

Report of External Evaluation and Review

Lakeland Learning Company Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 29 February 2012

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MoE Number: 9522
NZQA Reference: C06139
Date of EER visit: 1 and 2 December 2011

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. Lakeland Learning Company Limited in context

Location:	94 Titiraupenga St, Taupo
Type:	Private Training Establishment
First registered:	1994
Number of students:	Domestic: 49 full-time students International: nil
Number of staff:	Two full-time and six part-time
Scope of active accreditation:	<ul style="list-style-type: none">• Communication Skills (to level 4)• Computing (to level 2)• Distribution (to level 2)• Mathematics (to level 3)• Outdoor Recreation (to level 3)• Retail and Wholesale (to level 2)• Retail, Distribution, and Sales (to level 2)• Service Sector Skills (to level 2)
Distinctive characteristics:	Lakeland Learning Company Limited (Lakeland) is a small PTE which provides second-chance learners with foundation programmes that provide access to higher-level qualifications and employment opportunities through Tertiary Education Commission (TEC) Foundation Focused Training Opportunities funding. Its TEC-funded Youth Training programme provides clear and positive outcomes for students who wish to

continue education but for whom school or other institutions are no longer an option. Lakeland Learning emphasises literacy and numeracy skills and aims to improve skills outcomes for levels 1-3 study. Learners may complete units towards national certificates in: educational achievement (level 1); computing (level 2); and retail (level 2).

Previous quality assurance history:

At its previous NZQA quality assurance visit, a quality audit in 2007, Lakeland met all the requirements of the standard that was the basis for ongoing registration at the time.

Lakeland consistently meets the external moderation requirements of NZQA. As part of providing individualised and flexible programmes to meet the needs of its learners, Lakeland has assessed and reported results that it had not anticipated and not previously indicated to NZQA at the start of the year in its assessment plan. It intends to address this by reporting any additional assessment to NZQA at the time it takes place.

Other:

Lakeland aligns to the Tertiary Education Strategy priorities regarding increasing Māori and under 25-year-old educational participation and success and supporting school leavers into tertiary education. It has a long history of successful outcomes which is supported by TEC data and allocations of an increased number of places in both programmes.

2. Scope of external evaluation and review

The scope of the external evaluation and review of Lakeland Learning included the following focus areas:

- Foundation Focused Training Opportunities. This is TEC-funded. Funded learner places in 2011 were 16. This programme includes literacy and numeracy support. It is assessed against unit standards that contribute to national certificates.
- Youth Training. This is also TEC-funded. Funded learner places in 2011 were 33. This programme also includes literacy and numeracy support and is also assessed against unit standards that contribute to national certificates.

- The following mandatory focus area was also included: governance, management, and strategy.

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 is given the opportunity to comment on the accuracy of the report, and any submissions received are fully considered by NZQA before finalising the report.

An NZQA lead evaluator with another NZQA lead evaluator conducted the EER at Lakeland's Taupo site over two days. The evaluators met with the two owner-directors (who also teach), five of its six tutors, and learners from both programmes. The evaluators also met with the following people: the deputy principal and careers advisor from Taupo Nui A Tia College; two case managers from Work and Income New Zealand (Ministry of Social Development); four past students; three parents of past students (and one present student); three employers; a community advisor; and a previous Lakeland employee.

Documents and information sighted included: self-assessment information; evaluations and feedback; results and achievement data; learner resources, teaching and assessment materials, and individual learning plans; programme plans and reviews, and internal and external moderation reports; governance and management documents; and the quality management system policies and procedures.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Lakeland Learning Company Limited**.

Lakeland learners achieve consistently excellent educational outcomes. Rates for completion of courses and achievement of unit standard credits and national certificates in educational achievement (NCEA), computing, and retail exceed TEC expectations. For example, an average of 93.5 per cent of Lakeland's most recent youth training cohorts completed national certificates in 2010-2011. Achievement of unit standards and national certificates contributes to a high proportion of learners gaining employment and a smaller but significant proportion going on to further education and training.

Lakeland learners include a significant proportion of Māori and under 25-year-olds. Its excellent results benchmark very highly with comparable tertiary providers. For example, from 2007 to 2010, between 39 and 56 per cent of the learners in Lakeland's most popular programme, New Choices Youth Training, were Māori, and 93-100 per cent were under 17. Māori credit achievement ranged from 48 to 56, which exceeded the TEC's target expectations (20). From 2007 to 2010, between 69 and 100 per cent of all Youth Training learners achieved positive labour market outcomes (employment and/or further training): Māori 93 per cent, and under 25s, 89 per cent typically in 2009, which again clearly exceeded TEC expectations (60 per cent). Lakeland's other programme, Pathways to Work Training Opportunities, has approximately half the number of learners as the Youth Training programme. It is not as highly successful, but data nevertheless shows its achievement consistently exceeds the TEC's expectations.

