

Report of External Evaluation and Review

Polyethnic Institute of Studies

Confident in educational performance

Confident in capability in self-assessment

Date of report: 10 October 2012

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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:	Polyethnic Institute of Studies (Polyethnic)
Type:	Private training establishment (PTE)
Location:	20 Otara Road, Otara, Auckland (head office and sole delivery site)
First registered:	1 December 1993
Courses currently delivered	<ul style="list-style-type: none">• Polyethnic Certificate in ESOL (English for Speakers of Other Languages) (Level 3)• National Diploma in Business Administration (NDBA) (Level 5)• Intensive Literacy and Numeracy (ILN)
Code of Practice signatory?	Yes (students aged 18 years and over)
Number of students:	Domestic (Tertiary Education Commission (TEC) funded): <ul style="list-style-type: none">• Polyethnic Certificate in ESOL (Level 3): 14 students (Samoan)• Intensive Literacy and Numeracy: 18 students (Samoan, Māori, Cook Island Māori, and Tongan) International: <ul style="list-style-type: none">• National Diploma in Business Administration (Level 5): 27 students (from Samoa, Fiji, and the Philippines)
Number of staff:	Four full-time staff and three part-time/contracted tutors

Distinctive characteristics: Polyethnic identifies as a Pasifika organisation and serves the Pacific communities of Otara and Manukau, and has links to Samoa. The style of learning at Polyethnic embraces familiar Pacific concepts such as aiga (family) and nu'u (village).

The three programmes delivered at Polyethnic focus on developing core skills to assist learners to better engage in New Zealand society and life and to advance in employment and education.

Recent significant changes: A number of significant changes have been made following the outcome of the last external evaluation and review (EER) including:

- Organisational restructuring
- Appointment of two programme leaders
- The upskilling of staff
- Establishment of two programme advisory committees with external membership, including representatives from PTEs, polytechnics, a high school, and the business and Pacific communities
- A memorandum with an external provider to undertake external pre- and post-assessment moderation
- Reduced student numbers after the organisation stopped enrolments in October 2011 for the ESOL and ILN programmes and in November 2011 for the NDBA programme. This was in anticipation of the sanction subsequently imposed by NZQA in January 2012 requiring Polyethnic to stop enrolments until it had arranged for an external provider to undertake moderation and assessment. This was a result of the two Not Yet Confident judgements resulting from the EER conducted in June 2011.

Polyethnic commenced delivery of the NDBA in September 2011. In June 2012, the lead tutor's employment ended and, because the organisation was uncertain of its ongoing status pending the outcome of this EER, it put a transitional teaching

and management plan in place for that programme.

Previous quality assurance history:

Polyethnic was quality assured by NZQA in June 2011. NZQA was Not Yet Confident in the organisation's educational performance and Not Yet Confident in its capability in self-assessment. Polyethnic was required to engage an independent accredited institution to carry out all assessment and moderation of student work and not to report credits until this work had been completed. The organisation was also required to stop enrolments until this arrangement was in place. Polyethnic was required to submit a quality improvement plan to NZQA (which it did).

Polyethnic has responded to all feedback provided by the independent institution moderating its assessments. Assessment materials in the NDBA programme have met external pre-moderation requirements after some significant modifications were made. Assessments are yet to be post-moderated in that programme. Polyethnic has met pre- and post-assessment moderation requirements in the ESOL programme.

Polyethnic met NZQA moderation requirements for the ESOL programme in November 2011. It had not met moderation requirements in 2009 and 2010.

2. Scope of external evaluation and review

The scope of the EER included the mandatory focus area of governance, management, and strategy. In addition, the following focus areas were evaluated:

- Intensive Literacy and Numeracy (ILN)
- Polyethnic Certificate in ESOL (Level 3) (ESOL)
- National Diploma in Business Administration (NDBA) (Level 5).

The ILN and ESOL programmes were selected because they are core programmes offered by Polyethnic, were evaluated as part of the previous EER, and were identified by the organisation as programmes having since undergone key changes.

The NDBA programme was selected because it was first offered in 2011, is the highest level qualification delivered by Polyethnic, and is delivered to Polyethnic's main body of international students.

International student support was not included as a specific focus area because this was an area embedded within the other focus areas evaluated.

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 was conducted by two evaluators over two and half-days at the organisation's sole delivery site. NZQA's principal evaluator supported the evaluation team. The evaluators engaged with:

- The managing director/chief executive
- The ILN and ESOL programme manager
- Tutors
- Current and past learners of Polyethnic
- Members of the local advisory committees and a mentor to the organisation
- A representative from the organisation undertaking pre- and post-assessment moderation for Polyethnic.

