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Report of External Evaluation and Review

Dunedin Trade Training Centre Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 2 March 2018

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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:	Dunedin Trade Training Centre Limited
Type:	Private training establishment (PTE)
First registered:	1 June 1992
Location:	14 Bridgman Street, Kensington, Dunedin
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none">• Youth Automotive and Driving Programme (levels 1-2)• Youth Automotive and Mechanical Engineering Programme (level 2)• Youth Building, Painting & Decorating Programme (level 2)• Youth Engineering and Driving Programme (levels 1-2)
Code of Practice signatory:	No
Number of students:	Domestic: 184 (67 per cent European/Pakeha; 23 per cent Māori and 4 per cent Pasifika heritage) International: nil
Number of staff:	10 full-time equivalents, one part-time
Scope of active accreditation:	Scope includes levels 1-4 unit standards across a range of trade skills including Automotive; Building & Construction; Core Driving; Engineering; Motor Industry; Painting and Decorating; and Welding. Other unit standards taught include Interpersonal

Communications; Work and Study Skills; Occupational Health and Safety Practices; Social and Co-operative Skills, Self-Management and Writing.

Distinctive characteristics: Dunedin Training Centre has an exclusive focus on supporting disengaged youth and long-term benefit and/or unemployed adults into further learning and employment through trades-based education.

The training facility includes engineering, automotive, building and painting workshops as well as the vehicles for driver and forklift training. Dunedin Training Centre offers Class 1 and Class 2-5 driver licensing, and forklift training and dangerous endorsements.

Dunedin Training Centre is also an Alternative Education provider.

Recent significant changes: Dunedin Training Centre was acquired as a going concern by the current owners in January 2016. Since then, the new owners have recruited new staff to management roles and invested in strengthening the capability of the tutor team to better meet the needs of the learners.

Previous quality assurance history: An external evaluation and review (EER) was conducted in November 2015. NZQA was Not Yet Confident in Dunedin Training Centre's educational performance and Not Yet Confident in its capability in self-assessment

Dunedin Training Centre did not meet all national external moderation requirements of NZQA in 2016. A moderation action plan was submitted and accepted by NZQA and no further information was required.

In 2016, Dunedin Training Centre met the national external moderation requirements of the industry training organisations Competenz, BCITO (Building and Construction Industry Training Organisation) and Connexis. The auditing requirements of the New Zealand Transport Agency and MITO (Motor Industry Training Organisation) were also met. In 2017 one BCITO standard did not meet the national standard; the assessment material has been redeveloped and

pre-moderated by the ITO.

2. Scope of external evaluation and review

The scope of the EER focused on Dunedin Training Centre's core business which is Youth Guarantee provision and includes the following programmes:

- Youth Automotive and Driving Programme (levels 1-2)
- Youth Automotive and Mechanical Engineering Programme (level 2)
- Youth Building, Painting & Decorating Programme (level 2)
- Youth Engineering and Driving Programme (levels 1-2)

Training for Work was the second focus area.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The evaluation team comprised one lead evaluator and one team evaluator. The team visited the PTE's Dunedin site and viewed the training facilities. The evaluators interviewed both owners/directors, the executive officer, workplace co-ordinators, all tutors, the senior moderator (internal), the academic support manager and a sample of Youth Guarantee learners and Training for Work clients.

Dunedin Training Centre provided a comprehensive self-assessment summary and supporting documentation prior to the on-site inquiry, including sample individual learning plans, employment pathway plans, tutor reports, professional development plans, summaries of internal evaluations, external moderation, programme review summaries, graduate outcome information, employer feedback and achievement data.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud¹*
- *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.*

¹ 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.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Dunedin Trade Training Centre Limited**.

NZQA is **Confident** in the capability in self-assessment of **Dunedin Trade Training Centre Limited**.

Since the last EER, Dunedin Training Centre has made significant improvements in its self-assessment systems and processes. Data from a range of sources, including student achievement data, student survey data, stakeholder engagement, parents, whānau and employers is gathered, analysed and discussed at various levels of the organisation. This cycle of analysis, reflection and action is used to develop capability in self-assessment for the organisation as a whole.

