Report of External Evaluation and Review

Matapuna Training Centre

Confident in educational performance

Confident in capability in self-assessment

Date of report: 19 January 2016

Contents

MoE Number: 9401

NZQA Reference: C19779

Dates of EER visit: 13 and 14 October 2015

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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:	Matapuna Training Centre
Type:	Private training establishment (PTE)
First registered:	4 November 1991
Location:	118 Disraeli Street, Gisborne
Courses currently delivered:	Three programmes for youth (Youth Guarantee funded):

- Sport and Personal Wellness – National Certificate of Educational Achievement (NCEA) Levels 1 and 2 aligned to the Vocational Pathway for the Services Industry or National Certificate in Computing (Level 2)

- NCEA Level 1 and Business Administration – NCEA Level 1 aligned to the Vocational Pathway for the Social and Community Services Sector and National Certificate in Business Administration and Computing (Level 2)

- NCEA Level 2 and Computing – NCEA Level 2 aligned to the Vocational Pathway for the Social and Community Services Sector and National Certificate in Computing (Level 2)

Intensive Numeracy and Literacy – through which NCEA can be attained

Training for Work

Code of Practice signatory:	No
Number of students:	Domestic: 147 learners in 2015 who predominantly identify as Maori: 88 per cent in Youth Guarantee-funded programmes,

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71 per cent in Intensive Numeracy and Literacy, and 71 per cent in Training for Work. A small number of Pasifika learners enrol at Matapuna (five in 2015).

Number of staff:	Nine full-time equivalents
Scope of active accreditation:	As detailed at: http://www.nzqa.govt.nz/providers/details.do?providerId=940151001
Distinctive characteristics:	Matapuna's key delivery is foundation education (to level 2) to predominantly Māori learners.
Recent significant changes:	The organisation has undergone significant change over the last two to three years following concerns about financial viability and performance. Since the last external evaluation and review (EER) in 2012, a new chief executive has been appointed and started in 2013. The trust board has some new members and a new chair. The organisation was restructured and there were staff changes.
	A numeracy and literacy specialist role was established in 2014 – a second person was appointed to the role after the first specialist moved from the district. A programme manager was appointed in 2014 but is no longer employed. The position is currently vacant. The organisation has a full-time student support person who is being supported by the organisation to complete a Bachelor's degree in social work (she currently holds a social work diploma) and to undergo professional supervision to enable registration.
	New programmes were approved by NZQA in 2014 and 2015: NCEA Level 2 Vocational Pathway for the Service Industries; NCEA Level 2 for the Social and Community Services Sector; National Certificate in Computing Level 2; NCEA Level 1, Business Administration and Computing Level 2; Employments Skills Level 1 and Computing Level 2. Consents to assess for 22 unit standards were approved.
Previous quality assurance history:	At the last EER in 2012, NZQA was Highly Confident in Matapuna's educational performance and Confident in its capability in self-assessment.
	Since 2012, Matapuna has mostly met NZQA's national external moderation requirements. For one numeracy unit standard (22626), none of the assessor decisions on the three learner samples submitted were approved (0/3 in 2013) and one of the assessor decisions on the three learner samples submitted were approved in 2014. Matapuna provided

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evidence of having met NZQA's national external moderation results for two unit standards moderated in August 2015.

The Tertiary Education Commission (TEC) placed Matapuna on a financial monitoring plan in 2014 and Matapuna is currently on a one-year (as opposed to two-year) investment planning process.

2. Scope of external evaluation and review

Three focus areas were selected to inform the EER:

- Governance, management and strategy was a compulsory focus area.

- Youth Guarantee-funded programmes were selected as a focus area because they have the highest numbers of learners enrolled. It is also a programme that has required improvement.

- Intensive Numeracy and Literacy was selected as a focus area because it is one of two programmes delivered to learners over 20 years of age, and of those two programmes it had the greatest learner numbers.

Training for Work is the only other programme delivered by Matapuna. It was not selected because of lower student numbers, including only a small number enrolled at the time of the EER visit.

3. Conduct of external evaluation and review

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

The EER was conducted by two evaluators over two days at Matapuna's sole delivery site. Prior to the EER, the evaluators reviewed a number of documents and self-assessment information provided by the organisation. During the EER the evaluators had conversations with: the chief executive; members of the trust board; current and past learners; tutors, the numeracy and literacy specialist and student support person; and key stakeholders.

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Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Matapuna Training Centre.**

There is good evidence that Matapuna is meeting many of the most important needs of its learners and key stakeholders.

