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Report of External Evaluation and Review

Maata Waka Enterprises

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 31 January 2017

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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:	Maata Waka Enterprises
Type:	Private training establishment (PTE)
First registered:	31 July 1994
Location:	Nga Hau e Wha National Marae, 250 Pages Road, Aranui, Christchurch
Delivery sites:	No other delivery sites
Courses currently delivered:	National Diplomas in Social Services and Community Work (Level 6)
Code of Practice signatory:	No
Number of students:	Domestic: 14 EFTS (equivalent full-time students) <ul style="list-style-type: none">• nine Māori• nil Pasifika <p>(Note: this data is from the PTE's summary of self-assessment (May 2016). The compliance declaration (July 2016) advises 18 students.)</p>
Number of staff:	2.5 full-time equivalents
Scope of active accreditation:	<ul style="list-style-type: none">• National Certificate in Social Services (Level 4)• National Diploma in Community Work (Level 6)• National Diploma in Social Services (Level 6)
Distinctive characteristics:	Maata Waka Enterprises is part of Te Rūnanga o Ngā Maata Waka, an urban Māori authority based at Ngā Hau e Wha Marae in Christchurch. The

rūnanga is focused on the provision of social and wellbeing services in Christchurch. The tertiary education programme offered is one part of its broader service offer.

Recent significant changes: The PTE arm of Maata Waka Enterprises reduced its full-time tutoring staff in 2015. The PTE also previously offered a Youth Guarantee programme which ceased prior to this external evaluation and review (EER). The number of students has significantly reduced since the last EER.

In 2014, Maata Waka Enterprises joined the Te Wana Quality Standards and Accreditation programme which resulted in the organisation being accredited in 2015 for three years under this voluntary system used by Māori health and wellbeing providers.

Previous quality assurance history: NZQA conducted an EER of Maata Waka Enterprises in 2012. The report was published in 2013. NZQA was Highly Confident in the PTE's educational performance and Confident in its capability in self-assessment.

Other: Delivery is based on the marae. Second-year diploma learners complete a significant proportion of their studies in unpaid work 'placements' generally arranged by Maata Waka Enterprises.

2. Scope of external evaluation and review

The scope of the EER covered two focus areas:

- Governance, management and strategy
- National Diploma in Social Services (Level 6), and the National Diploma in Community Work (Level 6)

This selection ensured coverage of the mandatory focus area, as well as the sole programme offered by Maata Waka Enterprises.

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 consisted of two evaluators. The team visited Maata Waka Enterprises on 25 and 26 October 2016.

Interviews (in person, groups, or via telephone) were held with the:

- Senior leadership team (including the chief executive)
- Education manager and designated quality officer
- The main programme tutor
- Current learners (eight)
- Graduates (interviews and telephone calls)
- Community stakeholders selected by Maata Waka Enterprises, including two organisations that have had students on placement, one of which has employed graduates (telephone calls)
- A representative of Careerforce Industry Training Organisation.

The evaluation team is confident that a sufficient range of staff, stakeholders and students were interviewed for evaluation and review purposes.

During the site visit, Maata Waka Enterprises provided the evaluation team with a range of operational documentation, including planning materials, management meeting minutes, quality management policies, enrolment information and policies, student achievement records, student evaluations, and course design, delivery and assessment materials. This documentation complemented the self-assessment information that had been pre-submitted. The evaluators undertook a sample review of all materials tabled.

Summary of Results

Statement of confidence on educational performance

NZQA is **Not Yet Confident** in the educational performance of **Maata Waka Enterprises**.

This evaluation and review has found some evidence that Maata Waka Enterprises is meeting the most important needs of learners and other stakeholders, but that a critical weakness exists in one important outcome area (learner completion rates), and that some processes contributing to educational quality require strengthening.

For learners who complete their studies at Maata Waka Enterprises, outcomes are typically positive. Evidence presented for this evaluation and review shows that 14 graduates from 2013 onwards have gained industry-related employment following the completion of their studies. Further evidence from employers and community stakeholders also indicates that these graduates gain the prerequisite skills required for employment in this sector. In addition, evidence from both current learners and graduates indicates that they achieve enhanced wellbeing through participation in the programme of study. The strengths-based delivery approach of the tutor enables learners to feel confident in their studies; and the wider range of social services delivered at the marae complements this with supplementary guidance and support.

Notwithstanding, too many learners who enrol with Maata Waka Enterprises fail to complete the two-year programme. This means that, although results are positive for some, they are not consistent when the overall intake of learners is considered.

