



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Horowhenua Learning Centre Trust

Date of report: 8 February 2024

About Horowhenua Learning Centre Trust

Horowhenua Learning Centre (HLC) is a community-owned charitable trust. HLC provides social, employment and vocational training services to support economic and community development.

Type of organisation:	Private training establishment (PTE)
Location:	102 Liverpool Street, Levin
Eligible to enrol intl students:	No
Number of students:	Domestic as at 30 June 2023: <ul style="list-style-type: none">• 150 students funded by the Tertiary Education Commission (TEC)• 340 students funded by the Ministry of Social Development and Ministry for Pacific Peoples <p>Of the TEC-funded students, 20 per cent are Māori, 12 per cent are Pasifika, and 36 per cent are learners with a disability.</p> <p>International: nil</p>
Number of staff:	52 full-time equivalents working across all of HLC, with 11 staff in the education team
TEO profile:	The HLC provider page on the NZQA website HLC is closely engaged with local Māori iwi and Pasifika communities to support the high proportion of these communities engaged with foundation education. HLC delivers vocational and foundation education with an emphasis on graduates gaining sustainable employment in the region. In 2022, HLC merged with the Life to the Max Horowhenua Trust (LTTM) to provide a pathway for youth into employment or vocational training while expanding the level

of support services available to all students at HLC.

Last EER outcome:

At the 2019 EER, NZQA was Highly Confident in both HLC's educational performance and capability in self-assessment.

Scope of evaluation:

Focus area 1: Foundation programmes supporting pathways for progression; to include 2862 New Zealand Certificate in Foundation Skills (Level 2) (Retail) [ID: 124638], and 2108 New Zealand Certificate in Hospitality (Level 2) [ID: 120072]

Focus area 2: Level 3 vocational programmes; to include 2100 New Zealand Certificate in Cookery (Level 3) [ID: 109345]; Health and Wellbeing (Support Worker) [ID: 126331] leading to 2470 New Zealand Certificate in Health and Wellbeing (Level 3) (Support Work strand); and Introduction to Trades (Building) [ID: 126355] leading to 2834 New Zealand Certificate in Construction Trade Skills (Level 3) with strands in Allied Trades, Carpentry, and Joinery.

MoE number:

9535

NZQA reference:

C54312

Dates of EER visit:

20-23 and 25 September 2023

Summary of results

Highly valued outcomes and effective student support create transformed individuals and families while supporting the retention of skills and knowledge in the Horowhenua district. Varied achievement of qualifications and external moderation affect performance and self-assessment.

Confident in educational performance

- For HLC students, achievement is not just about qualifications. Valuable life skills, personal growth and literacy and numeracy gains are achieved alongside qualifications. Overall, qualification completion is varied, with level 3 programmes not meeting benchmarking targets. HLC has begun some initiatives to improve success, but further review is needed.

Confident in capability in self-assessment

- HLC's student body is mainly Māori. These and Pasifika students have parity of achievement. HLC collects data for learners with a disability, but needs to disaggregate the data for self-assessment purposes.
- HLC understands the value of the training outcomes to all stakeholders. Regular formal and informal interactions with stakeholders informs this understanding. Formally capturing all interactions, and understanding the graduate and employer use of learnt skills and knowledge would strengthen review.
- HLC's growing relationships with local iwi and Pasifika communities is supporting these communities' aspirations as well as increasing cultural understanding and activity within the organisation. Given the student demographic, HLC recognises that it has further cultural integration to complete.
- HLC undertakes programme review after the completion of each programme. Learning activities keep students engaged and foster an inclusive learning environment. Learning plans and regular meetings with the tutors ensure that

HLC identifies and monitors students' goals and emerging needs.

- Inconsistent application of assessment and moderation systems and processes has resulted in external moderation or NZQA monitoring findings that require and recommend changes to occur. This affects confidence in the management of processes and the validity of assessment and achievement.
- Strong student support mechanisms ensure the student voice is heard and responded to, individually or as a group.
- Governance and management annually plan and monitor activity to strategically build a sustainable educational organisation. Although HLC uses achievement data to inform their decisions and activities, inconsistent use of systems and processes undermines the PTE's meeting of its compliance accountabilities.
- HLC recruits industry-experienced staff who are then developed to become tutors. Further development is needed around the emerging needs of students and the organisation. Staff are valued, understand their roles in the organisation, and contribute to self-assessment.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>In recognition of the educational demographic² of learners undertaking training at HLC, achievement is defined more widely than the gaining of qualifications. Students gain life and work skills such as driver's licences, interviewing skills and curriculum vitae. Those students who complete the final assessment gain literacy and numeracy capability. Students feedback that they have increased confidence, communications skills and self-esteem. Students feel that the tutors are focussed on their gaining a better future.</p> <p>Qualification and course completions are variable.³ Foundation-level qualification achievement, though dependant on the programme, remains above the TEC funding target of 40 per cent. Level 3 programmes, however, have achievement rates that have not met the TEC funding target of 80 per cent since the last EER. HLC self-review activity in this area is showing positive effect.</p> <p>External moderation and NZQA moderation findings⁴ in some programme areas undermine the validity of course and programme achievement results. This is not systemic across all delivery, and HLC is responding by completing required actions. The effectiveness of this on future</p>