Based on educational performance indicator data, course completions are improving for all Youth Guarantee learners but are still not meeting funder expectations. Given the high needs of the students (youth excluded from school, disengaged from education and long-term unemployed), their achievement in terms of regular attendance, credit achievement, literacy and numeracy gains, and ultimately a qualification is generally strong. Training for Work trainees (older, long-term unemployed) are supported into employment. At the time of the evaluation, Dunedin Training Centre was on track – based on key performance indicator tracking data reported to the Ministry of Social Development (MSD) – to meet its contracted commitment of 60 per cent in sustainable employment after six months.

Dunedin Training Centre's governance and management team work well together to ensure students are well supported and have everything they need to achieve. Goals are recorded in individual learning plans which are updated fortnightly by the tutor and student; academic success is celebrated and acknowledged; safety gear is provided as well as a cooked lunch three times a week to keep students engaged. Students can also sit their driver's licence paid for by Dunedin Training Centre. As a result of the Targeted Review of Qualifications process, Dunedin Training Centre has reviewed its programme offering. Based on student and stakeholder feedback, the PTE is moving to Vocational Pathways² in 2018. Dunedin Training Centre has also included an employability module in the learning to directly meet the needs of employers and graduates.

Dunedin Training Centre's direction and purpose are clear. The directors, management team and teaching staff are committed, passionate and capable. The directors have a good handle on the viability of the organisation, and most

² <http://www.youthguarantee.net.nz/vocational-pathways/>

important compliance responsibilities are actively managed by the executive officer. Annual business goals are set, monitored and reported by the executive officer.

Dunedin Training Centre has effective systems in place to meet the most important needs of its stakeholders; educational performance overall is improving; the PTE has a good handle on its own strengths and weaknesses and is proactive about making improvements as needed to improve the learning experience for all students.

Findings³

1.1 How well do students achieve?

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

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

Dunedin Training Centre is clear about what achievement looks like for its students: regular attendance, improved literacy and numeracy knowledge and skills, and unit standard/qualification completion.

To support its understanding of student achievement, Dunedin Training Centre has made significant improvements to the way it collates, analyses and uses data to understand educational performance and make improvements.

Achievement data is monitored at tutor level to ensure students are on track to achieve. Credit achievement and unit completion are monitored by the executive officer and reported to tutors, programme managers and directors at regular meetings for discussion. As a result of these discussions, issues are identified and solutions developed in discussion with the learner and incorporated into individual learning plans throughout the year.

The data is also used to reflect on overall learner achievement. An example is Dunedin Training Centre's internal investigation of overall completion rates in 2016 using data to identify the programme concerned and responding to support the tutors to lift learner achievement. Unit standard completion and credit achievement are posted on wall charts in classrooms for all students to see how they are progressing; specific educational success is acknowledged on the Wall of Awesomeness.

For Youth Guarantee students, overall (level 1 and level 2) course completions are steadily improving. In 2014, course completions were 27 per cent, in 2015 they were 46 per cent, and in 2016, 58 per cent.

Dunedin Training Centre's analysis of data has identified that Māori and Pasifika students achieve the same average credits per week as non-Māori/non-Pasifika. However, they did not achieve national qualifications at the same rate, partly based on a higher exit rate among these students. In response, the new owners have put in place a range of initiatives to lift performance to at least meet Tertiary Education Commission (TEC) performance commitments. These improvements are outlined in the rest of this report, but include more professional development support to tutors; specific one-to-one interviews between Māori learners and the director to understand their needs; and regular monitoring and reporting of achievement data.

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

Dunedin Training Centre has focused specifically on improving retention of Māori students (refer key evaluation question 1.3). Achievement data is being monitored throughout 2017 and Dunedin Training Centre is confident they are on track to improving achievement and at least meeting TEC performance commitments.

Dunedin Training Centre has compared the publicly available results of high-performing Youth Guarantee providers to gauge how 'good' their own performance is. In some cases, Dunedin Training Centre has approached these providers directly for advice and support.

Dunedin Training Centre caters to those students who have not had success at school and leave without NCEA level 2 or equivalent. Learners gain soft skills including learning to work collaboratively with others, punctuality and improved attendance.

Employment achievement is tracked for all graduates and discussed at staff meetings. Training for Work trainee data is expected to be tracked and reported to MSD as part of contract arrangements. These trainees can gain a driver's licence where time permits and gain knowledge of the road transport, light manufacturing, construction and automotive industries. However, the focus is primarily on supporting trainees into employment within 13 weeks, therefore rebuilding their confidence, employability and work-readiness. Feedback from trainees and employers suggest that the PTE does this well.

Dunedin Training Centre is also tracking to meet its MSD contract commitment to find employment for 60 per cent of its trainees. At the time of the evaluation this was tracking at 45 per cent. Of the 120 trainees supported by Dunedin Training Centre, 35 were Māori. However, Dunedin Training Centre is not, and has not been required to, track the achievement and outcomes of trainees by ethnicity. While this is not a requirement, filtering and analysing the data by ethnicity may provide useful insights into how well Dunedin Training Centre is meeting the needs of Māori trainees.

Overall, the evaluation team found the performance of Dunedin Training Centre to be generally strong. Improvements have been made by the new management team which have had a positive impact on the experience and achievement of learners. While achievement is improving, Dunedin Training Centre acknowledges that there is more to be done to ensure all learners achieve to their potential. Dunedin Training Centre has robust self-assessment processes in place and a strong management and tutor team focused on using data and a range of evidence to support students to succeed.

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

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

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

Dunedin Training Centre supports youth to pathway into further training and employment and documents this achievement well. Destination data is kept for all learners. Of the 30 Youth Guarantee graduates in 2016, seven are in full-time employment (23 per cent); 11 students have returned to study in 2017 (37 per cent); four students are trainees looking for work. The remaining eight are either unemployed (10 per cent) or cannot be contacted.

The Training for Work placement coordinator meets regularly with employers to ascertain the progress of trainees and identify how to better support the trainees' transition to sustainable work. They also check out job vacancies. Feedback is documented and monitored for any themes that require action (refer key evaluation question 1.3 for examples of how stakeholder feedback has been used). Trainees are surveyed formally but also contacted by the workplace coordinator 'on the job'. Trainee feedback has been generally positive, with trainees reporting that they valued the technical knowledge and practical skills offered by Dunedin Training Centre. They also valued the knowledge and ability of the tutors and the opportunity to build their confidence. Trainees consider themselves to be ready to enter/re-enter the workforce when they finish their course.

Graduate surveys undertaken in 2016 provided Dunedin Training Centre with a snapshot of their value add to stakeholders. However, management acknowledges that the low return rate for the surveys has limited their ability to use the data to make useful improvements. Nonetheless, the data has provided Dunedin Training Centre with an evidence base to build on.

A number of self-assessment activities have been introduced over the past year. These activities have strengthened Dunedin Training Centre's understanding of stakeholder needs including:

- A stakeholder book introduced to record formal and informal communications with all stakeholders – the information is collated into a spreadsheet and scanned regularly for key themes.
- An employer database in 2017 to keep track of the needs of graduates and their employers.
- A Dunedin Training Centre graduate profile to clearly outline the outcomes and competencies expected of a graduate.

Overall, the evaluation team found the performance of Dunedin Training Centre to be generally strong. Self-assessment practice has improved since the last EER, with more systematic gathering and use of stakeholder data to understand and improve achievement for students and trainees.

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

Dunedin Training Centre is meeting the needs of most students and stakeholders through its current programme offering designed to engage students and provide them with foundation skills and knowledge that lead to further training and/or employment. The retention of Māori learners is an issue for Dunedin Training Centre and interventions have been put in place to ensure students complete their programme of study. As part of the Targeted Review of Qualifications, Dunedin Training Centre has redeveloped its programme offering based on an analysis of work opportunities in Dunedin, the skills valued by employers, and the needs of youth and long-term unemployed. This has led to new Vocational Pathways programmes being developed in manufacturing and technology and community and social services.

Employability modules have been added to the programmes for 2018 to address what employers have said they most value in employees. This includes employees who can stay on task (that is, not distracted by cellphones); who ask questions; who manage their personal lives outside of work and turn up every day on time; and who have a driver's licence. Students can also achieve NCEA which Youth Guarantee students said they valued highly.

Youth Guarantee students do not have opportunities currently for work experience. However, site visits are arranged by Dunedin Training Centre throughout the year and employers are also invited to meet with the students.

Dunedin Training Centre also uses individual learning plans to support student progression through their studies. Individual learning plans for Youth Guarantee students are co-constructed with the students at the beginning of the year and formally reviewed monthly. Training for Work trainees have employment pathway plans. As with the Youth Guarantee students, the plans are co-constructed starting with the trainee's goals which are reviewed and added to every week for up to 13 weeks (or until the trainee finds work).

Students' views are captured regularly through surveys and student representative meetings with a Dunedin Training Centre director. Action points are identified, followed up and reported back to student representatives to share with the class. One-to-one interviews are also conducted with students and the academic support tutor to identify areas for improvement as a supplement to survey data but also to provide more timely interventions. Student feedback is analysed for common themes. Three areas for action for 2017 were identified and addressed, including better tutor management of behaviour in the classroom and more pre-assessment

discussions between tutors and students to ensure students are ready for assessment. The students were again interviewed in term 3, and confirmed that the interventions addressed their concerns.

As noted above, retention has been identified as a particular issue for Māori learners. Dunedin Training Centre has provided cultural competency training for all staff. This has involved whānau in initial discussions around individual learning plans and a successful whānau evening. Māori students have also been interviewed by the director to better understand their needs. In 2018, the directors plan to focus on enrolment, induction and orientation to ensure Māori learners have the support they need to complete their course of study successfully.

Assessment and moderation practices continue to improve, supported by in-house training sessions with the academic support tutor. Pre-moderation of assessment tasks and post-moderation of assessments are completed by the team, facilitated by the senior internal moderator. Moderation results from BCITO, MITO and Competenz for 2016 showed that Dunedin Training Centre mostly met the standards of these standard-setting bodies. There were exceptions, and these were discussed with the evaluation team. The team was satisfied with Dunedin Training Centre's response for ensuring robust assessment practice including rectifying immediate moderation issues and introducing regular in-house training around assessment, moderation, teaching and learning.

The learning environment is well planned and structured, with regular 'Toolbox' meetings and a 50/50 mix of theory and practical work. The workshops are well equipped to meet the needs of a level 2 programme. Class size is generally between 10 and 20 students, with Alternative Education, Youth Guarantee and older Training for Work trainees in the same class. A minority of trainees raised the appropriateness of mixed ages in one class (in particular the time the tutor spends with younger students). However, overall, Dunedin Training Centre students interviewed felt engaged and supported to achieve their learning tasks.

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

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.**

Dunedin Training Centre directors interview all Youth Guarantee students prior to enrolment. This practice not only establishes an open channel of communication with the students, it also ensures students understand the values and principles of the organisation. Self-responsibility is emphasised, with students encouraged to help themselves as much as they can with support from Dunedin Training Centre to ensure they achieve success.

Literacy and numeracy is a focus, with learners re-tested every term to identify areas that need strengthening. Results are monitored by the academic support manager and tailored responses negotiated into learning plans. Learners have time during their week to use Pathways Awarua and they are encouraged to monitor their own progress. Literacy and numeracy is also embedded into classroom activities and successes are celebrated.

As mentioned in 1.3 above, individual learning plans are used to identify the academic and pastoral support needed by the student to succeed. Tutors play a key role in attending to pastoral care. Dunedin Training Centre also works with other community providers – such as the community nurse and Otago Wellness – to support students as needed. As mentioned, students can enhance their employability by obtaining their driver's licence paid for by the PTE.

