

Report of External Evaluation and Review

Te Tari Puna Ora o Aotearoa/NZ
Childcare Association Incorporated

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 16 October 2013

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	5
3. Conduct of external evaluation and review.....	5
Summary of Results	6
Findings	9
Recommendations	18
Appendix	19

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Final Report

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Te Tari Puna Ora o Aotearoa/NZ Childcare Association Incorporated (NZCA)
Type:	Private training establishment (PTE)
Location:	Level 4, 191 Thorndon Quay, Wellington
Delivery sites:	14 additional delivery sites at Palmerston North, Manukau, Kaitaia, Whangarei, Waitakere, Whakatane, Hamilton, Rotorua, Hastings, Nelson, Christchurch, Dunedin, Wellington, Gisborne
First registered:	1 February 1992
Courses currently delivered:	<ul style="list-style-type: none">• Diploma of Teaching (Early Childhood Education) (Level 7)• National Diploma in Teaching (Early Childhood Education, Pasifika) (Level 7)• Bachelor of Teaching (Early Childhood Education) (Level 7)
Code of Practice signatory:	Not applicable
Number of students:	Domestic: 882 equivalent full-time students as at 7 March 2013 (Pakeha 55 per cent, Māori 25 per cent, Pasifika 11 per cent, Other New Zealand citizen 9 per cent)
Number of staff:	72 full-time equivalents, 35 part-time
Scope of active accreditation:	Unit standards to enable assessment against: <ul style="list-style-type: none">• National Diploma in Teaching (Early

Childhood Education, Pasifika)

NZCA is also accredited to confer:

- -Diploma of Teaching (Early Childhood Education)
- -Bachelor of Teaching (Early Childhood Education)

Distinctive characteristics: NZCA is an incorporated society with an early childhood centre membership of 537. It is a large provider of field-based (work-based) early childhood initial teacher education programmes. It offers a programme that meets New Zealand Teachers Council requirements for registration for teaching in the early childhood education sector. Students must be employed or in a voluntary position at an early childhood education centre for at least 12 hours per week. In addition, NZCA identifies its bicultural delivery as its point of difference.

Recent significant changes: NZCA is currently completing a restructure of its national office and some of its regional bases.

Previous quality assurance history: At its previous NZQA quality assurance visit, an audit in 2005 (report published April 2006), NZCA met all requirements of the criteria for ongoing registration at the time.

A requirement of teacher education programmes is an annual monitoring visit by an NZQA and New Zealand Teachers Council monitor. NZCA has continued to meet this requirement. There are no outstanding issues.

Other: In addition to providing early childhood initial teacher education programmes, NZCA has been contracted by the Ministry of Education to provide professional development to the early childhood education sector. NZCA will celebrate its fiftieth year of operation this year.

2. Scope of external evaluation and review

The scope of the external evaluation and review of NZCA included the mandatory focus area: governance, management and strategy. The other focus area was the Bachelor of Teaching (Early Childhood Education). This is the only continuing programme, as it replaces the other programmes – Diploma of Teaching (Early Childhood Education) and the National Diploma in Teaching (Early Childhood Education, Pasifika) – which are being taught out and will conclude this year.

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 a lead evaluator and a team evaluator. The team visited NZCA for two days at its national office and two delivery sites in Wellington and Manukau. During the visit, the evaluation team interviewed the chief executive, the chairperson of the academic management group, the Pouhere Kaupapa Māori, the director education and representatives of the council, external advisory groups, early childhood centres, academic leaders, curriculum advisors, base coordinators, graduates, teaching staff, tutors, administrators and students.

While on site, the evaluation team viewed a range of documents including the NZCA council meeting minutes, degree programme monitors' reports, self-assessment activity, stakeholder and student surveys, student achievement progress and summative reports and analysis.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Te Tari Puna Ora O Aotearoa/NZ Childcare Association Incorporated**.