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 Students attending training with HLC are predominately those for whom formal state education options did not work. The majority of HLC students are youth who are not engaged in education or employment (NEET), exempted early exits from secondary education or long-term unemployed.

³ See Appendix 1 for enrolment and completion data for both focus areas.

⁴ NZQA monitoring of the level 3 and 4 security programmes and workforce development council (WDC) external moderation of the construction and hospitality programmes during 2022 and 2023 have not met requirements.

	<p>programme development and delivery is still to be determined.</p> <p>The region has large Māori and Pasifika communities. This means that for most years Māori are the predominant group at HLC. Irrespective, Māori and Pasifika students achieve at comparable rates to non-Māori and non-Pasifika. HLC collects data on the significant number of students who have learning disabilities, but to date has not used this for self-assessment purposes.</p> <p>HLC has regular meetings at all staff levels to discuss progress, achievement and reasons for withdrawal. As a result, some actions have been or are being instituted, such as the introduction of a student support advisor role. The effectiveness of these actions is still to be determined but initial results and feedback are positive.</p>
Conclusion:	<p>Achievement of life, work and foundation-level skills is strengthening. Course and qualification achievement at the vocational level is decreasing and has consistently not met funding targets. HLC is regularly using data to inform activity around achievement and has plans to improve achievement in all areas. The effectiveness of this improvement activity is still to be determined.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Being a community-based charitable organisation and the only training provider in the Horowhenua region, HLC is uniquely positioned to meet local community and industry needs. HLC has regular interaction with all stakeholders and has a board drawn from the community. This enables HLC to comprehensively understand the value of the outcomes they offer and use this in regular review that supports stakeholder and community growth. Students and families attest to the students being transformed by their experiences with HLC.</p> <p>Students often gain multiple qualifications that provide vocational and foundation skills they can take into their personal lives as well as use to gain employment or</p>

	<p>undertake further study. Work experience placements in the vocational programmes and volunteering at community events further hone valuable skills and knowledge while also embedding the students in their local communities. Employers are now approaching HLC to provide people to fill vacant positions. Sometimes HLC will arrange further training to enable a student to complete a qualification while working.</p> <p>Conversations with employers and graduates informs HLC's knowledge of how the skills and knowledge gained in the training are being used immediately after training. Coupled with feedback from placement sponsors, employer and graduate feedback supports ongoing programme review. Formally collating and analysing the gained feedback could further support such self-assessment.</p> <p>HLC has engaged effectively with local Māori iwi and the Pasifika community to support the growth of a culturally inclusive learning environment for Māori and Pasifika students. The creation of a Māori and Pasifika sub-committee and board positions for the two Māori iwi and the Pasifika community ensures the valuable outcomes for these communities are recognised and considered.</p>
Conclusion:	Evaluations and regular stakeholder engagement at all levels is supporting HLC to provide needed outcomes to the local region. This engagement has grown as a result of effective self-assessment.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	Regular conversations with and feedback from students, work placement sponsors and the trust's board ensures HLC can respond to industry, community and regional needs and keep the programmes offered relevant. Formally capturing conversations and collating these sources of