Documentary evidence reviewed included: improvement plans, staff and student survey results, programme review documents, advisory committee meeting minutes and reports, tutor observation reports, moderation reports, and student handbooks.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Polyethnic Institute of Studies**.

Polyethnic has been on a journey to improve educational performance over the past 18 months. It has implemented and is starting to see the results of strong processes and activities (informed by relevant external expertise) which are contributing to improved learner outcomes and ensuring that the needs of learners are being met. Actions implemented include ongoing staff professional development, clear programme entry criteria, individual learner needs assessments and learning plans, and relevant and detailed course objectives.

In the ESOL programme, moderation and course completion outcomes have significantly improved. At the end of 2011, Polyethnic met NZQA external moderation requirements, whereas it did not meet these requirements in 2009 and 2010. Course completions were 95 per cent in 2011, exceeding the TEC sector average of 81 per cent, whereas in previous years completions were below the average.

Students are progressing well in the ILN programme as measured against the TEC online assessment tool. The evaluators engaged with most of the learners currently enrolled in that programme and heard many examples as evidence of its value, including significant improvement in the ability to read and write, and the development of self-confidence and aspirations to undertake further study and to progress in employment. As with the ESOL programme, students identified that they are no longer ashamed to communicate in written or spoken English and are less disengaged because they now feel able to participate in wider society and in the learning activities of their children.

Students and stakeholders value the NDBA programme as it provides core business administration skills that can be used in diverse employment contexts in New Zealand or in learners' home countries. The relevance of the programme for learners is also seen in the strong retention outcomes between 2011 and 2012 (90 per cent) and tutors' indications that students have achieved well across the programme.

In terms of areas for improvement, there is room for Polyethnic to refocus on how it engages with graduates and industry to better understand the value of its programmes and to inform programme development. It is also important for the organisation to continue to support staff professional development and engagement opportunities and to ensure managerial oversight across all programmes and activities. In addition, and as recognised by the organisation, it will need to build permanency around the NDBA programme if it decides to continue its delivery.

These weaknesses do not appear to have critically affected the quality of teaching and learning to date, but are key to ensuring the strength and relevance of programmes in the future.

Polyethnic has indicated its commitment to the sustainability and ongoing development of strong educational performance. This view is encouraged by several collective factors, including: the significant improvements made and the responsiveness of the organisation to date; its commitment to the professional development of staff; the enthusiasm of staff to be involved in processes to ensure better teaching and learning; and the ongoing commitment of external advisory members and other professionals who were skilfully chosen by the organisation to contribute the right expertise in areas that required strengthening.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Polyethnic Institute of Studies**.

Self-assessment is working well at Polyethnic because the organisation has developed integrated self-assessment processes that actively involve all staff. As such, these processes are becoming gradually embedded into normal organisational practice. The processes are effective because they are providing good information to evaluate the quality of each programme and the key teaching and learning activities. They include:

- Individual needs assessments matched to clear programme objectives, resulting in individual learning plans used to review individual progress
- The use of formative assessment outcomes to inform additional tutorials, and one-to-one support offered to improve learning
- Student surveys applied at key points across the student learning experience to provide ongoing insights into learner satisfaction with programme content, learning resources, and the quality of teaching
- Regular peer and management engagement around student achievement and shared tutor reflections
- Teaching observations undertaken by advisory group members, with feedback and suggestions provided individually to staff
- A staff survey informing management about its own performance.

These self-assessment activities are providing the organisation with different sources of data in key common areas, which helps it to understand priorities of focus for improvement. Further data collection and analysis is then undertaken in these specific areas to enable targeted and effective improvements to be made.

Recent improvements made as a result of self-assessment activity have included: improved teaching and learning resources leading to better engagement with

learners; more active tutor engagement to better respond to particular learning styles; the revision of course materials to better align with the objectives of the ILN programme; the reordering of the NDBA modules to ensure an initial key focus on building core skills; and current discussions about an appropriate ILN programme duration to best meet learners' needs.

The organisation has implemented a process to systematically collect time series data about learner destinations at different intervals; however, the resulting information does not sufficiently demonstrate how the education provision at Polyethnic is meeting learner and stakeholder needs. The evaluators heard many narratives from learners about the life changes that studying at Polyethnic had facilitated, but this is not information well captured or analysed by the organisation.

