is monitored and discussed with staff quarterly, to ensure funder requirements are being met. Performance appraisals are conducted annually and have assisted in identifying focus areas for professional development. An internal professional development programme, observations of tutors, and tutor hubs encourage peer support and exchanges of teaching skills and approaches.

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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.**

Learner support at QES is practical and comprehensive. At enrolment there is a needs assessment of all learners, which includes educational and other needs. This aids early identification of factors that might affect learner progress and enables appropriate support to be put in place. There is a 15-day trial for Youth Guarantee students and a 10-day trial for Ministry of Social Development students. This enables students to settle in and make a conscious decision to commit to the programme or not.

The extensive support includes providing breakfasts and lunches, free transport and daily engagement with some learners and their families, organising and funding doctor and dentist visits and occasionally assisting learners to find accommodation.

Needs analysis also led to three new roles: programme manager, business development manager, and reception/administration assistant. The reception role supports learner attendance and retention. Each morning the van drivers who provide the free transport report non-attendance to the receptionist, who is able to inform tutors and take any required actions. Additional resources were also added to support tutors, including extra support staff and upgraded facilities.

There are clear expectations of student behaviour set out in the student code of conduct. QES promotes a safe culture and a productive learning environment. In 2015, QES developed a restorative practice model where learners are supported to acknowledge and take responsibility for their actions. Early results are encouraging.

The student handbook provides information on pathways. Tutors, many of whom are locals with local knowledge and contacts, take students to other tertiary organisations and provide one-to-one advice, taking into account individual circumstances. Attendance is monitored very closely and tutors follow up on any absences or difficulties (Attendance has improved from 63 at the end of 2015 to 70 per cent in term 1, 2016). The student support team visits families if the tutor contact was not effective. If greater support is required, QES will call in outside support agencies. However, QES will continue to support the affected learner.

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.**

The QES change of governance and management in 2014 has benefited the organisation by strengthening governance, financial performance and management practices. The new chief executive officer and board have collectively set the purpose and direction, goals and targets. Key objectives and initiatives underpinning the mission, vision and values are reported on at board level and discussed with staff at regular updates by the chief executive officer. Staff noted that they were consulted and better informed than under the previous governance and management structure.

The chief executive officer provides a report each month to the board, which meets every two months or as required. The board chair (and majority shareholder) meets with the chief executive officer weekly. This enables prompt decisions and contributes to the long-term strategy. Educational performance indicator data is analysed weekly by the management team and monthly by the board. This analysis has led to an increased focus on attendance, retention and educational achievement. This involved reviewing the student management system and discipline processes and working with tutors to increase credit achievement (refer Findings 1.1).

QES takes a proactive, results-focused approach. This includes using external contractors when expertise is not held in-house, actively engaging with government agencies to improve these relationships and better understand their strategies, and fostering industry and wider community links to maintain relevance. Serious issues, such as under-performance, are escalated to the board for action. QES has a close association with a Category 1 provider whose advice and expertise have been used to improve aspects of QES performance.

Self-assessment is systematic, embedded, well-understood by staff and covers all aspects of the operation. It has led to a number of improvements for learners and staff, the most significant being the understanding of the gaps in learner achievement that seriously threatened ongoing funding and viability in 2015. It is significant that QES has been able to embrace this challenge, understand its causes, seek advice, produce a plan to address it, and demonstrate positive outcomes as a result.

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: Youth Guarantee

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

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

2.3   Focus area: Ministry of Social Development programme Training for Work

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

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

The Ministry of Social Development programme has grown from one to five contracts over the last three years. In 2015, the Ministry of Social Development funded 30 extra places in the Training for Work contract following good employment outcomes.

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).

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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