	<p>evidence could further support review and ongoing improvement.</p> <p>Programme review is ongoing. Regular student and staff meetings, evaluations and forums support the review of practice that occurs at the end of each course delivery. Before delivery, unit standard versions are checked and new material purchased⁵ as necessary as tutors prepare resources.</p> <p>Small classes and a robust initial interview process means tutors understand their students' needs. Learning environments are structured but have sufficient flexibility – through using a variety of learning activities and close tutor contact – to keep the students engaged and emerging student needs met. Work experience for vocational programmes provides for the practical application of the skills and knowledge learnt.</p> <p>Although assessments are scheduled, they can also occur when the students are ready to be assessed. Mock assessments update tutors on the progress of students towards summative assessment; one-to-one guidance is given where further work is needed. This results in assessments generally being passed in the first sitting.</p> <p>A moderation agreement with UCOL ensured internal moderation of the UCOL programmes with UCOL tutors. For their own programmes, HLC followed a four-yearly (recently changed to three-yearly) internal moderation schedule. This determined that 10 per cent of the assessments were moderated annually. HLC captures the results of all moderation in a moderation register to address issues as they arise. HLC has not used review information to inform longitudinal understanding and whole-of-assessment practice.</p> <p>External moderation occurs when requested by the standard-setting body. Results over the last three years have been varied, with issues in resourcing, staff professional development and assessment practice being identified. HLC has created required action plans which indicate that some progress is being made. It is too early to determine the effectiveness of the changes.</p>
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⁵ All teaching and assessment material is purchased from the relevant standard setting body. Pre-assessment moderation occurs with these material owners.

Conclusion:	Regular interactions with all stakeholders ensures relevant, current programme delivery and development that meets emerging needs. The reliability and consistency of assessment decisions has been highlighted as an area of growth for HLC.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>At the enrolment interview, tutors talk through course options with each applicant, ensuring that the right programme is chosen. Students can self-identify needs at this point, and they also complete learning pathway plans that outline goals. Literacy and numeracy testing alongside regular individual sessions with tutors ensures the plans and emerging needs are monitored and managed. An end-of-course celebration of student personal and academic successes underlines the importance of personal growth for each student.</p> <p>Bonds and networks are created on the first day. Students attest to each class becoming a whānau, with friendships lasting beyond HLC. Support services are available, both internally with the Live Life to the Max service and externally, enabling HLC to respond to the wellbeing needs of each student as needed. Recent review has resulted in a specialist support role being created to support the students and staff more comprehensively, with positive results. Additional support such as transport to and from campus, a breakfast club and the provision of tools, uniforms and protective equipment means that barriers to learning and work experience are minimised.</p> <p>Students are introduced to their rights and responsibilities on the first day, and they are aware of the Code of Practice for pastoral care. The selection of class representatives ensures student voices are heard regularly by not only management but also the board. More regular feedback on the progress of student requests/feedback would further strengthen performance in this area.</p>

Conclusion:	Comprehensive support in and outside the classroom enables the students to achieve their goals. Different methods are used to comprehensively gather the student voice, which means students feel they are involved in determining their learning journey.
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1.5 How effective are governance and management in supporting educational achievement?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>As HLC is a community-based trust, its purpose and direction are embedded throughout its operation. The governing board gets monthly data reports which support long-term strategic decision-making about resources, progress and directions such as the merging of the social services with education and employment in a new campus.</p> <p>Annual business and team operational plans are developed to give each team measurable short-term goals towards the long-term vision. Regular staff meetings use collected data and feedback to maintain and monitor these plans. The updating and management of resources is a regular agenda item ensuring that students' needs are addressed.</p> <p>Academic leadership and staffing has undergone some change since the last EER, which has led to some inconsistencies in the application of systems and processes, particularly around assessment and moderation. Some external moderation results have highlighted issues around resources, assessment and moderation which are now being addressed by HLC. HLC has assured NZQA that updated policies and processes now reflect practice that addresses the observed gaps.</p> <p>Vocational staff are employed for their industry experience. A six-week induction programme introduces tutors to facilitating a classroom and, if needed, starts them towards gaining adult education-related qualifications which they complete outside of their teaching hours. Staff self and managerial appraisals occur twice a year, informing professional development planning. Tutors are able to study areas of interest, and common areas form professional development sessions at staff</p>

	<p>forums. After a course, a staff member will share their learning.</p> <p>Further sharing of practice occurs in the daily to weekly team meetings. Providing training to individual tutors on needed skills (i.e. moderation) and emerging learning needs (i.e. neurodivergent learners) will better support tutors to respond effectively to emerging needs within the organisation.</p>
Conclusion:	<p>Strong local governance supports organisational purpose, and strong self-assessment supports annual direction. Staff are supported through comprehensive professional development. However, processes ensuring valid assessment and moderation need to be better managed and monitored.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>High staff turnover since the last EER has led to inconsistencies in the application of systems and processes. This has impacted the management of compliance accountabilities. The 2023 NZQA moderation monitoring report and WDC external moderation highlighted the following areas where accountabilities have not been managed well since the last EER:</p> <ul style="list-style-type: none"> • Delivering and assessing in accordance with a qualification version which HLC did not have an approved programme for. • Alignment of assessment tutor guides with the approved programme document to ensure delivery and assessment as approved. • Pre-moderation of all assessments before use to ensure students were able to meet current national standards. • Use of expired assessment resources.