Achievement in both programmes is significant in that the learners are second-chance learners who lack foundation skills, have experienced limited or no success at secondary school, and for whom school or other, similar institutions are not an option. In recognition of Lakeland's success, the TEC increased the number of its Youth Training programme places from 22 to 26 in 2010 and again in 2011 to 33. The TEC increased the number of Training Opportunities places from 14 to 16 in 2008, and Lakeland has maintained these numbers ever since.

Learners gain useful knowledge and skills which help them gain employment and/or go on to further education. They also develop other, related abilities, personal attributes, and well-being. They improve their literacy, numeracy, and communication skills. Improved communication skills contribute to increased self-confidence. Personal growth and increased maturity are reflected in improved behaviour, empathy, and care for others which enable the learners to contribute positively to their families and whānau as well as local and wider communities.

The EER team's interviews with learners, tutors, employers, and a wide range of other stakeholders helped confirm the success, extent, and benefits of Lakeland's educational performance.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Lakeland Learning Company Limited**.

Lakeland's self-assessment supports educational achievement well. Tutor and learner evaluations and ongoing formal and informal feedback from employers, current and graduate students, Work and Income New Zealand (WINZ), parents, past employees, and members of the community provide valuable information. Lakeland uses this information to identify where it can improve, make changes, and evaluate their effectiveness.

One example of this process is Lakeland's provision of Site Safe training and personal protective equipment – this not only enables learners to undertake activities safely in the workplace but also meets the construction-related health and safety requirements of employers who provide work experience and employment. Other examples include database training as part of computing training programmes and report writing in conjunction with the local polytechnic. These skills help meet employers' and stakeholders' needs and give learners an advantage in gaining employment and/or going on to further education. Lakeland is aware that it could further develop how it captures the valuable informal and anecdotal information about destination outcomes beyond the two-month period required by the TEC, as well as the other outcomes that it already accesses through face-to-face interaction, texts, and emails within the small community of Taupo.

Lakeland tracks and monitors achievement and identifies and compares the achievement of Māori learners with non-Māori, under-25 learners with older learners, and males compared with females. Its self-assessment includes identifying the reasons for the success of different groups (and not just where there is a need for improvement), and the results are used to benefit all learners. For example, based on its own self-assessment and an evaluation it contracted, Lakeland continues to apply and extend its aspirational and supportive whānau approach to all learners and staff holistically, including supporting health needs, as a key means of ensuring ongoing successful educational performance. The evaluation team verified the importance and success of this strategy through its interviews with learners, tutors, employers, and other stakeholders.

Staff identify relevant professional development that meets their needs and those of their students with governance and management, which supports and pays for it. Self-assessment enables Lakeland's two owner-managing directors to make changes that support educational achievement. One example of this is the implementation of broadband to facilitate the use of the online TEC progressions tool for literacy and numeracy assessments.

The EER team confirmed the quality and validity of Lakeland's documented self-assessment activities plan, main findings, actions, and outcomes by talking face-to-face to a widely representative group of stakeholders during the EER visit. Lakeland's plan, findings, actions, and outcomes provide clear evidence of effective processes which contribute to learning and other important outcomes and enable Lakeland to meet the most important needs of its learners and stakeholders. Lakeland's self-assessment is continuous, comprehensive, and robust. Its self-assessment findings are used intelligently to make changes which are evaluated to ensure that they are worthwhile improvements.

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**.

Lakeland aligns to the Tertiary Education Strategy priorities of increasing Māori and under 25-year-olds' participation and success and supporting school leavers and other learners into employment and/or further education. Since 2007, 39-56 per cent of New Choices Youth Training learners have been Māori and 93-100 per cent aged under 17. In the same period, 50-75 per cent of Pathways to Work Training Opportunities learners have been Māori and 61-71 per cent aged under 25.

Learners in both programmes have consistently exceeded TEC credit achievement requirements (20). For example, Youth Training Māori achieved an average of 48 credits in 2008, 56 in 2009, and 49 in 2010. Training Opportunities Māori learners achieved an average of 33 credits in 2007, 29 in 2008, 22 in 2009, 42 in 2010, and 45 in 2011 (2011 indicative only).

