

# Report of External Evaluation and Review

Academy of Diving Trust

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 31 August 2015

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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:                 | Academy of Diving Trust (Academy)  |
| Type:                        | Private training establishment (PTE)   |
| First registered:            | 15 July 1991   |
| Location:                    | 70 Clifton Tce, Palmerston North   |
| Delivery sites:              | Unit I, 121 Rosedale Road, Albany, Auckland<br>5 Klinac Lane, Waipapa, Northland, Kerikeri<br>2 Wharf Street, Dunedin<br>213 Cameron Road, Tauranga<br>103 Durham Street, Sydenham, Christchurch<br>7 Blacksmith Lane, Whitianga<br>14 Waione Street, Petone, Wellington<br>137 White Road, Broadlands Forest, Broadlands, Taupo District<br>432 The Esplanade, Island Bay, Wellington<br>101 Beaumont Street, Westhaven, Auckland |
| Courses currently delivered: | <ul style="list-style-type: none"><li>• National Certificate in Adult Education and Training (Level 4)</li><li>• National Certificate in Diving (Foundation Skills) (Level 3)</li></ul>  |

- National Certificate in Diving (Instruction) (Level 6)
- National Certificate in Diving (Leadership) (Level 4)
- National Certificate in Retail (Level 3)
- National Certificate in Outdoor Recreation (Group Leadership) (Level 3)
- National Certificate in Outdoor Recreation (Instruction) (Level 5)
- Certificate in Scuba Dive Instruction
- Certificate in Medic First Aid Career Instruction (Level 4)
- Diploma in Wilderness Adventure Tourism (Level 5)
- Diploma in Marine and Outdoor Tourism (Level 5)
- Diploma in Professional Scuba Instruction (Level 5)

Code of Practice signatory: Yes

Number of students: 2014 full-year student numbers:

- Domestic: 472 students
- Māori: 104 students
- Pasifika: 23
- International: nil

Number of staff: 22 full-time and 12 part-time tutors, and seven full-time and 16 part-time executive and support staff

Scope of active accreditation: As above. Also see:  
<http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=923109001>

NB: the Academy has accreditation for the National Certificate in Snowsport (Level 4) – strands in Workshop Technician and Boot Fitting which is not currently being delivered.

Distinctive characteristics: The Academy delivers its programmes through ten NZQA-approved permanent delivery sites, under

NZQA-approved subcontracting agreements. These sites are also dive shops and dive activity operators in addition to delivering the tertiary education programmes. This arrangement provides trainees with opportunities to see retail shops and dive activities in action, and for some to gain employment following training.

Recent significant changes: Two permanent delivery sites have recently had their agreements with the Academy cancelled due to concerns over poor quality checks or safety, identified by the Academy.

Previous quality assurance history: The Academy was most recently evaluated in 2011, which resulted in NZQA being Highly Confident in their educational performance and Confident in their capability in self-assessment.

All approved delivery sites were independently audited by WorkSafe New Zealand in 2014 as adventure activity operators, and found to be compliant with the relevant standard.

External moderation by NZQA, Skills Active (the standard-setting body for dive qualifications), and ServiceIQ shows that the Academy has sound assessment practices and is in most cases assessing at the national standard. Where issues have been identified, the Academy has addressed them in a timely manner and circulated updates to all sites to ensure correct and complete assessment procedures are followed.

## 2. Scope of external evaluation and review

This evaluation included a review of two programmes (one includes two qualifications): the National Certificate in Diving (Foundation Skills) (Level 3) and the Diploma in Professional Scuba Diving Instructor (Level 5); and the Certificate in Medic First Aid Career Instruction (Level 4). The first is an entry-level programme and has the third-highest enrolments. The latter two run as a single programme, and represent the largest group of enrolments. Together they account for approximately 63 per cent of the total student group.

The mandatory focus area of governance and management was also included to provide an overview of the strategic and operational levels of the organisation.

### 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.*

A team of two evaluators visited the organisation's national office to interview members of the board and management and to review a sample of records and documents. All PTE records are kept at the national office. Three delivery sites were also visited: Otago, Auckland and Kerikeri, which provided the opportunity to review the programme focus areas and to interview the management, teaching staff and students and to meet with some stakeholders. A number of other stakeholders and graduates were contacted by email during and following the on-site evaluation visit. A wide range of the organisation's records and documents were reviewed, mainly at the national office, but also at delivery sites.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Academy of Diving Trust**.