Maata Waka Enterprises submitted that withdrawals relate to external events, generally outside of their control. Whether or not this is the case, there is still much scope for improving educational processes to ensure matters within the control of the PTE are strengthened. These include the following:

- Literacy and numeracy testing to ensure programme suitability for learners (or to offer supplementary support)
- Linkages with other tertiary education providers to ensure ongoing relevance and currency of the programme
- Improving learner access to a wider range of subject information and resources
- Strengthening tutor support with a clear professional development programme
- Ensuring the design of the programme is the best fit for the cohort of learners being enrolled, and is being delivered in a manner consistent with the course approval gained from NZQA for the programme.

These matters are discussed further in this report.

Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **Maata Waka Enterprises**.

Maata Waka Enterprises has some self-assessment systems in place which allow for the evaluation of its programmes and delivery. This includes some student and placement agency surveys of programme quality matters, and external moderation practices in regard to assessments.

There are, however, weaknesses or gaps in the gathering, analysis and reporting of critical information required to ensure comprehensive and consistent education delivery of a high quality. In particular, analysis of the match of provision with students' needs should be strengthened to ensure the programme offered fits the majority of learners who enrol. There is no strong evidence to show that a two-year commitment to a level 6 programme is the optimal first step towards ensuring successful outcomes for second-chance learners in the social and community sector. Accordingly, self-assessment should include further reflection on teaching delivery, to ensure usefulness for learners and fit with course approval documentation. In addition, improved reflective practice around governance and management support is required to improve cohesiveness within the PTE arm of Maata Waka Enterprises.

Overall, this evaluation and review has found that self-assessment is not sufficiently comprehensive and is of variable quality. While there is some evidence that self-assessment practices are in place and contribute to quality improvements, these need to become more consistent and applied systematically. A culture of self-reflection is not yet embedded within education delivery and overall management, and this limits the effectiveness of Maata Waka Enterprises in achieving the vision it has for its learners.

Findings¹

1.1 How well do learners achieve?

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

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

In evaluating how well learners achieve, this evaluation has taken into consideration the extent to which learners complete formal qualifications, acquire useful skills and knowledge (developing their cognitive abilities), and improve their overall wellbeing with enhanced abilities and attributes.

Formal qualification attainment

All learners enrolled at Maata Waka Enterprises are funded by the Tertiary Education Commission (TEC). However, TEC course and qualification data was not considered robust evidence due to low learner enrolment numbers, multiple course entry points in each academic year, and a data inputting error which requires the PTE's published 2015 results to be reviewed.² Notwithstanding, for this evaluation and review it was expected that Maata Waka Enterprises would still be able to outline how well it considers learners achieve in relation to the completion of formal qualifications via its own self-assessment processes. This has not occurred systematically, and Maata Waka Enterprises staff (and management) have not collated and analysed data to be fully aware of qualification completion rates. This is a significant weakness in self-assessment practice.

From database extracts requested, the qualification completion and exit information has been calculated by the evaluation team, as shown in Table 1. The table shows a consistently high early exit rate for learners – averaging 44 per cent between 2012 and 2014. A similar type of result is tracking for cohorts commencing in 2015 and 2016.

Maata Waka Enterprises maintains an open-entry approach to learning which is positive. However, sufficient systems to ensure more learners are likely to achieve formal qualification outcomes were not in place at the time of the EER visit (discussed further in Findings 1.3).

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 The TEC statistical data was not considered robust by Maata Waka Enterprises staff and this was accepted by the evaluation team, due to the factors discussed above. For example, individual student outcomes in the 2016 cohort are greater than 10 percentile points. For this reason, TEC data has not been included in this report. In addition, the evaluation team notes that the TEC is scheduled to audit Maata Waka Enterprises in November 2016, which is said to be due to past data input errors relating to enrolments.

Table 1. Completions data for Maata Waka Enterprises learners enrolled in the National Diploma in Social Services and the National Diploma in Community Work³

Year	No. of learners who exited before completion	No. of learner who completed
2012	6	11
2013	6	3
2014	6	9
2015	3	7 (on track to complete at time of EER)
2016	3	6 (on track to complete at time of EER)

Acquisition of useful skills and knowledge

Maata Waka Enterprises advised that its programme had a strong practical orientation, and was purposely designed and delivered for learners seeking entry-level employment in the social sector in support roles (rather than as registered social workers). To this end, data presented showed that 14 of the 19 graduates from 2013 onwards were known to have entered employment relating to their studies following the completion of their qualifications. This is a positive outcome for these graduates, and was supported by interview statements from graduates indicating that they found their studies gave them useful work preparation skills and knowledge.⁴

Self-assessment practice in this area is underdeveloped. Maata Waka Enterprises does not yet have a system to fully track graduate destination information for all past learners. However, the marae context has allowed for some ongoing tracking of past learners who maintain an association with the marae.