Lakeland's current Training Opportunities programme takes place in a shorter timeframe than previously and does not require credit achievement, but does include the completion of three unit standards. However, Lakeland continues to place importance on credit completions as part of its encouragement of learners to complete national certificates especially in educational achievement (NCEA) at level 1, and computing and retail at level 2. In 2010, 40 per cent of 2010 Pathways to Work Training Opportunities learners achieved their NCEA level 1 (New Choices Youth Training 60 per cent), 26 per cent their NCEA level 2 (New Choices Youth Training 40 per cent), 20 per cent their National Certificate in Computing (New Choices Youth Training 17 per cent). Data shows that 90 per cent of the most recent cohort of Youth Training learners completed national certificates, as did 97 per cent of the Training Opportunities learners. While some learners completed more than one national certificate, and the national certificates they had begun at school, others completed national certificates from scratch.

The completion of unit standards and national certificates by second-chance learners with limited or no prior success at secondary school, no foundation skills, and personal problems and challenges, is significant. Achievement rates in both programmes are significant in that the learners are second-chance learners who lack foundation skills, have experienced limited or no success at secondary school, and for whom school or other, similar institutions are not an option.

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

Self-assessment is one of the keys to the learners' achievement of unit standards, national certificates, employment, and further education. Student progress is monitored closely in a variety of ways including: discussion of individual student progress at weekly course staff meetings; termly checks on individual and whole group unit standard credits and national certificates; and achievement against the educational performance indicators (EPIs) set by the course director and the TEC and implemented by learners and tutors through individual learning plans. Lakeland compares the achievement performance of Māori and non-Māori, under 25-year-olds and over 25-year-olds, and male and female each term. It compares results annually against national benchmarks (where available) and the summary data in the annual report. Such ongoing and comprehensive self-assessment contributes significantly to high achievement.

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 **Good**.

Achievement of unit standards and national certificates contributes to a high proportion of learners gaining employment and a smaller but significant proportion going on to further education and training. Since 2008, 69-100 per cent of Youth Training learners achieved positive labour market outcomes (Māori 93 per cent and under 25s, 89 per cent in 2009). The TEC recognised Lakeland's success by increasing its number of places from 22 to 26 in 2010 and again in 2011 to 33 places. Since 2007, 60-78 per cent of Training Opportunities learners achieved positive labour market outcomes (Māori 60 per cent and under 25s, 71 per cent in 2009). The TEC recognised Lakeland's success by increasing its places from 16 to 18 in 2008, which it has since maintained.

Lakeland's success is significant given that most of its learners have never had a job before. Learners also improve their literacy and numeracy and related communication skills. They develop cognitive skills such as learning how to learn and to self-manage. They enhance their personal attributes and sense of well-being. Their personal growth includes development of a more positive, non-judgmental, and tolerant attitude to themselves and others, and improved self-confidence. They support each other and staff and develop empathy, friendship, a sense of family, and hope, examples of which the evaluation team witnessed during the visit. Such attributes benefit not only the learners but also their own families, whānau, and communities. The evaluation team heard examples of these benefits from a widely representative group of stakeholders.

Lakeland's self-assessment enables it to continuously evaluate the value and relevance of its outcomes to its learners. It does this through formal evaluations, formal two-yearly reviews with employers, and continuous informal engagement with current and past learners, the local secondary school, employers, WINZ,

parents, past employees, and the community. The EER team confirmed the value of the outcomes, including by speaking independently to a diverse range of stakeholders and referring to Lakeland's own self-assessment.

Lakeland is aware that its valid and valuable information on destinational outcomes, based on its ongoing interactions within a comparatively small community, readily extends beyond the formal two months after graduation required by the TEC, and could easily be more formally captured. The same applies to the feedback about the value of outcomes it currently receives by email, texts, and face-to-face interaction.

Self-assessment has included contracting an experienced community representative with strong Māori connections to provide Lakeland with feedback on the factors that may contribute to Māori learners enjoying positive outcomes as good as or better than non-Māori. The consultant interviewed learners and other stakeholders, compared data, and concluded that it was Lakeland's inclusive, non-threatening, family-orientated approach to its learners that allowed Māori in particular to grow and develop. Such an approach is a cornerstone value which Lakeland extends to all its learners and staff.

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**.