The main reasons for reaching this level of confidence were:

- Students are achieving at consistently high rates, consistently exceeding the targets set by the Tertiary Education Commission over a number of years.
- A high number of students gain employment, mostly being diving related.
- Students are gaining value from studying at the Academy, gaining internationally recognised PADI<sup>1</sup> certifications; many students are also gaining the Diploma in Professional Scuba Instruction (Level 5) which specifically prepares them for dive instructor roles.
- Students gain a range of soft skills such as confidence in public speaking, raised awareness of safety and risk, and the dive boat skipper's certificate.
- Employers and graduates interviewed at this evaluation confirmed the findings of the organisation's own surveys which indicate a very high level of satisfaction with the programmes offered and the skills and knowledge gained.
- Tutoring staff are very well experienced and qualified in the dive industry, with one graduate saying the Academy had 'the best teachers I ever had'.
- All delivery sites have been audited by WorkSafe, are compliant and have maintained 'current registration status', and have met the relevant standard.
- The Academy has effectively developed a vibrant 'community of practice' across its delivery sites, ensuring tutors and managers share learnings and best practice. This is contributing well to ongoing improvements.
- The Academy national office maintains close and regular communications with all sites. Examples include daily contact with site staff, maintaining a central database via an intranet, version-controlled documents for all aspects of the business – including programme requirements, assessment tools, and the records of the moderation of assessors' judgements. Annual audits, staff symposia and cross-site moderation of assessments are providing a robust and well-considered oversight and quality control, leading to ongoing improvements in education results as well as the contributing processes. These points are further expanded under Findings.

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<sup>1</sup> Professional Association of Diving Instructors: [www.padi.com](http://www.padi.com)

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Academy of Diving Trust**.

The main reasons for reaching this level of confidence were:

- The Academy has well-developed, detailed processes which are used in a timely manner to track and monitor a wide range of appropriate success indicators. Examples include student progress and achievement, graduation rates, employment, and student and other stakeholder satisfaction ratings.
- Areas of concern are followed up closely with each delivery site, and common issues are shared across all sites on a regular basis via 'circulars'.
- The Academy national office also monitors and sends reminders to delivery sites about staff training, for example for renewal of their dive Certificate of Competence<sup>2</sup> and for medical certification updates. This ensures that personnel and sites are compliant as well as contributing to student and staff safety.
- The tracking of student success, for example through course completion and qualification completion rates, and effective support for students, has resulted in the Academy meeting or exceeding achievement targets set by the Tertiary Education Commission.
- Student learning needs are established at the time of enrolment, resulting in high student achievement and employment rates.
- There was evidence of ongoing improvement and innovation across the organisation since the previous evaluation in 2011. These included improvements to contributing education processes, the outcomes of training, and improvements at management and board level.
- The Academy has successfully established an organisational culture of reflection and open sharing of information across the eight sites as well as with the national office. This was clearly evidenced through communications and updates flowing from the national office, between sites, and through the organisation's overall self-assessment processes, and confirmed through interviews with personnel at all levels, from the students through to the board members. These points are further expanded under Findings.

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<sup>2</sup> <http://www.business.govt.nz/worksafe/notifications-forms/diving/application-diving-certificate-competency-form.pdf>

# Findings<sup>3</sup>

## 1.1 How well do learners achieve?

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

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

Students are achieving at consistently high rates (Table 1). The table also shows that withdrawal rates are low, and the number of students progressing to higher study has increased, for example between 2011 and 2014, from 25 per cent to 44 per cent.

The Academy actively and effectively benchmarks its achievement rates against the Tertiary Education Commission's published educational performance indicators, as well as across all eight delivery sites. The organisation also monitors achievement rates between qualifications and by ethnicity (Table 1). This analysis is regularly reviewed and shows ongoing improvement as noted below.

The Academy is achieving consistently high results against TEC targets. Course completion and qualification completion rates are consistently high, and consistently above the Tertiary Education Commission targets and median rates. The achievement rates for Māori indicate that their learning needs are largely being met, although there is some room for improvement for them to be achieving at the same rate as all students. Achievement rates for Pasifika students have been above the overall rate in some years, although enrolment numbers are small and therefore percentages can be skewed. The employment figures vary year-to-year, although a significant number of students gain employment over the summer season as well as outside of New Zealand. The organisation has effective processes to track students' employment at graduation and also at a later date. However, gaining complete figures from graduates overseas is, in fairness, somewhat problematic.

Overall, these achievement figures and employment outcomes provide a good level of assurance that the Academy is supporting students to achieve success both educationally and in gaining employment.

The programme focus areas reviewed at this evaluation have similar achievement rates, although the national certificate programme, understandably, has a higher rate of further training as many students progress on to gain the instructor qualification that is required to gain employment as a dive instructor. This is one

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

clear indicator that the Academy maintains a clear focus on preparing students for employment.

| <b>Table 1 Tertiary Education Commission published educational performance indicators<sup>4</sup>, and data from the Academy</b> |        |        |        |        |                                      |
|--|--------|--------|--------|--------|--------------------------------------|
|  | 2010 % | 2011 % | 2012 % | 2013 % | 2014 %                               |
| <b>All students</b><br>Course completions  | 82     | 88     | 90     | 90     | [To be completed after April 30 SDR] |
| Qualification completions  | 76     | 89     | 95     | 86     |                                      |
| <b>Māori</b> Course completions  | 73     | 82     | 90     | 83     | –                                    |
| Qualification completions  | 63     | 74     | 91     | 76     | –                                    |
| <b>Pasifika</b> Course completions   | 66     | 92     | 91     | 89     | –                                    |
| Qualification completions  | 49     | 95     | 87     | 65     | –                                    |
| <b>All students</b> Employment   | –      | 76     | 57     | 58     | 60 up to date of EER                 |
| <b>Māori</b> Employment  | –      | 71     | 63     | 55     | 58                                   |
| <b>Pasifika</b> Employment   | –      | –      | –      | –      | 43                                   |

The Academy has effective and consistent self-assessment practices which regularly track, record and analyse students' progress and achievement, and provide support for students who are falling behind, for example, they are given extra time for study or dives. National office maintains daily contact with the eight delivery sites, so that national office has regular updates on students' progress. No significant gaps were noted in the area of student achievement.

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<sup>4</sup> [www.tec.govt.nz/educational-performance](http://www.tec.govt.nz/educational-performance)

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

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

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

Students and other stakeholders gain outcomes of high value. This was evidenced through students gaining internationally recognised PADI certifications, NZQF (New Zealand Qualifications Framework) qualifications, and a wide range of 'soft' skills, for example confidence in public speaking, raised awareness of safety and risk, leadership, risk analysis skills, and the dive boat skipper ticket. These outcomes directly relate to gaining employment in the diving industry, and have contributed to the majority of students gaining work related to the training. Other stakeholders, including employers, gain significant value through the Academy's training. Employers contacted during this evaluation confirmed the organisation's self-assessment that the training is preparing graduates well for employment, for engaging with the public as dive instructors, and for other dive industry roles. Evidence was presented at the evaluation showing that graduates are also sought by dive businesses, outside of the Academy group, for a variety of roles.

The wider community is gaining value through this training, as evidenced by the Academy delivery sites operating in a safe manner, and meeting current adventure activity safety standards.<sup>5</sup>

The Academy has good processes to support students to gain employment through its own wider business networks as well as through using the PADI website jobs page. A small number of students gain employment in the New Zealand aquaculture industry, or progress to gain qualifications in the more highly specialised field of commercial diving.

A significant value identified by students interviewed at this evaluation was the improved awareness of health and safety during recreational diving, with a number of students noting that they had been diving with family members from a young age, but previously without the necessary knowledge and skills to maintain their own or others' health and safety.

The organisation has strong self-assessment systems to determine the value resulting from the training. There was good evidence of a strong informal network across the dive industry, including through members of the board who have specialist dive skills. The organisation also uses social media sites which have been effective in collecting graduate outcomes data which is updated and analysed for improvements on an ongoing basis. No significant gaps were noted in this area.

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<sup>5</sup> All ten delivery sites were audited by WorkSafe in 2014 and maintained 'current registration status' (meet the safety standard). <http://www.dol.govt.nz/Tools/AAOAudit/Audit/Register>

### 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**.

There was a good level of evidence to show that students' and other stakeholders' needs were being matched. The qualifications offered are recognised on the NZQF and embed the internationally recognised PADI certificates.

The skills, knowledge and attributes included in these certificates and qualifications have been designed by, and in consultation with, the dive sector, and are seen by the industry as matching their needs. This was evidenced by feedback from employers to the Academy (confirmed in interviews at this evaluation), PADI being one of the two main internationally recognised dive industry certification bodies, and the qualifications being registered on the NZQF.

Students' learning needs are checked at enrolment as are their intentions and passion for diving to determine their likelihood of success. Areas such as students' confidence and ability with the subject areas of physics and physiology are discussed, and appropriate and effective plans are developed to support students where these may pose a challenge.

The evaluators heard a number of anecdotes during interviews about students' attitudes and behaviours changing during the training as they develop to become dive instructors. Examples of changes gained related to graduates gaining employment and included, for example, appropriate dress, timekeeping, professional interaction with clients, and gaining confidence.

The organisation uses a range of appropriate and effective processes to review how well its programmes meet stakeholder needs. These processes are effective and include internal audits, maintaining PADI certification and site approvals, student surveys, and monitoring withdrawal rates. However, there are some opportunities for further sharing of good practice across the organisation, as some sites develop innovative processes, for example to assess students at enrolment. No significant gaps were noted in this area.

## 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**.

Teaching is highly effective and students gain a deep understanding and awareness of the technical skills and knowledge for diving and diver instructing as well as a wide appreciation of factors affecting safety when diving. The organisation's self-assessment provides consistent evidence to support this. Examples are the high levels of student achievement, evidence of internal moderation practices which are effective in monitoring the quality of assessments and assessor judgements, the results of national external moderation by standard-setting bodies, and the high satisfaction levels of students and other stakeholders.

The organisation has an effective network of subcontracting organisations which provide up-to-date, purpose-built facilities, resources, dive equipment and teaching staff with appropriate experience in the dive industry and appropriate and up-to-date certification for teaching dive programmes. The Academy's self-assessment processes include regular proactive monitoring and reminders to the delivery sites that ensure staff maintain their Certificate of Competence and Dive Medical Clearance<sup>6</sup> and related PADI certifications.

All staff take part in annual performance appraisals and are involved in professional development through the Academy. Staff feel well supported in their professional development. For example, one tutor interviewed at this evaluation noted that they felt well supported and prepared by the Academy for their instructor examination (PADI - IE); for example, by having at hand a range of props and presentation material. Another instructor has recently passed her course director examination with PADI in Malaysia. This is the highest rating available through PADI.

These processes are effective in monitoring and maintaining the quality of teaching and currency with changes in the dive industry. Teaching staff are also involved in peer tutoring to share good practice and learn from each other, and student evaluations provide feedback on teaching performance. Data from these processes is monitored and analysed at national office and used to provide feedback through 'circulars' across the whole organisation to share good practice and identify any areas of concern and improvement. Evidence was sighted at this evaluation of these communication updates as well as information on improved assessment practice where issues were identified through national external moderation.

The organisation has regular access to the PADI website which provides information on developments within the industry and notices of improvements to address areas of concern following near misses or accidents from around the globe.

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<sup>6</sup> [www.business.govt.nz/worksafe/diving](http://www.business.govt.nz/worksafe/diving)

These are incorporated into courses, ensuring staff and students stay current with industry best practice.

The Academy provides an intranet accessible by all delivery sites. Version-controlled documents are available for teaching and assessment and all aspects of the business, including maintaining compliance with all relevant regulators.

Self-assessment is particularly strong around the quality of teaching, with the Academy national office actively monitoring teaching, maintaining evidence of performance reviews and professional development and peer teaching, coordinating the internal and external moderation of assessment, and conducting internal audits. No significant gaps were noted in this area.

## 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 **Good**.

Students are particularly well guided and supported. This was well evidenced through student evaluations and the analysis of these, as well as feedback to the evaluators during this evaluation. Students, employers and graduates interviewed or contacted by the evaluators all confirmed the organisation's self-assessment, that students receive appropriate support and guidance, including information prior to enrolling, website-based information, and selection at the enrolment interview that supports their achievement and success.

The Academy delivery sites all make dive gear available through a time payment process which enables the students to have access to appropriate up-to-date dive equipment that otherwise would not be affordable for most at the start of their course. This is highly valued by students as evidenced through organisation surveys, and as stated to the evaluators.

The organisation runs the programmes over four days per week, but adjusts its programme for individual personal circumstances such as to accommodate childcare or illness. Examples of this are making Fridays and even weekends available for students to catch up on the theory study or to carry out dives where these have been missed. The Academy has an ethos of supporting students until they succeed, with an expectation that 'everyone can pass'.