Improvement to overall wellbeing

Graduate and current students emphasised in separate interview discussions the positive impact the programme has had (and is having) on their personal wellbeing. Two current students gave examples of how the programme had assisted them to address particular issues of temperament and self-management. All current students felt they had achieved significant personal growth through the programme, with enhanced interpersonal skills and skills to deal with difficult situations. Maata Waka Enterprises did seek out such information in formal student evaluations but the evaluation team noted such data was not consistency collated in evidential documents presented, and there was not clear evidence that it was drawn upon in

³ Note the National Diploma in Community Work (Level 6) is now offered as part of this programme in addition to the National Diploma in Social Services (Level 6).

⁴ Graduates interviewed were employed by Maata Waka Enterprises.

managerial decision making. In addition there is no collated information available on the views of learners who left before completing their programme of study.

Māori and Pasifika outcomes

At the time of this EER, Maata Waka Enterprises advised that the majority of learners identified as Māori, and that it had no current Pasifika learners. Accordingly, results discussed are considered to apply to Māori learners.

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 **Adequate**.

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

In evaluating the value of outcomes for key stakeholders, including learners, this evaluation has taken into consideration knowledge dissemination and how Maata Waka Enterprises engages with communities and identifies relevant stakeholder groups.

As outlined in Findings 1.1, current learners and graduates interviewed value the outcomes of their learning, but the PTE needs to systematically gather the views of all graduates and early-exit learners to improve self-assessment practice. The evaluation team spoke with a small number of community stakeholders and employers. These stakeholders endorsed the learning outcomes achieved by graduates, and consider that the programme generally prepares learners well for the type of employment sought (namely, as whānau or youth support workers). Maata Waka Enterprises' self-assessment of valued outcomes is informal and relies on general feedback received from employers during placements.

The programme is not linked, however, to a degree in social work – meaning graduates are not readily able to upskill further via formal recognition of their learning if they desire (although at least one graduate has gone on to complete a social work degree, and obtain registration in that field). The evaluation team notes some current students desire such linkages. Maata Waka Enterprises says it had previously sought to develop relationships within the tertiary education sector, but that these had been unsuccessful. The evaluation team considers that this area should be revisited within self-assessment practice, to ensure ongoing alignment with developments within the tertiary education social sector. Specifically, the PTE should consider the ongoing relevance of a two-year level 6 programme that does not directly link into any degree study, or allow for social worker registration, given the pending expiry of present qualification.

To complete practical aspects of the programme, students undertake two workplace setting placements during year 2 of their studies. To facilitate this, a formal placement agreement is used, and a short evaluation form is also provided

to hosting organisations. These are good practices. There was not clear evidence, however, that the placement evaluations have been systematically collated and reviewed to improve placements for community stakeholders and students. This area needs ongoing improvement, noting that students indicated that in the past placements had not been well facilitated to assist with their learning. A new 'placement co-ordinator' has now joined the PTE team of Maata Waka Enterprises.⁵ Given the above, the evaluation team has found some inconsistencies in educational performance, and inconsistent quality in self-assessment practices in this area.

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 **Poor**.

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

In evaluating the matching of programmes and activities with the needs of learners and stakeholders, this evaluation has taken into consideration the extent of ongoing needs analysis, the maintaining of relevance, developments in subject content, the incorporation of relevant teaching practice and technologies, and the adequacy and appropriateness of resources.

As noted in Findings 1.1, Maata Waka Enterprises has a high proportion of learners leaving without attaining a qualification. While an initial interview is used for enrolments, TEC (or other) numeracy and literacy tools are not used to pre-assess the levels of learners on entry. This is not good practice, given that Maata Waka Enterprises is seeking to enrol learners – who have previously been unsuccessful in education settings – at a high level on the qualifications framework. Maata Waka Enterprises should improve its approach to ensuring a match of programmes to the needs of learners. (For example, a short prerequisite programme may be required to prepare learners for the demands of higher-level study.)