- Learners are actively engaged in learning, whereas previously many had disengaged from education or employment. Learner retention was 73 per cent in 2014 and exceeded TEC performance commitments and the sector median. Matapuna does an excellent job of actively addressing and removing barriers to learning (e.g. addressing holistic wellbeing needs).

- The organisation is helping to improve lives, including: enabling learners to develop and make some progress with their numeracy and literacy skills; supporting learners to develop aspirations and attainable goals and to progress with achieving these goals; and assisting learners to improve their wellbeing and motivation.

- Over 40 per cent of youth learners gained qualifications in 2014, and while this result is still below the 50 per cent commitment target agreed with the Tertiary Education Commission (TEC), it is a significant improvement on zero achievement in 2013.

- In 2014, over 40 per cent of youth gained employment or progressed to further study, and in the 2015 year to date, 68 per cent of learners have progressed to employment or further study. Matapuna says that all learners who have progressed to further study are achieving well.

- Stakeholders value the learner-centric environment and opportunities Matapuna provides for learners whose needs have not been met elsewhere. They also value the relevant programmes and learning environment provided.

Course completion results in the Youth Guarantee programme require improvement. At 33 per cent in 2014, this result is below benchmarks used by Matapuna to understand its performance and below funding commitments agreed with the TEC. The organisation went through significant change between 2012 and 2014, which had a negative impact on educational performance. However, in 2014 and 2015 educational performance began improving due to a number of key actions taken in pre-identified focus areas. Learner retention is strong and qualification completion results are improving.

While the implementation of some key processes is new or developing, or yet to be embedded organisation-wide, there is good evidence of the following effective processes contributing to learning and the outcomes identified above.

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- Programmes have been reviewed to ensure they are learner-centric; this is an ongoing focus for the organisation.

- Key staff with the right backgrounds have been employed and are being supported in their development (by the chief executive, student support person and a numeracy and literacy specialist).

- Professional development is well targeted and resourced.

- Guidance and support provided to learners is exemplary. Staff work closely with each learner to identify and develop goals and to work towards achieving those goals and 'walk alongside' learners in their transition to further study or employment.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Matapuna Training Centre.**

At management level, Matapuna's capability in self-assessment is strong in terms of the processes planned and implemented for gathering information to understand performance, and in the depth and breadth of analysis of performance information.

In 2014 the organisation commissioned an external consultancy to identify key focus areas to drive quality improvement, and the chief executive has developed well-targeted actions and plans linked to the achievement of goals within each focus area. There is evidence of improved processes and improving outcomes as a result.

There are some areas where self-assessment approaches are still in development or not yet fully occurring across the organisation. For example, some staff are still on a learning journey in regard to post-moderation, collaborative staff reflection is new, the organisation has had difficulty comparing literacy and numeracy results year-to-year due to limited data prior to 2014, and teaching observations undertaken by an external person with adult teaching experience have not yet occurred.

However, these are areas undergoing ongoing development, with clear actions identified and underway to respond. This situation is not about unmanaged weaknesses in self-assessment, but is rather about more time being needed before self-assessment can embed, mature and have the opportunity to fully impact on overall performance.

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Findings[1]

1.1 How well do learners achieve?

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

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

Learner achievement data is analysed by individual learner, class, programme, ethnicity and gender, and compared against individual learner attendance. Data is analysed regularly and is benchmarked over time, and against funder commitments and the performance of tertiary education providers regionally and nationally.

The level of data analysis undertaken provides the organisation with a strong understanding of the different factors that may be affecting performance and where improvements need to be made (e.g. identified lower achievement in the sports-focused Youth Guarantee class led to a specific focus on practical, integrated numeracy and literacy).

In 2013 Matapuna began implementing key changes targeted at improving the teaching and learning environment, and focused on lifting learner achievement. This has included targeted staffing appointments to bring on skilled personnel, an organisation-wide focus on staff development, enhanced guidance and support, and numeracy and literacy. While some processes are still being implemented, and achievement still needs to lift in some areas, evidence of improvement is apparent.

Learner achievement results in 2014 were mixed, and this reflects the gradual improvement at Matapuna.

Table 1 provides achievement data for the Youth Guarantee programme for 2014.

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

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Table 1. Achievement data for Youth Guarantee programme, 2014

	Course completions	Qualification completions	Retention
Matapuna	33%	41% (TEC) 44% (Matapuna)[2]	73%
TEC commitment	60%	50%	60-65%
Sector median	61-62%	55%	48-54%
Regional average	38%	43%	54%

Source: Matapuna and the TEC

Learner retention has been strong (at 73 per cent) and particularly for learners who have previously disengaged from education. That result exceeded funder requirements and sector averages, and is an indicator of the engaging and supportive learning environment provided at Matapuna.

Qualification achievement in the Youth Guarantee programme was below funder commitments. However, Matapuna says the result was a significant improvement over 2013, where it appeared that no qualifications had been achieved.

Overall course completion results for the Youth Guarantee programme have not met funder requirements, are below other benchmarks and have been a focus of recent discussions between Matapuna and the TEC about the continuation of funding.[3] Matapuna is focused on lifting this result and in 2015 is seeing some improvement, with course completions at the end of term 3 sitting at or near the same level as they were for the end of the year in 2014 (with one full term still to be taken into account). The organisation anticipates that completions will continue to lift as improvements embed and benefit learners.

In the Intensive Numeracy and Literacy programme, Matapuna did not meet funder commitment targets of achieving statistically significant gains in numeracy and literacy progression at 30 per cent. Matapuna says its result of 15 per cent was just 2 percentage points below the New Zealand average gain, and as Table 2 shows, there has been a marked improvement in the number of hours learners are engaged in numeracy and literacy learning.

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[2] Results reported both by the TEC and Matapuna are shown as these differ slightly.

[3] A decision about the continuation of TEC funding in 2016 will soon be made, but was under review at the time of the EER.

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Table 2. Increased engagement in literacy and numeracy, 2013-2015

	% distinct learners using minimum 100 hours learning	Average hours for all learners	Av hrs best places (requires above 80)	% made some gain	% made statistically significant gain (TEC 2014 commitment 30%)
2013	1%	35	65	66%	21%
2014	32%	66.2	94.2	59%	15%
2015	49%	76	82	-	-

Source: Matapuna

The organisation is currently strategising how it may better engage learners in increased blocks and hours of learning each week. Matapuna has focused on and has improved the consistent use of the numeracy and literacy assessment tool and is concentrating on supporting learners to make gains in literacy and numeracy in both the Youth Guarantee and Intensive Literacy and Numeracy programmes.

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

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

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

Matapuna is a place where learners want to come and where stakeholders encourage learners to come because of the value of the outcomes seen. Over the last two years the organisations spend on marketing and recruitment has diminished, with learners now approaching Matapuna to enrol. Places are full, whereas previously there had been problems with under-delivery.

In 2014, 48 per cent of Youth Guarantee learners progressed to further study or employment. In the 2015 year to date, progression to further study or employment is tracking at 68 per cent. Each of the nine Youth Guarantee learners interviewed for the EER had clear plans and aspirations for where they wished to go after leaving Matapuna.

The 12 stakeholders interviewed for the EER value in particular the essential skills and attributes that Matapuna is teaching learners and which are improving lives. Learners develop motivation, confidence, and self-esteem (apparent across all of the evaluative conversations undertaken for the EER and from collated results of learner evaluations). Learners develop the motivation and ability to read and write. Some examples of significant life changes shared as a result of learners' educational progress and improved wellbeing included a young learner avoiding a prison sentence and another learner feeling able to come off antidepressants.

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A small number of learners interviewed from the Intensive Numeracy and Literacy programme discussed valued outcomes such as improved confidence, being able to help children with homework, and improved numeracy and literacy. Some Intensive Numeracy and Literacy learners have attained NCEA and this is a focus for a group of young mothers – two interviewed had nearly achieved their qualifications and had made notable gains with their numeracy and literacy.

Matapuna intends developing its self-assessment practices to collate information on learner goal attainment, using their individual learning plans, and this should help the PTE gain a better understanding of the extent of met needs.

While yet to be implemented, an exciting development has been an all-staff involvement in the development of organisation-defined key competencies and level 1 and 2 graduate profiles, which includes pre-identified indicators to assess the extent of desired outcomes being achieved.

Matapuna tracks the destinations of Youth Guarantee and Training for Work graduates and told the evaluators that all recent graduates who have progressed to further study are doing well. This information is known through ongoing relationships maintained with learners, through knowledge accessed in a small community, and through conversations with employers and providers.

The organisation is yet to record this information or to undertake targeted engagement to understand, for example, how programmes might be shaped to meet needs from the perspective of graduates and educators of graduates. However, this likely reflects other key areas that have needed to be a priority focus for the organisation. Indeed, Matapuna discussed intended plans to develop its self-assessment in this area. In the Training for Work programme, employer feedback is sought about learner preparedness and desired skills and attributes.