The organisation's self-assessment processes monitor students' progress closely. The national office regularly communicates with its delivery sites if students are getting behind in their study. As noted, the Academy monitors student support through a wide range of self-assessment activities such as student surveys and monitoring pass rates, graduation rates and employment rates. The evaluators noted some areas where there was more information at the delivery sites about student support than at national office, and while this is not a significant gap in the organisation's self-assessment, it is an area that could be further developed.

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

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

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

The Academy has a clear purpose and structure and is supported by strong links within the dive industry. The board of trustees of the Academy includes members elected from several of the delivery sites. These board members have specialist dive knowledge and experience in the industry, and each board member has oversight responsibilities for one or more delivery sites, providing a direct line for communication both ways. The board includes two PADI course directors and the PADI New Zealand and Fiji regional manager, and also includes wider expertise than just the dive industry. These factors provide the Academy with robust governance.

The board provides clear guidance and oversight to the organisation, and a review of board minutes and papers at this evaluation indicated that there is a clear focus on educational achievement and health and safety matters as well as strong oversight in ensuring the organisation maintains compliance with all relevant government agencies and standard-setting organisations.

Management, operating from the national office, provides clear communications across all delivery sites, often on a daily basis. National office is effective in monitoring all aspects of the organisation, from students' enrolments, to tracking students' progress, credit achievement, graduation rates, credit reporting to NZQA, and entry into employment, including rating how closely the jobs relate to the training. Examples of improvements ranged across these topics, from enrolment practices to tracking graduates into employment.

All organisational quality systems and documentation is quality assured and version controlled, and available to all delivery sites via the organisation's intranet. This is an effective process and is ensuring that all sites are using current versions of delivery and assessment materials and have access to the latest versions of policies and procedures. Site managers and staff interviewed at this evaluation confirmed that there were very clear processes for the programmes and courses delivered, and appropriate quality checks are regularly made either via electronic means or face-to-face visits such as annual audits and staff symposia. The Academy has effectively developed a vibrant 'community of practice' across its delivery sites, which is ensuring tutors and managers share learnings and best practice, which is contributing well to ongoing improvements.

The flat management structure, effectively one layer between national office management and all sites, is providing fast response times and a close monitoring process that is ensuring that any areas of concern are addressed quickly and

effectively. The evaluators noted a high level of collaboration across delivery sites and between the sites and the national office, including a culture of reflection and active self-assessment leading to ongoing improvements. Examples of these are monitoring the PADI site to ensure graduates have been issued certificates, and updating programmes in response to PADI course outlines as identified in PADI's *The Undersea Journal* magazine.

Delivery site staff undergo 'update training' to be prepared and have a full understanding of any changes to PADI courses. Delivery sites are all checked by the Academy's first aid specialist to ensure they meet all requirements such as equipment, props, appropriate training venues, and assessor qualifications. Each delivery site has an instructor responsible for first aid delivery. The first aid provision at the Academy was subject to a 2013 focused review by NZQA, which found the Academy was compliant after making changes to meet the new NZQA subcontracting rules for delivery.

The evaluators noted a good balance between innovation and continuity across the sites and national office. This is significant in that it is providing stability, and is evidence of seeking to incorporate fresh ideas and improved processes.

Overall, the Academy board and management closely monitor how well they meet their contractual responsibilities with the Tertiary Education Commission, as well as ensuring students are progressing and gaining value from their training.

The board self-evaluation processes are based on the institute of directors' self-review model, and there was evidence of discussions resulting from this process and subsequent training to address gaps in board skills. Examples from the past include health and safety in employment, and risk assessment. The evaluators consider that the functions of governance and management at the Academy are ethical and particularly robust.

## Focus Areas

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

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

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

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

### 2.2 Focus area: Certificate in Diving (Foundation) (Level 3)

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 in Scuba Diving Instructor (Level 5) and Certificate in Medic First Aid Career Instruction (Level 4)

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

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

# Recommendations

NZQA recommends that Academy of Diving Trust:

- Continue to facilitate the cross-site sharing of the innovations and new ideas emerging from its ten delivery sites
- Explore ways to measure the extent of students' gains in 'soft' skills resulting from their training.

# Appendix

## Regulatory basis for external evaluation and review

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

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

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

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

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

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

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

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

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

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