Maata Waka Enterprises does not have demonstrable relationships with other education providers to ensure ongoing relevance with the sector. Instead, there is a heavy reliance on the informal networks of the main tutor, and his private research in the sector. During the evaluation, comments were made that this approach is not sustainable; the evaluation team agrees. Maata Waka Enterprises will need to reflect further on how it can best renew and refresh its programme offer to ensure ongoing relevance. There is not strong evidence (beyond the tutor's personal efforts) of Maata Waka Enterprises self-reviewing programme design to ensure incremental improvements can be made on an annual basis.

⁵ The placement co-ordinator was not available for interviewing at the time of the site visit.

The physical teaching room is suitable for learners. There are some text (reference) books available, but no access to external libraries is facilitated for learners. There is a small number of computers, but learners said only one was functional, and there was only one printer available to them, resulting in delays in preparing and printing their work. No Wi-Fi is available for further research. This situation is not readily compatible with level 6 study in which learners should have access to a wide range of learning resources and materials.

The course approval document for the programme offered indicates 40 weeks of learning per year, comprising 30 hours (on average) of teaching time, and 10 hours of self-directed study per week. However, the student handbook indicates only 39 weeks of learning, with only 20 hours of teaching time per week. This suggests the potential of under-delivery of tuition (possibly by 430 hours in year 1). The amount of time spent in year 2 placements is also not clearly identified. The course approval specifies 'face-to-face' delivery. During the evaluation and review, Maata Waka Enterprises was not able to satisfactorily explain these matters to the evaluation team, and therefore further self-assessment is required (and potentially revised educational practice) to ensure programmes are fully fit for purpose, and to reflect what has been approved by NZQA. It is also noted that the learner noho marae was cancelled/postponed in 2016, but that this item was not identified in self-assessment materials or the evaluators' interviews with management.

In light of the above, the evaluation team considers that educational performance does not meet minimum requirements in this area, and that self-assessment practice has serious weaknesses and has not led to improved practice or outcomes.

1.4 How effective is the teaching?

The rating for performance in relation to the effectiveness of teaching is **Adequate**.

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

In evaluating the effectiveness of the teaching, consideration has been given to whether learning environments are planned and structured for the benefit of students, whether activities engage learners, and whether they provide opportunities to apply knowledge and skills. The evaluation has also considered whether assessment practices are valid, sufficient, fair and transparent.

The evaluation has found evidence that the main tutor is highly effective. In particular, his passion for the wellbeing of the learners, and the focus on strengths-based learning were identified by learners, graduates and other stakeholders as key strengths of Maata Waka Enterprises. In their words, 'he is the programme'. This type of comment was also reflected in the regular learner surveys undertaken by Maata Waka Enterprises. The evaluation team also notes the extensive previous experience of the tutor in an array of educational settings. Notwithstanding, the evaluation team found a level of discontent with a previous

tutor, which has had a negative impact on the experiences of some learners and graduates.⁶

The evaluation has also found that the programme is well planned and arranged. For example, in addition to the main tutor, a second tutor delivers the specialised cultural components of the programme. However, there is scope for Maata Waka Enterprises to have its programme delivery (and assessments) reflected on by an impartial third-party. This could be done, for example, by implementing activities such as tutor observations and/or programme reviews. Without these types of activities, self-assessment of teaching effectiveness cannot be fully assured at this time, and is not clearly articulated within the Maata Waka Enterprises summary of self-assessment.

The placement opportunities in year 2 of the programme are valued by the learners. However, the evaluation team was not able to clearly gauge how teaching effectiveness was managed consistently for learners during these periods outside of the classroom. That is, there was time for regular tutor-to-student engagements on site at Maata Waka Enterprises, but how the delivery of quality learning experiences was facilitated during placements was not fully apparent. There is scope for Maata Waka Enterprises to improve reflective practice in this area.

For this evaluation, template assessments were sighted. A sample of a completed student assessment was also viewed (online), along with a completed student placement portfolio. The evidence shown indicates fair and transparent assessment approaches. Internal moderation, however, does not occur, and management was unable to comment on processes in this area (instead referral was made to teaching staff). This is poor practice, particularly in the context whereby one person is responsible for the bulk of teaching outcomes for students over a two-year period. Current external moderation requirements with Careerforce Industry Training Organisation have been met, and Careerforce advises 'there are no external moderation issues arising at this time'.

Given the mixed evidence, on balance the evaluation team is confident that the effectiveness of teaching remains adequate at Maata Waka Enterprises (without robust internal moderation, formal tutor peer-review, or external programme review processes in place). This is largely due to the experience and approach of the tutor, and the clear teaching and assessment structure. However, self-assessment in these areas has weaknesses.