Findings¹

1.1 How well do learners achieve?

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

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

There is evidence of strong learner achievement in 2011 and 2012 across all of Polyethnic's courses. This is an improvement from past years, with recent achievement outcomes demonstrating the effects of better teaching and learning processes and self-assessment practices.

Course completion rates in the ESOL programme increased significantly to 95 per cent at the end of 2011 to exceed the TEC median (81 per cent). Completion rates in 2009 and 2010 were below the sector average.²

Almost all students enrolled in the ILN programme in 2010 and 2011 progressed at least one level as measured against the TEC online assessment tool. In 2011 almost half progressed by at least two levels. These results are meeting the TEC's requirement that a minimum of 80 per cent of learners should progress one level, and has seen the TEC's ongoing provision of 100 per cent funding since 2009.

The evaluators interviewed most students currently enrolled in the ILN programme and heard about significant progress that had been made. Narratives shared included learners who were barely able to read or write now being able to complete homework tasks, read a newspaper, and participate in children's learning, and who had progressed well in a challenging but very supportive learning environment.

As with learners on the ESOL programme, ILN learners spoke of being previously ashamed of their poor communication skills and reluctant to engage in wider society. They have since developed confidence to speak in front of others, to become involved in their children's learning, to take up roles in the community, and to aspire to higher levels of employment and further education.

Students enrolled in the NDBA (all international) also identified how their confidence had grown since enrolling in the programme. This has been assisted by the teaching and learning methods used, and through the students seeing their own progress in a programme taught in the English language. They identified that they have obtained a solid grounding and knowledge in core aspects of business

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

² Course completion rates were 55 per cent in 2009 (the sector average was 69 per cent) and 65 per cent in 2010 (the sector average was 75 per cent).

administration, including learning how to draft legal contracts, write reports, take minutes, and use accounting practices such as MYOB.

The organisation is on track to exceed its target of 80 per cent course completions in the NDBA programme, with only three of 30 learners having left the programme early (and despite changes to teaching staff across the year).

The organisation has established a number of systems that have improved its ability to understand and tailor responses to improve learner outcomes, including tutors' use of individual learning plans to monitor and review learner achievement, and shared tutor reflections and programme meetings to review and discuss learner progress and to respond to underachievement.

While more time will be needed to evidence the full impact of these improvements, the evidence of strong learner achievement emerging gives confidence in the strength of these processes going forward.

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 **Adequate**.

A number of important outcomes are being achieved as a result of the teaching and learning at Polyethnic. Advisory committee members value the programmes offered at Polyethnic because they are highly relevant and effective in engaging Pacific people in the attainment of core skills essential to increasing participation in community life, enhancing well-being, and improving futures.

International students interviewed for this evaluation confirmed that the NDBA has met their needs at a number of levels. Students who have previously worked in accounting or office administration expect that the knowledge and skills that they have developed in business administration will advance their employment prospects in their home country. The programme has also given them the recognition of having completed a diploma taught in the English language.

The NDBA programme has provided a staircasing opportunity for graduates of the ESOL programme. Around half of the ESOL international students who graduated in 2011 enrolled in the NDBA. Those interviewed identified that this has provided them with the challenge and option of completing a programme of higher study in the English language in a learning environment where they feel secure.

Completing the ESOL programme first also gave some students the necessary confidence and ability to complete the requisite IELTS (International English Language Testing System) examination.

Interviews with ESOL and ILN students identified four key outcomes that learners had achieved as a result of their studies at Polyethnic: being able to participate in their children's learning; being esteemed in the eyes of their family and children (rather than feeling ashamed); having the self-confidence to communicate in English and to engage more widely in society; and aspiring to better job prospects and further study or training.

With regard to the outcomes of further study or employment, the organisation's improved collection of graduate destination data in 2011 has also provided some confirmation of the achievement of these goals. Polyethnic identifies an excellent outcome of 80 per cent of New Zealand-based 2011 ESOL graduates now in employment or further study. It also identifies that 42 per cent of 2011 ILN graduates are in further study or employment, and views this as a good outcome.

However, the organisation's collection of destination outcomes does not capture whether learners were in employment before or during their study, or whether the nature of their employment has improved. Nor does it use the opportunity of its systematic post-study engagement with learners to collect information about the value of having studied at Polyethnic.

The outcome of personal growth is also not demonstrated. This limits an understanding of the value of a programme such as ILN, where the outcomes of personal development and self-esteem were strongly apparent when speaking with learners and of significant importance to them.

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**.