	<p>HLC is responding promptly to the identified areas for improvement and is monitoring their actions regularly via action plans.</p> <p>As HLC has many relationships with organisations requiring conditions and accountabilities to be met, the board undertakes regular oversight of activities. This is supported by monthly reporting from each team and dedicated compliance roles who manage and monitor upcoming compliance requirements. Internal audits and reports from the safety management system informs self-assessment and regular updating of policies and procedures.</p> <p>The Code of Practice is reviewed annually using input from staff and students to inform the gap analysis. Complaints that have occurred indicate robust procedures accessible to and used by staff to address and respond to these events. As with the incidents register, the findings and actions taken are captured and inform review.</p> <p>During 2019-21, HLC was late in reporting a number of unit standard credits after the last date of assessment. Updated processes have addressed this, effectively reducing the percentage of late reporting occurrences significantly.</p>
<p>Conclusion:</p>	<p>HLC is building the capability to manage and maintain its compliance accountabilities. Activity completed in this area is informing self-assessment.</p>

Focus areas

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

2.1 Foundation programmes supporting pathways for progression; to include 2862 New Zealand Certificate in Foundation Skills (Level 2) (Retail) [ID: 124638] and 2108 New Zealand Certificate in Hospitality (Level 2) [ID: 120072]

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Achievement of personal and work-related skills is a major focus of these programmes. Students spoke to significant increases in self-esteem and empowerment gained through undertaking this training. Achievement rates and progression to and from further training (within HLC) is increasing and well above TEC funding targets. Students are also gaining valuable employment and study-related skills which can lead to sustainable employment or further specialisation at other organisations.</p> <p>The learning activities centre around completion of workbook-based activities. Regular individualised contact with the tutor, strong class bonds and guest speakers on the gaining of skills such as driving enables the students to stay engaged. Valid, consistent assessment is affirmed by mainly positive moderation. NZQA recommends that HLC gain 'next-user' application feedback to support skills improvement.</p> <p>The foundation-level tutors move with their student groups from level 1 to 2. The tutors are also assigned student cohorts that reflect the experience and skill sets they bring. This enables Māori students or students with learning difficulties to get the support and understanding that meets their cultural and learning needs.</p>

2.2 Level 3 vocational programmes; to include 2100 New Zealand Certificate in Cookery (Level 3) [ID: 109345], Health and Wellbeing (Support Worker) [ID: 126331] leading to 2470 New Zealand Certificate in Health and Wellbeing (Level 3) (Support Work strand); and Introduction to Trades (Building) [ID: 126355] leading to 2834 New Zealand Certificate in Construction Trade Skills (Level 3) with strands in Allied Trades, Carpentry, and Joinery

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>HLC understands the significant effect Covid-19, low student enrolments and tutorial staff availability has had on the achievement rates up to and including 2022. HLC is interrogating the data and feedback they have received and taking initiatives to increase achievement and reduce withdrawals. The effectiveness of these measures is still to be determined; however, initial results are positive, with qualification completion rates increasing towards the funding target set by the TEC.</p> <p>These programmes are a mix of practical and theoretical learning, with tutors using practice to embed theoretical concepts. Students are engaged and positive about their learning experiences and environment. Work placement provides real-world experience for students to practise their skills and knowledge and also to potentially gain employment after gaining the qualification. Sponsors and employers speak highly of the skills and attitudes HLC students bring to their placements and employment.</p> <p>During 2022 and 2023, WDC external moderation and NZQA internal moderation identified areas of growth needed to assure the validity and consistency of assessment and achievement. HLC has responded promptly to address the identified issues and is applying the learning to all programmes within their portfolio.</p>

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Horowhenua Learning Centre Trust:

- Collate and disaggregate achievement information for neurodiverse learners and those with disabilities. Analyse and use this information to understand achievement for this priority learner group to inform future improvement and action.
- Formally capture feedback and collect data on the application of skills and knowledge in employment information from graduates and their employers. Analyse and use this information to inform future review.
- Provide regular progress reports to the student body on issues they have raised either individually or through the student representatives at the student forums.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix 1