Overall, Matapuna's current self-assessment processes provide the organisation with a reasonable understanding of needs and outcomes. There are some key areas to improve (e.g. collating goal achievement and better tracking of 'soft skills') but this is a work in progress with some clear plans and also developments evidenced.

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 **Good.**

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

Programmes are developed on the basis of what learners need and want. All learners have individual learning plans linked to individual goals and pathway plans. Pathway planning is facilitated through the organisation's focus on individual goal-setting and planning.

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One of the chief executive's first initiatives was the review of all programmes to ensure they were learner-centric, which resulted in new programme approvals and delivery. Contributing to this is the regular review of learner achievement against individual unit standards to gauge relevance to learners. Programme development is informed by local and regional needs analysis and consultation with stakeholders. The chief executive is a member of a local tertiary group, working with other providers to map tertiary provision in the Tairawhiti region, and which ensures provision is covering all vocational pathways.

Stakeholders engaged for the EER said they considered the Matapuna learning environment and programme delivery relevant to the learners who enrol, including activities tailored to learners' backgrounds and interests and to address barriers to learning. For example, reading circles and learners' tuakana-teina mentoring of primary school students to encourage reading, were noted as motivating learners with their literacy development. In the Intensive Numeracy and Literacy programme, the identification of whakapapa is a relevant activity encouraging learners to build their digital literacy.

Matapuna is currently working to implement an integrated approach to teaching and learning following a recommendation from an independent review undertaken to assist Matapuna to identify key areas where it could strengthen performance. This is a work in progress, as is related professional development to support staff in this area.

Matapuna has recently facilitated first aid and driver licence training in response to stakeholder feedback about the importance of this certification and to match learners' needs identified through analysis of student support requirements. In 2014, 25 students gained first aid certificates and 20, driver licences.

Overall it is apparent that programmes and activities are relevant to learners and stakeholders, with current work underway to develop in pre-identified areas of need. Matapuna envisages that as this work continues, achievement data will continue to improve, including to match funders' needs in areas that are not yet on par, and to continue to improve results in other areas.

1.4 How effective is the teaching?

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

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

Effective relationships and interactions exist between teachers and learners, although this has not always been the case. The Youth Guarantee students interviewed for the EER valued, in particular, that staff treated them with respect and that expectations were clear. Intensive Numeracy and Literacy students valued the level of teacher engagement and support.

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Learning environments are planned and structured for the benefit and needs of learners. It was evident that the teachers are very good at ensuring that learners understand how they are progressing. Teachers reflect daily on unit lesson plans and review individual learning plans with their learners.

Assessment is used to provide learners and teachers with useful feedback on progress. All staff are focused on ensuring a safe, inclusive, learner-centric environment in which learners can share their realities and are supported to focus on their learning.

Teachers identified that they review targeted areas together at regular staff hui to identify actions to improve teaching and learning. A culture of sharing and reflection is developing and beginning to embed among teaching staff. Until recently this was limited by some difficult staff performance management processes.

Matapuna has employed a numeracy and literacy specialist who is well regarded and is working closely with teaching staff and learners to build knowledge and strong practice in this area. All staff have completed a Certificate in Adult Education and are currently studying toward the National Certificate in Adult Literacy and Numeracy Education (NCALNE).

The organisation is developing its post-moderation, with some staff more actively involved than others. The plan is to continue to grow staff capability where this is required. Matapuna has actively engaged in forums and professional development to build practice in this area, and clear policies have been developed. Assessment has mostly met NZQA external moderation requirements in the last few years.

A number of initiatives aimed at improving the quality of teaching and learning are in the process of planned or actual implementation (with some staff more advanced in these practices than others), including: the graduate profiles and key competencies staff have spent much time and effort in developing; self-designed integrated teaching and learning projects (as part of a move away from reliance on pre-purchased material) and project-based learning; the development of student literacy and numeracy workbooks linked to progressions; learner e-portfolio's; and teacher quarterly and annual programme reports.

External teaching observations are planned for late 2015. In the interim, the chief executive has undertaken some observations of teaching. In addition, teacher peer observations have occurred as part of teachers' study towards the NCALNE.