Over the past year, Polyethnic has implemented some key initiatives which have contributed to improving the relevance of programmes and ensuring that they match learners' and stakeholders' needs. Two local advisory committees have been established representing relevant and highly experienced external members from academia, business, and the community. Their knowledge and advice has contributed to a number of process improvements.

The local advisory committees have assisted the organisation's establishment of specific entry criteria for each programme. This has led to a clear delineation of the focus of the ILN and ESOL programmes, which was something that had previously been lacking. Polyethnic has also prioritised entry to local Pasifika students in line with the organisation's strategic focus.

These actions have resulted in the clear specification and revision of learning outcomes for each programme to align with programme objectives. For example, a previous key focus on oral English has been removed from the ILN programme, but

is now entrenched in the ESOL programme. These learning outcomes also guide all tutors in their programme delivery.

In the NDBA programme, the local advisory committee has contributed to a programme structure that is highly regarded by committee members and by current tutors who teach similar programmes at other institutions. They identify that the modules have been well sequenced and tailored for students whose first language is not English. They see this as having enhanced learners' confidence and contributed to the solid achievement being demonstrated in that programme.

Strong learner attendance, student retention, and student survey feedback indicate that the programmes and activities are engaging students and are matching their needs. Attendance has averaged 90 per cent across all programmes and only seven students have withdrawn, most for personal reasons, in 2012.

There is room for Polyethnic to increase the involvement of local business people and representatives from other education, training, or community organisations to add to programme relevance and to expose students to current business practices, different experiences, and environments. Potentially, this could also lead to work experience or future opportunities for students.

Polyethnic has introduced anonymised electronic-based surveys to capture learner feedback, and has identified that this has increased survey response rates and the quality of information received. Management explores issues identified by obtaining more specific, in-depth input from staff and students. This has helped to understand areas for improvement and to respond appropriately. One resulting improvement has been the addition of significant library resources and electronic technology in the classroom. Staff and students identify that this has enabled tutors to better engage with learners, and they indicated that they are now very satisfied with the availability and suitability of learning resources.

Polyethnic does not specifically capture feedback from graduates and stakeholders (i.e. employers, polytechnics) about the strength of its programmes in preparing learners for employment or further study. This could add a further layer of information to better understand how well programmes and activities are matching learners' needs.

1.4 How effective is the teaching?

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**.

Over the past year the organisation has committed much time and resourcing to staff development to achieve a good standard of teaching at Polyethnic.

All students interviewed for this evaluation were enthusiastic about the quality of teaching and their interactions with staff. This was consistent with student survey

results. Students indicated that learning resources and assessments have been relevant to programme objectives and the content taught. Students valued how feedback from formative assessment had added to their knowledge and learning.

Polyethnic identifies that strong assessment results have been consistently achieved across the ESOL and NDBA programmes in 2012, and this is indicative of the strength of the teaching. The fairness and validity of assessments is confirmed by the positive outcomes of external pre-and post-moderation completed for the ESOL programme in 2012. Assessments are yet to be post-moderated in the NDBA programme, but the organisation has modified assessment materials to ensure they are up to the required standard before being used.

Staff have been supported to upskill in their subject matter areas (e.g. three tutors have completed or are completing the National Certificate in Adult Literacy and Numeracy, Level 5) and have received ongoing training in the principles and practices of moderation and assessment. This has contributed to positive moderation results, improved course completion and retention outcomes in the ESOL programme, and improved teaching practice. These results are giving tutors confidence in the strength of their teaching and assessment.

External peer observation has helped tutors to improve their lesson planning (and affirmed good practice). Self-reflection observations shared among peers have led to discussions about programme duration to better respond to learners' needs. Student survey feedback has led to a more interactive style of teaching to better engage with learners. In-house professional development sessions have enabled tutors to share different techniques to respond to different learning styles. Tutors also see the introduction of detailed course objectives and individual learning plans as leading to an improved responsiveness to learners' needs.

Staff are embracing these practices and they are becoming embedded because tutors are seeing their value. Tutors now have insights into, and ownership of, the quality of their teaching practice, whereas previously they saw that their role was 'to turn up, teach and then leave'.

Shared peer discussion and reflection has not been possible in the NDBA programme since mid-2012 because of unexpected staffing changes, and the organisation's transitional response of contracting teaching staff on a short-term basis until the future of that programme is secure.

However, the impact of this has been minimised by the experienced tutors Polyethnic has temporarily contracted, and by the regular engagement of the chief executive with each tutor to understand learner progress across all modules of the programme. Student progress and learner feedback also confirm a consistent standard of teaching by these different tutors.

