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# External Evaluation and Review Report

Yoobee Colleges Limited

Date of report: 29 October 2019

# About Yoobee Colleges Limited

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*Yoobee Colleges Limited (Yoobee) has four schools (Design, Animation, Film and Technology) and seven campuses, and delivers vocational education from levels 4 to 7 for the creative and IT sectors.*

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Type of organisation:	Private training establishment (PTE)
Location:	385 Queen Street, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: 2019 (year to date) 1810 students – 1414 EFTS, 9.4 per cent Māori (171 students), 6 per cent Pasifika (108 students)  International: 127 students (94 EFTS), including 20 per cent Chinese, 18 per cent Indian, 15 per cent European
Number of staff:	127 full-time and 24 part-time staff
TEO profile:	See: <a href="#">Yoobee Colleges Ltd</a>
Last EER outcome: <sup>1</sup>	NZQA was Highly Confident in the educational performance and capability in self-assessment of Animation College New Zealand Limited (2017) and South Seas Film and Television School Limited (2015). NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of ACG Yoobee School of Design (2014).
Scope of evaluation:	<ul style="list-style-type: none"><li>• Governance and management</li><li>• International students: support and wellbeing</li><li>• Bachelor of Creative Software (Level 7)</li><li>• Diploma in Digital Design (Web and Graphic Design) (Level 5)</li></ul>

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<sup>1</sup> In January 2018 three independent PTEs – Yoobee School of Design, South Seas Film and Television School, and Animation Colleges New Zealand (which had previously merged with AMES Institute of IT and Design and Arts College) – merged and commenced operations as Animation College New Zealand Limited. This entity was rebranded as Yoobee Colleges Limited in May 2019 and is part of a wider privately owned educational entity known as UP Education.

- Diploma in Game Art and Development (Level 7)
- New Zealand Diploma in Screen Production (Level 5)

MoE number: 9324  
NZQA reference: C36896  
Dates of EER visit: 6-9 August 2019

# Summary of Results

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*Yoobee is comprehensively meeting learner and other stakeholder needs. Yoobee is systematically streamlining and enhancing management, academic and support processes and systems to drive improvement.*

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## **Highly Confident in educational performance**

- Student achievement overall is strong. The achievement by priority group learners<sup>2</sup> ranges from excellent to variable. Yoobee has analysed this achievement and is making changes to support all learners.
- Ongoing and authentic industry engagement informs programme development and delivery, and underpins the high value of outcomes for stakeholders, including students. Yoobee is implementing a standardised approach to capturing stakeholder and graduate feedback.

## **Confident in capability in self-assessment**

- Yoobee is also reviewing and strengthening academic leadership, consistent with the organisation's increased scale and complexity.
- Yoobee has a strong focus on pastoral care and wellbeing and has invested in additional services. Staff actively seek and consider student viewpoints. Student satisfaction is high.
- Yoobee is successfully managing the unification of the PTEs that formerly comprised it, into one entity. Strong staff engagement and buy-in to organisational strategies reflects highly effective management and communication practices.
- Yoobee is using enhanced systems and platforms for data-gathering and analysis to understand and improve performance. Monitoring of attendance and achievement is increasingly robust.
- There are appropriate systems and monitoring processes to manage compliance accountabilities.

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<sup>2</sup> Tertiary Education Strategy (TES) priority groups: students under 25, Pasifika and Māori.

# Key evaluation question findings<sup>3</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Student achievement at Yoobee is generally strong (refer Table 1, Appendix 1). There is some variation in achievement across the focus area programmes, priority groups and delivery sites. Overall, course completion and qualification completion rates compare well with the benchmarks Yoobee uses.</p> <p>In addition to passing courses and achieving qualifications, some Yoobee students achieve success in national and international competitions and awards.</p> <p>Yoobee students are gaining applied skills which reflect the practical and industry focus of the programmes. By developing personal skills and attributes (such as teamwork and collaboration, communication and problem solving), Yoobee helps to prepare students for employment.</p> <p>Appropriate assessment and moderation practices support reliable and valid results.</p> <p>Yoobee has identified the importance of monitoring and supporting attendance for improving retention and achievement, as well as providing inclusive campus environments and activities.</p> <p>A comprehensive framework is in place for self-assessment in relation to this key evaluation question. However, weaknesses were observed in several focus areas, and evidence of improved outcomes arising from self-assessment could be stronger.</p>
Conclusion:	Student achievement is generally strong. Real-time achievement-related information is monitored throughout the year and the organisation, with a focus on understanding and addressing areas of lower achievement.