Teacher effectiveness is also reviewed through analysis of learner achievement data and learner evaluation feedback – although tutor evaluations by learners were yet to be undertaken in the Intensive Numeracy and Literacy programme. As such, the evaluators' understanding of teacher effectiveness from a learner perspective for that programme was limited to the interviews the evaluators undertook during the EER, rather than there being available self-assessment information already collected by the organisation.

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Teaching staff have reviewed their 2014 class performance data to inform their personal performance goals for 2015. Tutor's individual goals are incorporated within annual Performance Agreements and linked to professional development needs.

It was evident that staff care about and go the extra mile for their learners, and are focused on teaching and learning that is relevant and engaging. The chief executive has devised a detailed annual staff development plan aligned to key areas where the organisation wishes to develop its performance. These plans are well underway and are contributing to the strengthening of teaching practice and improved achievement results.

1.5   How well are learners guided and supported?

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

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

Matapuna exceeds expectations in terms of the guidance and support provided to learners.

Matapuna 'walks alongside' learners to develop individual goals and to identify and support the transition to chosen pathways. Examples include Matapuna taking learners to open days and to experience campuses at other training providers outside the district, and engaging with their support staff to ensure they proactively connect with the learners. Matapuna is proactive in engaging with other providers to identify the availability of scholarships to financially support learners in their academic journeys.

The organisation's full-time student support person is instrumental in ensuring learners' wider support needs are identified and met. A detailed assessment of individual learners' needs is undertaken at enrolment. In addition, the supportive, inclusive learning environment provided ensures learners feel that they are cared for and that they can freely and comfortably seek guidance and support from staff.

Learners come to Matapuna with a number of challenges. Matapuna's responsiveness to learners' holistic needs includes the provision of breakfast, morning tea and lunch, free health care, transport, facilitation of counselling, and staff accompanying learners to court hearings. The trust board members recently decided to forgo payment for their roles. Instead, they have channelled the money to a student hardship fund.

A key focus recently for the organisation has been addressing bullying and drug use. Targeted responses have included guest speakers, role modelling and counselling. Self-assessment evidence and stories shared with the evaluation team demonstrate positive changes in these areas.

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The organisation has effective self-assessment processes in place to ensure an ongoing understanding of learners' needs, including regular analysis of learners' uptake of different types of support, which is used to identify where support provision may need to be expanded.

When support needs are identified that have not previously been anticipated, the organisation is responsive. This includes implementing hearing and eye testing, which has resulted in a high number of learners needing related support and has removed a key barrier to learning. Indeed, minimising barriers to learning is a significant focus for the organisation in order to ready learners for learning.

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

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

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

The organisation's vision and direction is clear – that is, to be a high-performing provider of quality foundation education. The trust board, chief executive and staff are focused on this vision, and the organisation is actively implementing and resourcing the right key processes to move towards this goal (including the appointment of specialist staff and staff development). All staff have been involved in the development of common values and competencies reflective of the organisation and its vision.

The trust board has improved its level of scrutiny of information relating to the running of the PTE and its review of educational performance information. It is currently in the process of reviewing governance policies and procedures. After identifying the need to restructure and improve the quality of educational performance at Matapuna, the trust board was proactive in commissioning an independent review in 2014 to define the key areas where the organisation needed to focus, and it has supported this work occurring.

The chief executive provides effective leadership and is valued for the organisational changes and quality improvements implemented. She has worked hard to ensure a collaborative, enjoyable, quality working environment for staff. Stakeholders interviewed for the EER expressed confidence in the organisation as a result of the chief executive's leadership. Of particular note is the quality of self-assessment processes that the chief executive has established since commencing, and the well-defined plans and actions to achieve change in pre-identified focus areas, including annual plans and reviews for each programme.

The financial viability of the organisation is dependent on the funding received from the TEC. As with other small providers, this places the organisation in a vulnerable position, particularly given that TEC funding has been provided on an annual basis and is currently under review. Nevertheless, the chief executive is using established relationships to consider further opportunities for the organisation.
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Key stakeholders are clearly identified and regularly engaged. Stakeholders engaged for the EER were positive about Matapuna and their relationships with the organisation. They were also clearly supportive of the chief executive and the direction she is taking Matapuna. The chief executive is a participating member of regional and local forums, which contributes to ensuring the organisation is up-to-date with sector developments and practice.

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Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: Youth Guarantee

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

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

2.3 Focus area: Intensive Numeracy and Literacy

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

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

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Recommendations

There are no recommendations arising from the external evaluation and review. This is because the organisation's own self-assessment has enabled it to identify the key areas it needs to strengthen, and there are clear and appropriate plans and actions underway in response.

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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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