⁶ This occurred after the last evaluation in 2012, but was resolved in mid-2014.

1.5 How well are learners guided and supported?

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

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

In evaluating how well learners are guided and supported, this evaluation has taken into consideration whether learners are provided with comprehensive and timely study information, continued support appropriate to their needs, an inclusive learning environment, and minimal barriers to learning.

Maata Waka Enterprises has a strong focus on learner guidance and support. There is a clear recognition that many learners present with an array of non-academic needs, and to that end pastoral and guidance support systems are in place. All learners are placed within an individual 'pathway plan', allowing for access to other services offered by the marae. As one example, noting that driving is typically required in the social services sector, Maata Waka Enterprises has made available its driving and licensing programme to its tertiary students, to help ensure they have a valid driver's licence.

Each learner's pathway plan is maintained online, and PTE management staff can see at a glance what interactions students are having with all marae services on a periodic basis. This allows for good reflection on student needs, which has occurred and was reflected in management interview comments, and within self-assessment summary documentation.

Learners advised that they are fully aware of their programme structure, upcoming assessments, and their learning progress to date. The main tutor also advises that the 80 per cent attendance requirement helps ensure students keep up to date with classes, and receive any supplementary academic support they may require.

On balance, given the support readily available through the wider Maata Waka Enterprises marae community, the evaluators found performance was generally strong in regard to the provision of learner guidance and support, and that there were no significant gaps or weaknesses in self-assessment practice in this area.

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

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

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

This evaluation has considered how well managers and governors respond to change, use results of self-assessment for improvements, have a clear organisational purpose, balance innovation and continuity, provide effective leadership, allocate resources, ensure policies are legal and ethical, and value staffing contributions.

This evaluation has found that Maata Waka Enterprises is presently developing renewed workplace policies and procedures, including a revised quality management approach as a result of the Te Wana accreditation programme and recommendations. This is positive; however, for the purpose of this evaluation it is too early to determine results. The PTE manager also attests that there are no legal or ethical issues arising at the time of the evaluation and review site visit (October 2016).

The PTE and wider executive team demonstrated, in interviews, some detailed knowledge of strategic and operational issues arising. However, there are some gaps in governance and management that are having an impact on the programme delivery and learning outcomes. This includes planning optimal delivery approaches. Example could include considering:

- Ways to reduce the early exit rate
- Whether the tutor delivering to two separate cohorts of students simultaneously works in the best interests of learners (or whether another tutor is required)
- Whether the present tutors require any professional development (not presently arranged)
- Whether the PTE (tutor and management) requires support to improve cohesiveness and the administration of operations
- Whether there are capacity issues given reliance on a single main tutor (without a contingency plan).

These types of issues mean staff do not always feel highly valued at present, and there is evidence of some stress within the PTE arm of Maata Waka Enterprises.

The evaluation team did not find clear evidence in the meeting minute notes reviewed of executive-level reviews of the outcomes being achieved by the learners. At best, PTE operational matters received an occasional mention. There is also no clear evidence that recommendations made by NZQA to Maata Waka Enterprises in the 2012 EER report have been responded to. In particular, the evaluation team notes that Maata Waka Enterprises has not demonstrated how it has improved its reporting on student outcomes to inform strategies and planning as was recommended – this remains an area of weakness (refer to Findings 1.1). Overall, despite the strong leadership of the marae executive team, this limited self-reflection, combined with a lack of a clear strategy for the PTE arm activities, places Maata Waka Enterprises at some risk of not fulfilling its desired vision for its tertiary education learners.

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 **Adequate**.

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

2.2 Focus area: National Diploma in Social Services and Community Work

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

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

Recommendations

NZQA recommends that Maata Waka Enterprises:

- Improve its collation, analysis and management report relating to student achievements and early student exits
- Revisit its programme design to ensure it is fully consistent with the course approval given
- Revisit its programme design – with input from past successful and unsuccessful learners – to ensure it is fit for their needs in regard to length, level of delivery, and employment outcomes
- Strengthen teaching delivery to ensure internal moderation is developed and that learners experience a broad range of appropriate teaching and learning resources and assessment approaches
- Develop a self-assessment culture and methodology that provides information to show how the organisation is meeting the most important needs of its learners
- Review management processes and administrative support for the PTE arm of Maata Waka Enterprises to ensure investment in the service is at an appropriate level (for example, tutor numbers), and that educational outcomes and processes are systematically monitored by the executive management team.

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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