Table 1. Foundation Pathway programmes enrolment and completion data

	2020	2021	2022	2023 (to 30 Jun 23)
Hosp2 enrol	7 M: 6 (86%) P: 0 O: 1 (14%) D: 4 (57%)	22 M: 18 (82%) P: 0 O: 4 (18%) D: 5 (23%)	23 M: 13 (57%) P: 0 O: 10 (44%) D: 8 (35%)	15 M: 6 (40%) P: 1 (7%) O: 8 (53%) D: 7 (47%)
Hosp2 CC	74% M: 62% O: 71%	76% M: 75% O: 75%	97% M: 94% O: 99%	100% M: 100%, P: 100% O: 100%
Hosp2 QC	5 (71%) M: 4 (67%) O: 1 (100%)	17 (77%) M: 14 (78%) O: 3 (75%)	23 (100%) M: 13 (100%) O: 10 (100%)	15 (100%) M: 6 (100%) P: 1 (100%) O: 8 (100%)
FS2 enrol	29 M: 17 (57%) P: 1 (3%) O: 11 (38%) D: 6 (21%)	24 (M: 10 (42%)) P: 1 (4%) O: 13 (54%) D: 5 (21%)	20 M: 9 (45%) P: 0 O: 11 (55%) D: 8 (40%)	16 M: 9 (56%) P: 0 O: 7 (44%) D: 8 (50%)
FS2 CC	81% M: 80% P: 100% O: 80%	58% M: 57% P: 17% O: 65%	75% M: 75% O: 76%	To be completed (TBC)
FS2 QC	22 (76%) M: 13 (77%) P: 1 (100%) O: 8 (73%)	10 (42%) M: 5 (50%) P: 0 (0%) O: 5 (45%)	12 (60%) M: 6 (67%) O: 6 (55%)	TBC

Source: HLC student management system 2023

Key: M=Māori, P=Pasifika, O=Other (non-Māori and non-Pasifika), D=Learners with a disability; Hosp2=New Zealand Certificate in Hospitality (Level 2); FS2=New Zealand Certificate in Foundation Skills (Level 2); CC=Course completion, QC=Qualification completion

Table 2. Level 3 programmes enrolment and completion data

	2020	2021	2022	2023 (as at 30 Jun 2023)
Cookery enrolments	Not run	Not run	7 M: 5 (71%) P: 1 (14%) O: 2 (29%) D: 2 (29%)	7 M: 6 (86%) P: 1 (8%) O: 6 (50%) D: 3 (25%)
Cookery CC			71% M: 60% P: 100% O: 100% D: 0%	40% M: 58% P: 46% O: 23% D: 0%
Cookery QC			5 (71%) M: 3 (60%) P: 1 (100%) O: 2 (100%) D: 0	5 (71%) M: 3 (50%) P: 1 (100%) O: 1 (17%) D: 0
HWB enrolment	Not run	6 M: 0 P: 1 (17%) O: 5 (83%) D: 3 (50%)	6 M: 2 (33%) P: 1 (17%) O: 3 (50%), D: 1 (17%)	13 M: 3 (23%) P: 6 (46%) O: 4 (31%) D: 2 (15%)
HWB CC		52% P: 20% O: 57%	57% M: 58% P: 7% O: 44% D: 100%	59% M: 67% P: 59% O: 57% D: 50%
HWB QC		3 (50%) P: 0 (0%) O: 3 (60%)	3 (50%) M: 2 (100%) P: 0 (0%) O: 1 (33%) D: 1 (100%)	7 (54%) M: 2 (67%) P: 3 (50%) O: 2 (50%) D: 1 (100%)
Construction enrolment	14 M: 9(64%) P: 2 (14%) O: 3 (21%) D: 0 (0%)	22 M: 16 (73%) P: 1 (5%) O: 5 (23%) D: 2 (9%)	19 M: 10 (53%) P: 4 (21%) O: 5 (26%) D: 2 (11%)	10 M: 6 (60%) P: 4 (40%) O: 2 (20%) D: 2 (20%)
Construction CC	70% M: 86%, P: 50% O: 35%	82% M: 83% P: 100% O: 85%	35% M: 27% P: 18% O: 68% D: 11%	To be completed (TBC)

Construction QC	7 (50%) M: 6 (67%) P: 1 (50%) O: 0 (0%)	16 (73%) M: 12 (75%) P: 1 (100%) O: 3 (60%)	5 (26%) M: 2 (20%) P: 0 (0%) O: 3 (60%)	TBC
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Source: HLC student management system 2023

Key: M=Māori, P=Pasifika, O=Other (non-Māori and non-Pasifika), D=Learners with disability; Cookery=New Zealand Certificate in Cookery (Level 3), HWB=New Zealand Certificate in Health and Wellbeing (Level 3); Construction=Introduction to Trades (Level 3); CC=Course completion, QC=Qualification completion

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- Identify organisational fraud⁶*
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁶ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- *maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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