Lunch is prepared on site by a Dunedin Training Centre cook and provided to students three days a week. Students are rostered through lunch preparation duties to build basic cooking skills and foster manaakitanga (looking after others). Students are also provided with work boots and overalls as part of the training package. These practices create a friendly whānau environment.

Students feel valued by staff (staff are considered helpful, non-judgemental and positive). The individual learning plans, Pathways Awarua and the wall charts are also considered useful tools by students to monitor their progress. Students also felt the feedback they received from tutors relating to assessment was helpful in understanding their strengths and next steps.

Training for Work trainees also felt supported by the organisation to find employment. Most of the trainees are enrolled on the Road Transport Course which enables them to achieve Licences Class 2L to 5 (depending on current licence grade) and Dangerous Goods and P endorsements (if applicable). The tutor is also a qualified driving instructor, and an adequate fleet of vehicles is available for trainees to practise their driving. A small group of trainees said they were not able to achieve credits towards a qualification while at Dunedin Training Centre. The PTE is considering enabling Training for Work trainees to do this on a

case-by-case basis. However, the primary outcome they are accountable and funded for is to support trainees into employment.

1.5 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**.

Dunedin Training Centre came under new ownership in 2016. Since that time the new directors have put in place a range of processes and systems and people to strengthen educational performance. This investment is starting to show positive shifts in achievement (educational performance indicator data). However, Dunedin Training Centre is also using real-time achievement data to track the progress of its students to ensure they all succeed.

The directors have a good handle on the financial viability and sustainability of the organisation. They also have a passion for working with young people and contributing to the community. Dunedin Training Centre has reset its purpose, direction and values through a recent strategic planning process externally facilitated. Annual business goals have been set, monitored and reported by the executive officer. The primary goal for 2017 is to meet MSD and TEC targets, and internal monitoring of data thus far suggests the PTE is on track to meeting these targets.

The directors have been purposeful and proactive in recruiting a leadership team who not only share their passion and vision but also bring a depth of educational experience to the team. The directors have also proactively sought external advice and support from agencies and similar tertiary organisations to improve their delivery and outcomes.

The teaching team feels valued by management. The culture of the organisation is inclusive and student-centred. Both directors are on site and have an open-door policy. The organisation has invested in its teaching staff through internal and external professional development and support to improve moderation and assessment and literacy and numeracy practice. Tutor practice is observed and feedback provided for improvement purposes.

Self-assessment at Dunedin Training Centre is systematic and robust but also highly responsive to meet the immediate needs of students. The executive officer has a good grasp of the organisation's student management system and can interrogate student achievement down to real-time average credits per week. Accordingly, data is gathered, analysed and used to inform decision-making and improvements at all levels of the organisation.

1.6 How effectively are important compliance accountabilities managed?

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**.

Dunedin Training Centre has clear policies and procedures for managing important compliance accountabilities monitored by the executive officer. The online compliance system is a comprehensive list of compliance requirements monitored and reported on by the executive officer.

Given the nature of the training Dunedin Training Centre provides (e.g. welding, carpentry, auto mechanics), compliance with health and safety is a priority. Policies and procedures are in place; daily Toolbox sessions emphasise health and safety practices and procedures; safety boots and overalls are provided to all students.

Accident/incident and near-miss registers are analysed and reported to the directors. Workshop safety data sheets and risk assessments for off-site visits are also employed. Dunedin Training Centre was also WorkSafe New Zealand compliant at the time of the evaluation.

Focus Areas

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

2.1 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**.

2.2 Focus area: 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**.

Recommendations

NZQA recommends that Dunedin Training Centre:

- Consider tracking the achievement and outcomes of trainees by ethnicity. While this is not a requirement, filtering and analysing outcome data by ethnicity may provide useful insights into how well Dunedin Training Centre is meeting the needs of Māori trainees in particular.
- Continue to review and build on existing feedback loops to ensure stakeholder data is meaningful and used to make improvements.
- Improve the retention of Māori learners by ensuring they have the support they need to complete their course of study successfully.

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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