It will be important for Polyethnic to ensure the continuation of experienced programme staff well placed to build solid teaching and learning practices within the NDBA programme. Ongoing opportunities for all staff to engage with external

colleagues and/or professional bodies associated with the programmes that they teach will continue to enhance the strength of the teaching.

1.5 How well are learners guided and supported?

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**.

Learners receive a good level of guidance and support at Polyethnic. Students describe the learning environment at Polyethnic as helpful and family-like and one where staff facilitate a challenging but safe place to learn. This contributes to learners' confidence and self-belief and increasing aspirations to achieve.

Activities such as shared lunches and cultural performances each semester are used to break down 'them and us' barriers and to encourage students to feel a central part of the organisation and to feel able to relate openly to staff and students.

Students interviewed were satisfied with the study advice they received prior to enrolment and at orientation. Of particular guidance to them throughout 2012 has been the clear course objectives and modules identified from the outset of the programme and which are ever-present in the classroom.

The newly defined entry criteria for the ESOL and ILN programmes has ensured that students are screened for, and guided into, appropriate study by verbal and written testing, the TEC online assessment tool, and an understanding of learners' past educational backgrounds. These initial assessments are also used to define individual learning plans to match teaching and learning to specific needs.

Tutors monitor learner progress against individual learning plans, observe learner engagement, and use assessment results to inform the delivery of special topics or one-to-one tutoring sessions outside of class hours. Tutors provide individual students with additional learning and resources where extra support is required.

Staff help students to develop curriculum vitae, to job search, to prepare for job interviews, and to apply for employment or further education opportunities. They use their personal connections with other educational institutes to provide students with information about further educational opportunities. However, these connections appear to be limited to the personal interests of the staff. The risk from this is that students may only have a narrow understanding of potential pathways.

Polyethnic has surveyed international students to ensure the effectiveness of the enrolment and orientation processes and guidance provided. While a similar approach to understanding satisfaction with guidance and support for all students would add to Polyethnic's understanding of its effectiveness in this area, tutors and students identify that the organisation is proactive in seeking to understand whether students' support needs are being met. Management has also supported a student representative system to identify and raise concerns, and which students reported was effective and empowering and resulted in issues being addressed.

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**.

While there have been some significant weaknesses in management's past support of educational achievement, over the past year the managing director has shown strong leadership and commitment to improving the organisation's educational performance and to creating an environment of shared reflection, discussion, and improvement.

The organisation has adeptly identified and is regularly engaged with a strong pool of external expertise representing stakeholders who are key to the organisation. These professionals contribute to staff and organisational developments, and have provided knowledge in areas where this has previously been lacking. The local advisory committees are well informed of issues and developments, and their advice is utilised. They have indicated a commitment to Polyethnic instilled by the organisation's responsiveness and strong focus on building student achievement.

The organisation has also used external expertise to upskill staff. Programme leaders have been established to support and direct tutors as part of these developments. This has also ensured that there is comprehensive oversight of learner achievement at a management level.

A number of the past performance issues resulted from an absence of strong processes and oversight by management, and in the future it is important that there continues to be strong managerial responsibility for ensuring adherence to quality processes, such as the application of enrolment criteria, ongoing staff development, and appropriate staff recruitment.

There is room for greater integration and oversight of teaching and learning across the three programmes at Polyethnic, although this has been affected by a recent staffing change in the NDBA programme. The organisation's response to that staffing matter demonstrates the strength of the management's decision-making and responsiveness to unexpected change. Advice and internal procedures were followed and an immediate transition plan was put in place. This meant there was little impact on learners and which was ensured by management's ongoing monitoring of student progress and well-being during that time.

The organisation is still developing and embedding its self-assessment practices. However, a key strength is its use of valid and different data sources to maintain an ongoing understanding of performance and to respond well to areas requiring improvement. This is clearly seen in management's ongoing review of staff performance and student satisfaction.

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: National Diploma in Business Administration (Level 5)

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

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

2.3 Focus area: Polyethnic Certificate in ESOL (Level 3)

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

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

2.4 Focus area: Intensive Literacy and Numeracy

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

Polyethnic has implemented a number of effective processes to improve educational performance over the last 18 months. Given this recent journey of change and development, it is recommended that Polyethnic maintain its engagement with a NZQA sector relationship manager and invite ongoing input and support.

In addition to the recommendations expressed or implied within this report, it is also recommended that the organisation develop its processes of:

- Engagement with external stakeholders, including graduates, to enhance the organisation's understanding of the value of its programmes and to inform programme development
- Data collection and analysis to better demonstrate learner progress.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

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