<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.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Yoobee schools are well connected with industry through the professional and personal networks of staff and industry and programme-related events. Industry engagement ensures programme design and delivery prepares graduates for rapidly changing creative and information technology industries.</p> <p>NZQA saw evidence that the focus area programmes have high value to stakeholders, reflecting different approaches by each PTE before amalgamation. In 2018, 81 per cent of Yoobee graduates were either employed (50 per cent in employment related to their programme) and/or in further study. These are credible graduate outcomes.</p> <p>Yoobee is working on a new approach to industry and iwi engagement which would better reflect the scale of the PTE and the breadth of delivery.</p> <p>Yoobee has invested in staff and technology to further strengthen stakeholder engagement and to build an effective alumni network. A new system to support systematic capture and analysis of data and feedback has recently been launched. This will enable Yoobee to more clearly document and understand the links between programme outcomes and programme design and graduate skills.</p>
Conclusion:	Yoobee has strong recognition in the relevant industries and produces quality graduates. Recent improvements will enhance the quality of self-assessment information in relation to this key evaluation question.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Programme design supports the development of creative, technical and professional skills through theoretical and applied learning. Pathways for further study and career development are well structured. Connections to industry ensure the programmes reflect changing technologies and industry trends. Students benefit from exposure to guest speakers and industry events, building professional networks. All this is well planned and supported by good processes to ensure academic quality.</p> <p>Moderation (both internal and external) is planned, and often involves cross-campus and industry moderators. Central oversight of moderation provides an opportunity to ensure all aspects of assessment and moderation are effective, including processes for identifying improvements.</p> <p>Programme self-assessment includes ongoing monitoring by heads of faculties, and annual programme reviews. Reviews are informed by tutorial and industry feedback, moderation reporting, and analysis of student achievement and feedback. A stronger focus on action and improvement would increase the value of these activities in some programmes.</p> <p>Tutors have industry experience and related qualifications. Some are engaged in adult education training and/or interact with external groups such as Ako Aotearoa. The teaching and learning advisor also provides support for tutors to improve the effectiveness of their teaching.</p> <p>Students are very satisfied with their overall study experience. Yoobee regularly gathers and analyses feedback through surveys and class representative processes.</p>
Conclusion:	Yoobee is delivering programmes that meet the needs of stakeholders, and acts on feedback from stakeholders and students. Evidence of improvements arising from self-assessment activities, such as industry engagement, moderation and programme review, could be stronger.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Yoobee has a strong commitment to supporting students in their learning. Students report high levels of satisfaction with their tutors. There are good records of student communications and support interventions. The changes Yoobee has made to better support the achievement of priority group learners are well considered and show signs of improving retention and success in weaker-performing programmes.</p> <p>Tutorial and support staff share responsibility for monitoring and supporting attendance and engagement. Yoobee staff are getting increasingly better at managing the journey from pre-enrolment to becoming a fully engaged student. Tutors follow up with absent students and provide additional support and guidance as required.</p> <p>During the last year, Yoobee has implemented initiatives to support student wellbeing and mental health. This was in response to analysis of withdrawal data and student feedback. These initiatives include increased access to counselling and social activities to foster wellness and connection. A self-assessment project is evaluating the impact of counselling services on student retention and success.</p> <p>Yoobee provides excellent guidance and support for international students. These students appear to be well integrated into the student community and are achieving high pass rates.</p> <p>There is some evidence of student concerns about IT and software issues; however, these appear to be largely resolved.</p>
Conclusion:	Yoobee is effective in supporting students to fully engage in their programme. There is good evidence of continuous improvement, reflecting a coordinated organisational approach and close monitoring of outcomes.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Since the beginning of 2018, Yoobee has unified into one PTE, established values and strategies, strengthened systems and processes for monitoring and reporting, and appointed staff to key leadership roles. The success of the transition to date is due to a strengths-based approach to reviews of practice, investments in technology platforms, and highly effective planning and communication practices.</p> <p>Yoobee has maintained strong educational performance across the programmes. The organisation has established key processes and metrics for monitoring and measuring student achievement. These include new systems for monitoring attendance and for gathering and analysing real-time data.</p> <p>Monitoring, review and reporting activities are comprehensive and regular. There are regular minuted meetings for governance, management and staff, as well as frequent informal information-sharing across the campus network. Yoobee bases resourcing decisions on good quality self-assessment information.</p> <p>Yoobee has taken steps to strengthen oversight of academic processes through the academic quality team, a re-focussed academic board, and increased support for the emerging research culture. New boards of studies will increase day-to-day monitoring of academic delivery. These changes reflect the increased scale and complexity of the organisation.</p> <p>While there are some challenges for Yoobee in attracting and retaining staff from industry, staff overall feel valued and are well supported. There are effective performance management systems as well as good evidence that staff are engaging with change processes and creating an inclusive culture and a shared vision for Yoobee.</p>
Conclusion:	Governance and management are highly effective. Yoobee has maintained strong educational achievement during significant change. The PTE is responsive to its stakeholders and actively using data to support educational achievement.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Yoobee has effective processes for managing compliance accountabilities:</p> <ul style="list-style-type: none"> <li>• The PTE monitors and reviews information from funding and regulatory agencies. The PTE met all regulatory requirements related to the merger of the PTEs it comprises.</li> <li>• Ongoing programme reviews, moderation processes and monitoring of programme delivery and student learning hours ensure consistency with NZQA Rules and programme approvals.</li> <li>• Yoobee has very effective systems to ensure compliance with the Education (Pastoral Care of International Students) Code of Practice (2016), including recent changes made to the Code. The PTE conducts ongoing compliance checks of files and processes. A review of a sample of international files during the evaluation did not identify any breaches of the Code.</li> <li>• The quality management system is undergoing review as systems and processes are amalgamated. Revisions are subject to approval by the academic board.</li> <li>• During the period covered by the EER, the Tertiary Education Commission audited the South Seas Film and Television School (2017) and identified no issues.</li> <li>• Appropriate processes and reporting meet legislative obligations, including the Health and Safety at Work Act 2016 and copyright law of New Zealand.</li> <li>• Yoobee has effective processes and record-keeping so they can respond to student complaints.</li> </ul>
Conclusion:	Yoobee has effective processes for managing key areas of compliance. The evaluation identified no areas of concern.

# Focus Areas

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

## 2.1 Focus area: Governance and management

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 2.2 International students: support and wellbeing

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>International students are doing very well at Yoobee. This is evidenced by high rates of retention and achievement (in 2018, course completion was 93 per cent and qualification completion 92 per cent) and overall student satisfaction (in 2018, more than 90 per cent).</p> <p>The parent body, UP Education, oversees recruitment, selecting agents carefully and closely monitoring their performance. Yoobee provides accurate and comprehensive information to ensure students enrol in the right programme.</p> <p>Staff with extensive experience in international education support students and work closely with tutors and other staff to ensure a successful learning experience. Regular in-house workshops ensure staff are aware of the Code and their responsibilities.</p> <p>On enrolment, international students receive detailed orientation and personalised follow-up. Yoobee has effective processes for monitoring attendance and ongoing engagement. International students are well integrated and participate in institutional activities. They also get support for post-study visa applications and/or job search.</p> <p>Yoobee demonstrates high levels of compliance with the Code. All key staff are involved in the annual review.</p>

Conclusion:	Yoobee is providing effective pastoral care and guidance to international students. Ongoing reviews of documents and processes ensure services remain compliant and meet student needs.
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### 2.3 Bachelor of Creative Software (Level 7)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Achievement data is trending upwards from 2017, 2018 and 2019 year-to-date (course completion rates 68 per cent, 71 per cent and 74 per cent respectively). Initial high rates of withdrawal reflected a mismatch of the programme with students' expectation and issues with programme delivery.<sup>4</sup> Retention has improved more recently with the interventions introduced by the PTE. Results are subject to internal and external moderation.</p> <p>The majority of 2018 graduates are now employed in the IT industry, although not all directly related to creative software development.</p> <p>Tutors and students report various touchpoints with stakeholders, within and in addition to the programme delivery. A 2018 trend-mapping report provides general information on emerging trends and required skills of IT professionals. Yoobee is establishing an industry advisory board which will be important for more structured stakeholder conversations and input into the programme.</p> <p>In response to the findings of NZQA monitoring (2018 and 2019), Yoobee has made improvements to delivery, timetabling, IT resourcing, support for research, and moderation. The PTE needs to do further work on engaging with Māori and Pasifika and ensuring all staff are actively researching.</p> <p>Co-teaching is standard in the programme which is now delivered over four days (previously two). There are appropriate processes for managing and assessing group work and the third-year capstone and/or internship projects.</p> <p>The programme is benefitting from a more stable environment and the PTE implementing organisational initiatives for</p>

<sup>4</sup> 2016 was the first year of delivery for the degree.

	supporting student engagement and wellbeing. Recruitment difficulties have impacted on current tutor workloads, but Yoobee is managing this.
Conclusion:	Yoobee has made good progress in addressing areas needing improvement. The quality of programme delivery and students' learning experience have improved, meeting the most important needs of stakeholders. The PTE needs an ongoing focus on communication (with stakeholders and students) to enhance the value of the programme.

## 2.4 Diploma in Digital Design (Web and Graphic Design) leading to the New Zealand Diploma in Digital Media and Design (Level 5)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Student achievement in this programme is strong. In 2018, overall course completion was 82 per cent and qualification completion was 80 per cent. Māori achievement was lower in 2018 (62 per cent and 56 per cent), although comparable in previous years. Pasifika achievement is comparable or better.</p> <p>Each delivery site closely monitors student achievement. A greater focus on understanding and responding to achievement trends and comparisons between cohorts and between sites would strengthen the PTE's self-assessment.</p> <p>In 2018, 44 per cent of Auckland graduates, 66 per cent of Wellington graduates and 38 per cent of Christchurch graduates progressed to further study. Some graduates also found relevant employment. These are strong outcomes for graduates and consistent with the programme's intent. There is some variation in data collation and analysis across delivery sites.</p> <p>Yoobee manages programme delivery effectively across three campuses. Ongoing collaboration between the heads of faculties, shared teaching and learning resources, and cross-campus moderation support consistent delivery and assessment.</p> <p>Students have various opportunities to engage with industry, including workshop sessions and visits, industry weeks and exhibitions. Industry feedback informs the PTE's assessments.</p>

	<p>Students report high rates of satisfaction. Across the campuses there are various initiatives to meet the needs of Māori, Pasifika and international students.</p> <p>Several student cohorts have been impacted by tutor shortages during 2019. However, the PTE has appropriate systems to recruit and support teaching staff.</p>
Conclusion:	The programme provides students with foundation-level knowledge and skills in digital media and design. Many graduates are progressing to further study. A greater focus on reviewing and responding to performance and stakeholder data across sites would strengthen the PTE's self-assessment.

## 2.5 Diploma in Game Art and Development (Level 7)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>This programme is appropriately structured, taught and resourced. It develops students' technical skills and knowledge, creativity and familiarity with industry practices, as well as their readiness for work in the industry. Students have ongoing interaction with industry, including frequent guest speakers and participation in game-related networks and events.</p> <p>The median course completion rate (across cohorts and campuses) since 2015 is 90 per cent. This is strong performance and exceeds internal and funder targets. The median qualification completion rate is 67 per cent which is below target. This reflects a withdrawal rate of approximately 25 per cent over the two-year programme. Significant numbers of priority group learners are enrolled and their performance is good (with some variability).</p> <p>Students value the portfolio of work they create during the programme and the skills they acquire more than the qualification itself. This somewhat reflects industry hiring practices, where particular skills are often sought.</p> <p>Yoobee monitors programme delivery and student progress. Attention has been paid to supporting high attendance and student wellbeing, and this is having good effect. Student feedback gained through surveys is generally highly positive.</p>

Conclusion:	Yoobee is delivering the programme appropriately, but needs to more convincingly align programme content and graduate attributes with the skills industry needs. Nonetheless, numerous graduates do find employment. Organisation-wide initiatives for improving the quality of achievement data and stakeholder engagement will strengthen self-assessment in this programme.
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## 2.6 New Zealand Diploma in Screen Production (Level 5)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students are consistently achieving very well. In 2018, course completion was 96 per cent, and qualification completion was 93 per cent. This has been the pattern since the previous EER, and a range of factors support the credibility of these results.</p> <p>Māori, Pasifika and international students achieve at comparable rates to all other students. Some students excel and are achieving success in national and international awards and other projects. Students are encouraged to tell the stories they are passionate about and develop skills in a particular field.</p> <p>The one-year programme is well structured, delivering practical, project-based learning and applied skills across six specialisations, culminating in a major project. Industry is closely involved in programme delivery, including guest speakers, industry reviews of briefs and student work, and networking opportunities.</p> <p>The programme design, assessment and moderation processes support the reliability of the results. Ongoing programme monitoring, debriefs and end-of-term reviews inform Yoobee's planning meetings. The PTE gathers student feedback (including focussed group interviews facilitated by an external consultant) and responds to it.</p> <p>Yoobee provides students with comprehensive support throughout the programme in a whānau/teamwork atmosphere. Students are initially placed into groups to assist with settling into the programme. Staff are accessible and have regular one-on-one catch-ups with students. The PTE closely monitors student progress.</p> <p>Strong employment outcomes reflect the numerous touchpoints with industry and the PTE's understanding of how and where</p>

	<p>students are applying their skills in the industry. Employment outcomes for Māori and Pasifika graduates reflect the significant industry demand for their particular competencies and attributes.</p> <p>2019 is the second year of delivery of the new qualification. This seems to have been well managed. Facilities and resources are appropriate. Ongoing investment in technology and resources will be important to remain current with industry requirements.</p>
Conclusion:	<p>This is a niche programme which is effectively integrated with, and serving, a growing industry. Self-assessment practices are effective, well documented and lead to ongoing improvement.</p>

## Recommendations

*Recommendations are not compulsory 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 Yoobee Colleges:

- Review processes for confirming student results, the requirements for external moderation, and ongoing professional development in teaching practices as part of the ongoing review and strengthening of academic oversight.

## 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

**Table 1. Educational performance indicators for Yoobee College (2018)<sup>5</sup>**

		<b>2017 PTE sector median</b>	<b>2018 result</b>	<b>2019 commitments</b>
<b>Course completion (EFTS weighted)</b>	All students	79%	83%	85%
	Māori	66%	77%	90%*
	Pasifika	58%	73%	80%*
	Non-Māori, non-Pasifika	85%	84%	82%
	International	N/A	93%	90%
<b>Qualification completion (cohort-based)</b>	All students	70%	81%**	80%
	Māori	61%	71%	70%
	Pasifika	64%	72%	70%
	Non-Māori, non-Pasifika	68%	83%	80%
	International	N/A	92%	90%
<b>Retention</b>	All students	62%	74%	80%
<b>Progression</b>	All students	27%	81%	N/A

\*TEC performance commitment. Others are Group commitments

\*\*TEC data shows Yoobee Colleges at 74%; this figure provided by Yoobee – advised that TEC data does not include all results from the constituent PTEs

<sup>5</sup> Consolidated data available for Yoobee Colleges from 2018. Achievement data for the constituent PTEs for 2016 and 2017 was also provided and reviewed during the EER.

# 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<sup>6</sup>*
- *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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<sup>6</sup> 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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*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 including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes 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 2016. 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)). 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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