The key reasons include:

- NZCA is delivering many of the most valued outcomes for its student and stakeholders. It has responded to the early childhood education sector requirement to raise the level of qualification for teacher registration to degree level by upgrading its diploma provision. This ensures a continued supply of skilled and qualified staff to early childhood education centres.
- NZCA has continued to attain consistently high achievement statistics of 80 plus percentile for course and qualification completions, comparable with institutes of technology and polytechnics and PTE high performers, maintained over a number of years. The achievements for Māori and Pasifika learners are comparable with those of other providers.
- Field-based delivery enables students to earn as they learn, continuing training while in employment. Students attend tutorials one day a week, returning to their centres to practise and apply the learning. Early childhood centres benefit from having students accessing and sharing up-to-date theory and practice. The additional benefit to students is the raised confidence from being in this reciprocal arrangement. This close liaison between practice and theory facilitates achievement.
- A pilot project for men (under-represented in the early childhood education sector) has had very good results. These were men who had previously not experienced educational success. Five of the seven men enrolled in 2012 have advanced to year two of the degree.
- Students interviewed affirm survey findings that they experience a huge growth in personal development. This includes those students who have fared poorly in compulsory education and are now achieving success on the degree programme.
- Students enrol from the many different early childhood education centre types, i.e. kindergarten, puna reo, kōhanga reo, a'oga amata, Montessori, Steiner and Playcentre, exposing all students to the different philosophical teachings.

The evaluation team is highly confident in the educational performance of NZCA because of the consistently excellent educational achievements that NZCA has shown over time, and its collation, analysis and understanding of data to inform delivery. NZCA has managed the transition to degree delivery well, and the

Final Report

transition has not had a detrimental impact on the achievement of outcomes while the degree programme has been bedded in. The PTE is in the third year of delivering the degree programme and is making adjustments – such as developing online capacity – to delivery based on its internal reviews and external feedback.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Te Tari Puna Ora O Aotearoa/NZ Childcare Association Incorporated**.

The key reasons include:

- NZCA is responsive to changes in the early childhood education sector, ensuring training continues to meet the most valued outcomes for students and stakeholders. Examples include the upgrade from a diploma to a degree programme in 2010 in response to stakeholder feedback (sector, centres and students) and the increased bicultural emphasis taken as this PTE's strategic point of difference. Feedback is continuously sought from students and stakeholders to ensure the currency and relevance of the programmes. This occurs informally through the weekly interaction of students in class and back to the centres, and more formally through formal student surveys. Within the advent of the degree programme, NZCA changed from paper-based evaluations and surveys to seeking feedback online. It noted a marked drop in the response rate to the survey, with a slight fall in student satisfaction. The PTE is working on improving the response rate and restoring the level of student satisfaction with the programme.
- Centres provide feedback through their students, the different advisory groups and through their liaison and associated teacher forums. From this feedback, NZCA has identified a need to provide professional development for these teachers, and this information has been used to inform the proposed postgraduate programme.
- As required for all teacher education programmes, the degree programme is monitored and moderated externally by NZQA and the New Zealand Teachers Council. This annual monitoring process also includes feedback from stakeholders and students. Ongoing accreditation is reliant on satisfactory delivery of the programme.
- NZCA has implemented a new student management system to provide a wider range of achievement data and reports in real time to support ongoing achievement. The student management system is already producing reports to inform governance and management as the data reported can be specific to students, tutors, courses and delivery bases. 'Dashboard' reports inform achievement progress. Pivot tables can provide very specific data as required, such as ethnic and gender achievement. Management is able to introduce intervention actions more quickly. Currently, management

provides these reports to staff and students, and access to the student management system by staff and students will begin in semester 2.

- A requirement of degree programmes is that teaching staff are actively engaged in research to inform practice. Governance and management have put in place a strategy that continues to encourage and develop the PTE's research culture. This involves individual and collaborative research projects to inform practice, and research resulting from the upgrading of qualifications.

In addition to upgrading the diploma programmes to a degree, NZCA has undergone a major restructuring programme. This is in part to address the reducing numbers of students from the decrease in demand from centres due to the changes in government policy and funding around proportions of qualified teachers and the sector has higher levels of qualified teachers. NZCA has managed the transition well. It is mindful that there are some areas identified for improvement and action and it is working through these. An example involves capacity and capability building for online delivery. The organisational restructure and programme upgrade have identified areas for continued self-review and monitoring, and the evaluation team is confident that robust processes in place will support these changes.

Findings¹

1.1 How well do learners achieve?

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

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

NZCA compares well with high-performing PTEs and ITPs (institutes of technology and polytechnics). It has exceeded both the ITP and PTE sectors' course and qualification completions medians for the last three years. NZCA course completions were in the range of 88-91 per cent, while the PTE sector median was 83-91 per cent and the ITP sector median was 79-82 per cent. For qualification completions, NZCA ranged from 95-100 per cent, the PTE sector median was 80-83 per cent and the ITP sector median was 58-69 per cent. Māori achievement ranged from 85-86 per cent and Pasifika, 81-82 per cent for course and qualification completions. These are excellent results as many of the students are first-time education achievers.

The educational achievement results for Māori have been consistently positive, and in 2009 NZCA was identified as having higher rates of Māori retention and completion compared with other early childhood education tertiary providers. In 2010, 27 per cent of students identified as Māori compared with 9 per cent in all other tertiary institutions. NZCA undertook a research project (Te Heru) in 2011 to explore why it was achieving these excellent retention and achievement rates. Key findings from this project are used to support ongoing Māori success. Examples include the promotion of whakawhanaungatanga (strong collaborative relationships) between teaching staff, centres and students, and flexible delivery and support, demonstrating an awareness and an appreciation of the cultural and whānau responsibilities of students that have an impact on study time.

Students must be employed or be in a voluntary capacity for at least 12 hours a week in early childcare centres, and attend classes one day a week. The integration of theory and practice is effective and supports high achievement.

Students and graduates interviewed attest to raised self-esteem, personal growth and increased confidence, corroborating student satisfaction surveys and analysis. Some students have not fared well during compulsory education, and this is their first educational success, and they are now achieving at degree level. Y-Men, a pilot project for men has had very good results also. These men had previously not experienced educational success. Five of the seven men enrolled in 2012 have progressed to year two of the degree.

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

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

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

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

NZCA provided clear evidence that it is delivering most of the valued outcomes of its students and stakeholders. In response to stakeholder feedback, NZCA upgraded its diploma programmes to a degree in 2010. This also enabled those graduates the opportunity to then move into postgraduate study. Early childhood education centres continue to access skilled and qualified graduates. There is good evidence of benefits for all parties from the delivery model and the close relationships that exist between the centres, NZCA and the students. Centres benefit from releasing students to attend classes one day a week to gain up-to-date early childhood education knowledge and research. Students can immediately apply theory to practice. NZCA gets ongoing feedback about the relevance and currency of the programmes from centres and students.

In addition to informal and formal feedback processes, an external survey was commissioned by the New Zealand Teachers Council in August 2012 titled, Initial Teacher Education Survey – Graduates Preparedness to Begin Teaching. A total of 916 participants, including NZCA graduates, completed the survey. In general, graduates reported that they were well prepared. An area identified for strengthening (working with infants and toddlers) has been incorporated into the degree programme.

Whānau attend the graduation ceremonies and attest to their pride in the achievements of their graduates, acknowledging that for some families their graduate is the first in the family to do so, and acts as a role model for other family members. Examples were provided of whānau transformation as other members have enrolled and completed the programme.

Students achieve their qualification, learn new skills, develop personally and build confidence to engage back to their centres and also in practicums at other centres. Continued employment makes upskilling affordable and less disruptive to family life.

A further benefit to the early childhood education community is that students enrol from the many different education centre types, i.e. kindergarten, puna reo, kōhanga reo, a'oga amata, Montessori, Steiner and Playcentre, exposing all students to different philosophical teachings and giving them a broader insight into the various early childhood education settings that pre-school children access. Centre representatives also affirmed NZCA as their preferred provider.

NZCA identifies as its point of difference its bicultural approach. Early childhood education centre representatives and students interviewed report that students and

Final Report

graduates become the reo Māori bicultural resource in their centres. This is important in building reo Māori capacity and capability in the early childhood education sector.

As students are already employed or in a voluntary capacity, NZCA has not specifically followed up on graduate destinations apart from receiving continued feedback from centres. It has an alumni programme in place and intends extending this to collect and analyse graduate destination data. This will add to the information gathered about the value of the training.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

NZCA has excellent processes in place to identify and respond to students' and other stakeholders' needs. Learner needs and goals are identified at enrolment and initial interview, and monitored and reviewed as learners progress. Different learning styles are also identified and responded to, to minimise barriers to learning. Following student and staff feedback, the orientation process has been extended from one day to one week to better prepare learners for the rigours of study, including improving academic study skills.

The early childhood education sector now expects a Bachelor's degree as the minimum qualification for a teacher. NZCA has provided pathways to meet the different needs of students. Students employed in the sector can either transition from their current diploma qualification to the degree, choose the upgrade pathway as a diploma graduate or enrol as a new student on the degree programme. Field-based delivery enables centres to release staff once a week to engage in training to inform practice. This variety of pathways enables the range of enrollee needs to be met. NZCA has also planned postgraduate study pathways and is currently awaiting approval of a postgraduate qualification in early childhood education leadership.

The field-based mode of delivery benefits students as they are released from their centres to attend classes one day a week. Students can practise and apply learning immediately back at their centres. Past graduates upgrading their diploma qualification to the degree attend monthly classes. Students commented that they are constantly reflecting on their practice.

NZCA is aware of different learner needs and accordingly links these to the strong support mechanisms in place at each teaching base. It also seeks external advice, as evidenced by the collaboration with the Māori advisory group and the Pasifika advisory group. A positive outcome of these collaborations has been the additional support for Māori and Pasifika students at base level to help students manage

Final Report

personal and community responsibilities that can affect their study. The very successful Y-Men project managed in collaboration with the Wellington Kindergarten Association is meeting the needs of these young men and increasing male representation in the early childhood education sector. This attention to specific groups and their needs provides assurance that staff are aware of problems that may affect achievement.

1.4 How effective is the teaching?

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

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

The excellent educational achievement is an indicator of the effectiveness of the teaching staff, who are well-qualified practitioners encompassing adult teaching and academic qualifications. In 2010, 37 per cent of academic staff were Master's qualified, and by the end of 2013, 58 per cent will have completed this qualification or above. Five staff have PhDs. The upgrade of academic qualifications from Bachelor's to Master's degrees is a degree delivery requirement and was externally reviewed by an NZQA and New Zealand Teachers Council degree approval panel. NZCA's degree is annually reviewed by an NZQA and New Zealand Teachers Council monitor and moderator for ongoing relevance and currency and to ensure it continues to meet degree accreditation requirements.

There is strong support by governance and management for ongoing professional development, focusing on the upgrading of qualifications to Master's and higher-level qualifications, building online complementary teaching (Pou Manawa Akoranga) and te reo Māori capability as well as ongoing development of a research culture and research-informed teaching. The intent of these collective actions is to maintain or improve outcomes for learners from the programme upgrade.

NZCA has a strong commitment to its bicultural philosophy. Each teaching base has at least one fluent reo Māori speaker. Twenty-three per cent of staff are reo Māori speakers and 13 per cent of non-Māori completed te reo Māori course at certificate level. Staff are encouraged to increase their reo Māori proficiency through professional development. While some staff individually access the many reo Māori programmes available, some bases run courses on site, such as the Manukau base Te Ataarangi programme. This collective drive to increase reo Māori capability is modelled by national office commitment and is included in performance goals.

NZCA seeks feedback on the effectiveness of teaching staff through student evaluations and surveys, peer feedback and internal and external assessment moderation. As learners return to their centres each week, centre staff also provide feedback. Practicums are arranged at different centres and feedback is provided

Final Report

by associate teachers on the preparedness of students. The students come from a wide range of early childhood education philosophies and deliveries, so feedback is important to ensure that different centre needs are met. Feedback has led to improved Wifi and computer access at each base, clearer assignment outcome requirements and reviews of moderation practice, providing a stronger alignment and consistency for students.

NZCA is working on implementing an online learning platform to complement delivery. The PTE acknowledges that it is making incremental improvements, supporting both learners and staff to grow in this area. Base 'experts' have been trained to provide this mentoring role to staff in the interim.

Through its many feedback avenues, NZCA is working through its actions to address areas identified through self-assessment. These include the rewriting of assessments to ensure they are clearer and easier to understand, paper order changes for seamless flow, and closer liaison with off-site assessment markers and online delivery. Staff are also reviewing the degree delivery now that all levels of the degree are being taught.

There is substantial evidence throughout the organisation of highly effective teaching which is benchmarked internally and externally through feedback channels and external monitoring. Staff are supported through professional development opportunities. Teaching environments are well resourced and effective in supporting learning, teaching and research. Library resources are accessed through online requests and staff note incremental improvements in accessing these and the complementary online platform.

There is good evidence that self-assessment is being used to better understand educational performance and to bring about many improvements, as evidenced by the consistent achievement results. The transition to a degree-level qualification has identified areas for improvement currently being addressed.

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**.

NZCA has identified building strong relationships between the students, their centres and teaching staff as key to strengthening its support to students. This ensures that learners are well supported from their initial enquiry about the programme, through to accessing pastoral care and academic learning support. For some students, this is their first venture back into study (some with negative schooling experiences), so the success of this initial connection and support and the ongoing support is important. Students interviewed reported their appreciation of this approach, including the opportunity to discuss assignments with peers and lecturers.

Final Report

Students who were interviewed reported that they are well supported by the tutors. Student surveys have noted some changes in student satisfaction in the change from the diploma to the degree. In 2010, 86 per cent of students reported overall satisfaction with the diploma programme, and this was used as the target for the degree. The first year that all levels of the degree were taught was 2012. In semester 1, both the satisfaction and response rates dropped to 72 per cent. Actions were put in place for those matters that could be addressed immediately, while others involved more long-term adjustments, such as the online platform. In semester 2, the satisfaction rate dropped further to 66 per cent from a response rate of 31 per cent. The response rate drop was anticipated as NZCA changed from a paper-based to an online electronic survey. The online response compares similarly with other institutes using online surveys; however, the base coordinators have identified how they might improve on this rate. The analysis of these evaluations has resulted in actions for improvement which the organisation is implementing.

As a result of observations and feedback, individual bases have put in place support for the students, e.g. Manukau stays open Thursday evenings to provide a quiet space for students to study and complete work. The students also have access to teaching staff for tutorials. Hamilton runs study skills workshops on Saturdays during semester 1, and a day wānanga for Māori students. Where possible, staff are identified to provide appropriate support, i.e. to provide an ethnic match. These are examples of specific actions undertaken originating from data analysis to increase achievement for Pasifika and Māori students.

NZCA has found that student complaint and disciplinary committee analysis showed some traditional learning support methods were not meeting some student needs. Base-specific actions and interventions have led to improved achievement results, with a reduction of Māori and Pasifika students being referred for insufficient progress.

The evaluation team considers that students are very well supported, and while the transition from diploma to degree has identified some matters to address, the organisation has these in hand.

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

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

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

NZCA's institute-wide strategies formulated by governance and management to promote achievement are well communicated and shared throughout the organisation. The implementation of the improved student management system provides the council and senior management with up-to-date dashboard and

Final Report

scorecard progress reports against identified educational performance measures and comparable studies. This has ensured a quicker response to intervention and support.

The organisation is responsive to changes influencing the early childhood education sector. It has reviewed its programme provision, upgrading its diplomas to degree level. The PTE has also sought NZQA approval to deliver postgraduate programmes, including early childhood education leadership.

NZCA reviewed, analysed and used relevant data to inform the organisation's recent restructure to take into account the increase in early childhood teacher education providers against a fall in student numbers. The restructure included a reduction in staff numbers and the closure of three bases. The new structure took effect in April 2013 and the changes are currently being bedded down.

NZCA sought and implemented advice and guidance from external expertise to inform strategy and implementation. Advice included the strengthening of policies and processes and the further strengthening of the PTE's research culture and increased research outputs. Strategies have included flagship research projects such as the Te Heru project on Māori achievement, increased individual and group research, contestable funding, support to upgrade qualifications, and establishing communities of inquiry. All bases conduct small research projects to inform their specific needs. By the end of 2010, 11 per cent of academic staff had published in peer reviewed journals or equivalent, and by the end of 2012 this had risen to 53 per cent.

The chief executive is highly regarded in the early childhood education sector, providing advice at national level such as to the Minister of Education's Cross-Sector Forum on Raising Achievement. NZCA is also providing input to the New Zealand Teachers Council on the impact of new IELTS (International English Language Testing System) and university entrance requirements on Pasifika enrolments.

As a bicultural provider of early childhood initial teacher education, NZCA has a very strong commitment to growing its tikanga and te reo Māori capability and strengthening its reo Māori strategy. It acknowledges and celebrates these achievements with awards. Of 75 teaching staff, 23 per cent are fluent speakers of Māori. National office and teaching staff are encouraged and are engaged in te reo Māori professional development programmes.

NZCA has demonstrated its commitment to continuous improvement, beginning with the review of governance and management practice. Other self- assessment examples that have been mentioned include the improved data gathering and analysis supported by the new student management system to inform practice and student achievement, improved orientation to ensure that students are well prepared and aware of the expectations of study, and strengthened support at each base according to need.

The evaluation team is confident that NZCA has robust self-assessment practices in place. Earlier references in this report note matters raised for improvement arising from the transition to degree delivery, which the organisation is addressing.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: Bachelor of Teaching (Early Childhood Education) (Level 7)

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

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

Recommendations

NZQA recommends that NZCA continue to monitor its actions and changes for evidence of impact and improvement.

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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