Lakeland's programme planning includes ongoing needs analysis. It provides information to prospective learners and holds initial interviews that identify individual needs, including literacy and numeracy, which it assesses using the TEC progressions tool. Analysis of gaps in unit standards credits contributes to filling them and completing national certificates. Individual learning plans help learners fill the gaps in their learning and to monitor progress. Ongoing relationships with employers and the local polytechnic help ensure that Lakeland's programmes maintain relevance to individual learners, employers, other stakeholders, and communities. This is particularly important with currently fewer tertiary providers in Taupo at a time of relatively high unemployment.

Timetabling of classes allows for personal, family, work experience, and part-time employment situations. Examples of maintaining the relevance of the programmes based on self-assessment include the provision of Site Safe programmes and equipment which enables Lakeland learners who may also be prospective part-time or full-time employees to be safe in the workplace and to meet the external health and safety requirements that apply to their prospective employers. Another example of ensuring relevance is the relationship with the local polytechnic whereby learners can learn about databases as part of their computing programmes and develop their report writing skills which help them become work-

ready. Such programmes give Lakeland learners an advantage in gaining work experience and employment.

Outdoor education and other activity opportunities abound in Taupo, and Lakeland uses these well. They help encourage, develop, and support the growth of personal attributes. For example, outdoor education activities such as rock climbing, mountain biking, and kayaking help develop the self-confidence of the learners, who also greatly enjoy these activities.

Lakeland's self-assessment enables it effectively to match the needs of its learners and other stakeholders with regard to programmes and activities. This view is based on the organisation's ongoing and continuous interactions and engagement with learners and its wide range of identified stakeholders with whom it has well-established relationships, as reflected for example in its attendance at WINZ seminars and the local secondary school's prize-giving. Recently, Lakeland has identified that learners and employers do not put as much store in the level 1 National Certificate in Employment Skills (NCES), so has decided to put less emphasis on its completion than other level 1 and 2 national certificates such as NCEA, computing, and retail.

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 **Excellent**.

According to the learners, their tutors, and the wide range of its stakeholders, the teaching at Lakeland is highly effective. This is also reflected in Lakeland's own self-assessment, which includes learner and tutor evaluations and feedback from informal, ongoing stakeholder interactions and formal two-yearly employer reviews. The EER team confirmed the effectiveness of Lakeland's teaching by reference to the information Lakeland gathers through its self-assessment and data, the TEC data on Lakeland, and feedback from the wide range of stakeholders, including learners and tutors, that the EER team interviewed.

The effectiveness of the teaching is partly based on teaching staff who are well qualified and well experienced. The owner-directors are themselves experienced teachers who actively teach. All staff have or are in the process of gaining their National Certificate in Adult Literacy and Numeracy (Education) (Level 5) (NCALNE) and/or other literacy and numeracy training. Some teaching staff are also currently employed in work other than teaching, and their current experience is invaluable to the learners and other staff. The employment of several part-timers rather than fewer full-time staff gives learners the opportunity to interact with more tutors and provides them with increased variety and capacity for their learning. Part-time teaching is also realistic for those teaching challenging learners.

Lakeland tutors are empathetic and highly committed and dedicated to their work. They address the individual needs of each learner holistically within the classroom and outside it. Small class sizes and a low tutor-to-learner ratios support this. Tutors engage learners in their learning and enable them to apply their knowledge and skills in authentic work experience or employment.

Lakeland's learning environments are planned, structured, and inclusive. They are focused on the benefits and needs of learners. The well-being of learners is paramount, and the EER team was impressed by how well learners related to each other and the tutors. Learning resources and assessment for literacy and numeracy, unit standards, and qualifications are valid, fair, and fit for purpose.

Assessment and moderation provide learners and tutors with useful feedback on progress. Lakeland meets the external moderation of assessment by NZQA, which also confirms the effectiveness of its internal moderation involving all staff. Other sources of teacher self-assessment include confidential peer appraisals as well as formal appraisals conducted by the owner-directors. Self-assessment includes identification of professional development needs. Other self-assessment related to the effectiveness of the teaching includes the identification of trends in achievement by ethnicity, age, and gender and the reasons for success which has led to the ongoing development of resources and learning, teaching and assessment practices. The number of literacy and numeracy assessments and their frequency was reduced in 2011 to address negative feedback and learner resistance. The effectiveness of this change, which complements formal assessments with tutor observation, is being monitored through learners' discussion with staff and comparing progress with previous performance.

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**.

Lakeland learners are well guided and supported in a range of ways. For example, Lakeland identifies, registers, and pays for unit standards and national certificates in those cases where learners have achieved them prior to attending Lakeland but whose results have not been previously registered by their secondary school or former provider, for whatever reason. Lakeland provides transport for the learners, a service that is funded by the TEC. The organisation helps learners gain their drivers' licenses. It provides food for learners to eat during their attendance. Learners have 24/7 access to Lakeland staff by mobile phone, which they find reassuring. Such practices are important because they contribute to learners' well-being and achievement.

Individual learning plans and one-to-one attention effectively address learners' needs. So too does help with developing CVs and conducting mock interviews, which help learners gain employment. Lakeland provides varied times and days for

study which helps minimise barriers to learning and facilitates part-time work. Learners, graduates, and employers commented on how effective Lakeland is in finding work experience and jobs for learners. The opportunity to apply their knowledge and skills is vital to learners' chances of gaining employment. A typical pattern is the learners moving from unemployment (some have never been employed before) to unpaid part-time work, to paid part-time work, to full-time employment. If learners take up employment before they have completed their programmes, Lakeland supports and funds them to complete post-employment.

For those who go on to further education and training, Lakeland supports its graduates in the local community. For example, learners can enrol at another tertiary education organisation for online or face-to-face courses while still studying at Lakeland and receiving Lakeland's tutors' free encouragement and support. This typically happens as Lakeland graduates study further education at higher levels locally before they have the confidence and courage to go further afield. Graduates can also come back to Lakeland to update their CVs.

Lakeland's self-assessment around how well learners are guided and supported is ongoing and continuous from a range of sources including formal evaluations and informal feedback from current and past learners, tutors, the local secondary school, employers, WINZ, parents, past employees, and the community. The EER team confirmed the high quality of the guidance and support provided by Lakeland and the way in which any issues are addressed and used to make ongoing changes. Based on interviewee feedback and Lakeland's self-assessment, these changes have brought real improvements.

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**.

The purpose and direction of Lakeland is clear. Through education it successfully provides second-chance learners with opportunities by providing individualised and flexible foundation and youth programmes that provide access to further education and employment opportunities. Lakeland has a long history of successful outcomes.

Lakeland draws its strength from being small and specialised, enabling tutoring methods to remain flexible and programmes to be sufficiently individualised to meet each learner's needs. Learners and tutors study and work in a highly supportive and caring environment. Lakeland operates as a family rather than as an "institution". Its holistic and inclusive whānau approach to its learners and staff plays a major role in the achievements of all its learners and particularly those who are Māori, male, and under 25 years of age. It has created a culture of inclusiveness and friendliness in which learners can learn without fear and achieve

their goals. Lakeland monitors and reviews its performance in an ongoing way to ensure it provides the best opportunities and outcomes for its learners, employers, and other stakeholders with whom it has well-established and ongoing relationships.

Lakeland's leadership is effective and inclusive based on two owner-directors who are also tutors and work with their staff who feel very strongly valued and share the same goals. Its resources are sufficient to support effective learning and teaching. While some computers are slower than others, they are still reliable. The introduction of broadband has facilitated the use of the online TEC literacy and numeracy progressions tool.

Lakeland's recruitment and development of staff is effective and includes the NCALNE and literacy and numeracy training for all tutors. Its response to literacy and numeracy and foundation training shows its open response to change, although management has been wise to continue to consider the potential future impact of such programmes as Training For Work. Lakeland pays tutors for additional hours, including lunch-time work or meetings, which indicates to them that they are valued. It works with the tutors to identify professional development needs, which it also funds. The organisation's ability to achieve all the positive outcomes it is used to achieving may be challenged by much tighter time constraints in future. However, trialling and tweaking current practices should help manage any detrimental impacts on the current balance of innovation and continuity.

Lakeland is so successful that stakeholders such as employers and WINZ would like more places to be made available, but management continues to review any such possibilities against the risk of losing the organisation's current uniqueness. Lakeland's investment and business plans and annual report reflect a commitment to "free" education and training and a desire to continue and not compromise the vision of its founders and first owners.

Lakeland's governance and management can take credit for self-assessment, which is ongoing, comprehensive, and robust and which leads to intelligent changes leading to worthwhile improvements. That said, governance and management are also aware that Lakeland's educational performance and self-assessment are still open to ongoing and continuous improvement.

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: Foundation Focused Training Opportunities

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

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

2.3 Focus area: Youth Training

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

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

Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

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 courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria 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-eeer/introduction/>*

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz