

# Report of External Evaluation and Review

## Hillary Outdoors Education Centres

Confident in educational performance

Confident in capability in self-assessment

Date of report: 2 September 2015

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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:	Hillary Outdoors Education Centres
Type:	Private training establishment
Location:	Auckland Support Office: 31D Bartley Terrace, Devonport, Auckland PO Box 32 482, Devonport
Delivery sites:	Tongariro Education Centre Hydro Access Road No 3, State Highway 47, Turangi  Great Barrier Island Education Centre Karaka Bay Road, Port Fitzroy, Great Barrier Island
First registered:	31 August 1994
Courses currently delivered:	Certificate in Outdoor Adventure Skills and Leadership (Level 4)  National Diploma in Outdoor Recreation (Instruction) (Level 5)  Secondary school outdoor education programmes
Code of Practice signatory:	Yes
Number of students:	Tertiary programmes: Domestic: 14 equivalent full-time students, including Māori – 20 per cent (3), Pasifika – nil; and international - one equivalent full-time student (British)  Secondary school programmes: more than 5,000

	students per year attending short courses
Number of staff:	Total: 35 full-time, eight part-time Tertiary programmes: two full-time, six part-time specialists
Scope of active accreditation:	Refer to <a href="http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=961925001&amp;delSiteInd=0">http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=961925001&amp;delSiteInd=0</a>
Distinctive characteristics:	Hillary Outdoors Education Centres provide the only outdoor tertiary programmes being delivered in a working education centre which enables the learners to be fully involved with the secondary school programmes.  The unique remote locations provide access to a range of outdoor pursuits.
Recent significant changes:	The teaching classroom has been relocated within the Tongariro Education Centre hub. An education coordinator was appointed, initially based in Auckland, then relocated to Tongariro Education Centre following a review of the effectiveness of the role. The education coordinator recently resigned and the new appointee started at the end of May 2015.
Previous quality assurance history:	The previous NZQA external evaluation and review (EER) of The Sir Edmund Hillary Outdoor Pursuits Centre of New Zealand Ltd (OPC) was conducted in August 2011. The statements of confidence were confident in educational performance and confident in capability in self-assessment.  WorkSafe delegated the Adventure Activity Safety Audit to Skills Active. Hillary Outdoors achieved the Outdoors Mark from 13/11/2014 till 12/11/2017.  Skills Active and NZQA's external moderation indicates that Hillary Outdoors is meeting the required national standard for assessment.  Hillary Outdoors has professional networks with Outdoors New Zealand, New Zealand Recreation Association, and the New Zealand Mountain Safety Council.  New Zealand Outdoor Instructors Association (NZOIA) provides training and credentialing for teaching staff who are required to hold relevant levels of awards from this organisation.

## 2. Scope of external evaluation and review

Following consultation with Hillary Outdoors Education Centres management, the following focus areas were chosen for the scope of this EER:

### **Governance, management and strategy**

This is a mandatory focus area because of its significance to all aspects of the organisation's performance.

### **Certificate in Outdoor Adventure Skills and Leadership (Level 4)**

This programme was selected as a focus area because it is the main tertiary programme being delivered in 2015. It has fluctuating outcome trends over the past three years, and has twelve learners compared to three learners in the diploma programme.

## 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.*

Prior to the EER, the lead evaluator met with the chief executive and Tongariro Education Centre manager to discuss the proposed site visit and finalise the scope and agenda. The organisation supplied a self-assessment summary before that visit, and the evaluation team had access to documentation during the visit as part of the discussions. After the selection of focus areas, the organisation supplied the evaluation team with relevant key documents to support the plan of enquiry.

Before visiting the organisation, the lead evaluator interviewed the chair of the Sir Edmund Hillary Outdoors Education Trust and relevant staff at Skills Active with responsibility for the Outdoors Mark safety audit, external moderation and client relationships.

The on-site visit was conducted by a team of two evaluators over two days at the Tongariro Education Centre site near Turangi. The evaluators held discussions with:

- the chief executive
- the centre manager

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- the director of training
- the tertiary programme managers
- instructors (including graduates)
- learners
- learner support staff.

The evaluators interviewed a number of stakeholders by telephone, including employers and representatives from the Department of Conservation and the NZOIA.

The organisation supplied a range of documents requested by the evaluators on-site to support the evaluative conversations, and these were reviewed by the evaluation team.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Hillary Outdoors Education Centres**.

Hillary Outdoors is achieving a very good standard of educational performance.

- Learners acquire relevant knowledge, technical skills and experience in a range of outdoor pursuits that are applicable in the adventure tourism industry. Learners also gain leadership and instructional skills in the tertiary programmes through their active involvement in the secondary school programmes delivered at the Tongariro Education Centre. There is good evidence that from these programmes learners achieve personal growth and development in the areas of confidence, teamwork, initiative and social skills.
- Learner achievement was generally strong over the past three years, with some fluctuation in qualifications completions in 2014. Staff are committed to providing a supportive and engaging learning environment. Staff integrate theory and practice in a problem-based instructional model to ensure learners are able to operate as competent practitioners in the outdoors. There are strong employment outcomes for those who complete the tertiary programmes.
- Hillary Outdoors has a strong understanding of and commitment to safe practice in all aspects of the organisation's outdoor programmes and activities. Following an external safety audit, the organisation has met the New Zealand safety audit standard for adventure activities. There has been a primary focus on safety over recent years and similar organisations recognise the Hillary Outdoors' Safety Management System as an exemplary model.
- The Training Management System provides ongoing training and support for instructors to build competency levels and explore development pathways. The staff are highly qualified, committed, and maintain strong links and engagement with industry, other providers and professional networks. The team teaching model works well for learners and staff and provides individual support and supervision within the learning environment.

Hillary Outdoors is effectively managed, has a clear purpose and direction, and access to expertise, resources and locations that enhance the operation of the organisation. The Trust provides a strong governance structure and the Hillary Outdoors Strategic Plan 2013-17 emphasises a priority of providing high quality programmes. The organisation needs to build on the annual review process to link learner achievement, programme review, learner feedback and stakeholder needs (especially for the tertiary programmes) to strengthen the organisation's understanding of educational performance.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Hillary Outdoors Education Centres**.

- There is evidence of a framework for continuous improvement of the tertiary programmes: this involves the annual self-assessment process and resulting action plans. While the summary of actual improvements indicates the changes to the tertiary programmes, it is too early to evaluate the effectiveness of some of these changes. For example, the recently introduced module planner is not yet fully implemented and it is not clear that all relevant information is collated in the annual self-review.
- Self-assessment is ongoing, authentic and transparent. It involves the purposeful collection of feedback that is used to inform improvements. There is good evidence that review and reflection is embedded within the operational practices on a daily basis. This ensures that ongoing changes to the delivery of programmes meet immediate learner needs and match the context and variable conditions of the outdoors.
- Learner feedback and evaluation is mostly informal and conversational, which is appropriate for the small number of learners. The organisation needs to develop strategies to advise learners of what the organisation does with the feedback and any outcomes of it.
- Self-assessment at Hillary Outdoors could be further strengthened through greater emphasis on the analysis and review of data and feedback to inform change and evaluate whether the improvements are worthwhile.



# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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

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

From 2010-2013, Hillary Outdoors consistently enabled most of its learners to complete the qualifications they enrolled in. Each year there are 20 enrolments – 12 in the certificate programme and eight in the diploma programme.

**Table 1. Completion, progression and retention rates for all Hillary Outdoors Education Centres learners, 2010-2013**

	2010	2011	2012	2013
Learner course completion	82%	95%	74%	86%
Learner qualification completion	74%	104%	83%	70%
Learner progression	0	59%	42%	47%
Learner retention	30%	76%	95%	89%

Source: Tertiary Education Commission

For 2014, achievement was lower than previous years: of the 11 learners in the certificate programme, three withdrew, eight completed and four achieved the qualification; and the seven learners in the diploma programme completed the programme but none achieved the qualification. The organisation understands the reasons for this decline – withdrawals in the certificate were because of injury and not meeting the required fitness level, and the four graduates progressed to the 2015 diploma programme. For the diploma programme, the seven learners who started the programme completed the programme but were unable to meet the written requirements of a compulsory unit standard and were not successful in achieving the diploma. The seven completing diploma students gained employment in New Zealand or Australia in positions either guiding in adventure tourism or instructing in outdoor education.

Hillary Outdoors has made changes to address these issues – the organisation asks for additional information at the application and admission process and provides learners with additional academic support. There is good evidence that the 2015 certificate learners are making good progress at this early stage of their programme.

One or two Māori learners participate in the tertiary programmes in most years. There have been no Pasifika learners enrolled in the tertiary programmes.

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

**Table 2. Completion, progression and retention of Māori learners at Hillary Outdoors Education Centres, 2010-2013**

	2010	2011	2012	2013
Learner course completion	100%	100%	na	100%
Learner qualification completion	100%	128%	na	100%
Learner progression	0%	100%	na	na
Learner retention	50%	100%	100%	na

Source: Hillary Outdoors Education Centres

There is good evidence from learners and employers that the technical skills, knowledge and instructional skills learners acquire enhance the likelihood of them gaining employment in relevant workplaces within the outdoor and adventure tourism industries. There is a strong emphasis on acquiring transferable skills and personal development and growth, including confidence, initiative, and problem solving skills that apply in a range of circumstances. The organisation does not have any evidence of how this development and growth is tracked and used for feedback to the learners, or how it enables learners to access further training or employment. A survey of the last three years' graduates from the tertiary programmes indicated that more than 85 per cent of past students entered further related training or work in the outdoor industry.

Reflective practice is inherent in the culture of outdoor education and underpins the monitoring of individual progress as an integral part of the learning environment. The teaching staff monitor learner progress to support individual and group achievement on a daily and weekly basis.

## 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**.

Hillary Outdoors is recognised as an industry leader in New Zealand with a national and international reputation for high quality provision of skilled and qualified instructors for outdoor education and guides for adventure tourism. Through a Memorandum of Understanding with the NZOIA, learners in the diploma programme and instructors can apply for the NZOIA Leader Awards and be assessed as part of their studies. These awards are internationally recognised and can assist learners to find employment both in New Zealand and overseas.

Hillary Outdoors employs its graduates as outdoor instructors at both the Great Barrier Island and Tongariro Education Centres: 30 per cent of instructors are Hillary Outdoors graduates. Other graduates become specialised outdoor instructors in adventure tourism, such as kayaking and specialist mountain guides, in both New Zealand and overseas.

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Participation rates for Māori and Pasifika learners are low; this is consistent with the national trend for this industry. Efforts are being made to increase Māori participation through continuing formal and informal discussions leading to partnerships with local hapū and iwi groups. Hillary Outdoors are endeavouring to work with local Māori in a range of ways to contribute to the community priorities and to support training initiatives within the local area. Recently a Cultural Code of Practice has been developed with the Ngati Rangī iwi to formalise relationships and opportunities for support and training. There are two scholarships for the tertiary programmes available for Māori learners and both of these scholarships have been awarded in 2015.

In recent years, Hillary Outdoors has developed rigorous systems and processes for safe practice in both the tertiary and secondary learning programmes at the Tongariro and Great Barrier Island education centres. Following an external audit involving both adventure and outdoor activities, Hillary Outdoors has been awarded the Outdoors Mark by Skills Active. This is a strong indicator of the value this organisation places on safety, as the Outdoors Mark is not a requirement for the tertiary programmes.

Current learners and graduates interviewed by the evaluators affirmed that they highly valued the location and the graduate outcomes of the tertiary programmes, particularly the opportunity to gain instructional skills in a broad range of pursuits within a working education centre. This provided a strong advantage when seeking employment.

The quantitative feedback in the recent Tertiary Training Survey of ex-learners provided very good evidence that learners are highly satisfied with the Hillary Outdoors programmes. The qualitative feedback has not been collated and it is unclear how the organisation has used this information. There is some evidence of stakeholder feedback from the wider industry being informally gathered through staff participation in outdoor education professional networks (i.e. NZOIA and other annual meetings).

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

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

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

Hillary Outdoors is focused on matching the needs of key stakeholders by providing clear pathways for learners from certificate to diploma to employment. The integral relationship between the tertiary programmes (certificate and diploma) and the secondary school programmes is clearly understood, well-evidenced and pivotal in learners becoming capable instructors. The unique opportunity to be completing qualifications within an active outdoor education centre contributes to a high level

of work-readiness that matches the opportunities in employment for those who complete the programmes.

There is good evidence that a very strong culture of safe practice is embedded in all activities throughout the organisation. This culture is supported by a dedicated Safety Manager and a clearly documented Safety Management System, which is recognised as an exemplary model for the outdoor education sector.

The tertiary programmes are well structured, combining technical, practical and generic skills and incorporating work experience, which adds value to the learner's experience. Aspects of tikanga Māori are included in relevant modules and the Tongariro location enables a range of pursuits to be included in the programme. The organisation relies on the calibre, expertise and experience of the staff to inform programme design and development, and to ensure that the quality of the programme will be maintained and learner needs will be met. Staff are well-connected with the outdoor recreation and adventure tourism community through participation in professional networks and national associations.

There is evidence that the organisation provides additional individual support to address the well-understood barriers to learning, such as essay writing. The organisation recently introduced directed learning days so learners can access additional learning support and practice.

Staff hold regular debriefs of activities and learner progress at the end of each week. There is a formal review of programme content, venues, delivery styles and assessment methods at the end of each module: these reviews can result in changes to programmes to meet learner needs. For example, in 2014 the organisation offered a caving module to give less physically able learners an alternative choice to the more difficult alpine module. This resulted in half the learners choosing the caving option. The module reviews contribute to the annual review of tertiary programmes, which informs an action plan for changes to be made in the following year. Different staff are responsible for a range of self-review activities – the education coordinator, individual programme coordinators and management. It is not clear how the outcomes of this self-assessment are co-ordinated to give an overall view of the performance of the tertiary programmes.

## 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**.

Learners at Hillary Outdoors benefit significantly from the calibre, professional credibility and standing of their instructors. All staff demonstrate a high level of enthusiasm, energy, and passion for the outdoors and commitment to learner achievement. The use of an experiential learning delivery model builds self-sufficiency and capability in safe and educative ways. Learners, mostly from the diploma, are put into supervised co-instructing situations where they are required to use the skills and knowledge they have developed to reflect on process and outcomes with guidance from instructors. The 1:4 instructor/learner ratio within small certificate classes (12 learners in 2015) enables team teaching, close supervision and support within the practical outdoor settings. There is evidence that instructors are effective in managing a range of abilities/skills within these groups.

A feature of Hillary Outdoors is the very strong focus on building staff capability, both technically and as instructors. This emphasis has significant benefits for the learning environment. The customised Training Management System provides a framework for staff capability and professional development and includes:

- a robust recruitment process with a two-day interview, involving teaching and observation to ensure staff meet the required standard to teach on the tertiary programmes
- the six-week induction, introducing new staff to the Training Management System and its competencies framework
- progression through levels of achievement, which are customised to Hillary Outdoors professional requirements and aligned with the levels of the NZOIA Leader Awards.<sup>2</sup>

A dedicated training manager has an overview of this system, which is linked to individual training pathways and performance appraisal. Comprehensive feedback on observations and well-defined benchmarks are used to inform competency achievement and level progression for each staff member. The education coordinator provides significant input into the process to develop improved facilitation and teaching skills. The organisation uses training weeks, professional development days and a regular support week as strategies to support the delivery of high quality programmes.

There is good evidence of a range of relevant internal moderation activities, including peer-to-peer, observations, shared assessment of practical activities, and

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<sup>2</sup> See the NZOIA website at <http://www.nzoi.org.nz/qualifications/our-qualifications>

education coordinator reviews to ensure assessments enable learners to meet the learning outcomes of each module. The outcomes of external moderation activity indicate that Hillary Outdoors is fully compliant with moderation requirements and meets the relevant national standards.

Instructors regularly review their teaching practice and share teaching approaches. Learners are exposed to a range of different teaching styles, which adds to their development as potential educators. Regular updates and clear records of progress are readily available to learners, who can track their achievement towards completion of their qualification.

### 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**.

At Hillary Outdoors learners get guidance and support in ways that are relevant to the learning context. Teaching staff build strong relationships with their learners because of the small class sizes. There are also frequent opportunities for guidance and support built into practical learning activities in the outdoors. Tertiary programme coordinators have one-to-one meetings with each learner twice a year to review progress and receive feedback. The orientation programme focuses on building a team culture to provide peer support throughout the programme. This is considered essential for safe practice in the outdoors.

Hillary Outdoors' internal processes (which include an annual review) provide a reasonable reassurance of compliance with the Code of Practice for Pastoral Care of International Students.

A directed learning day has been introduced on Mondays in 2015 to provide an informal opportunity for learners to focus on additional literacy support or to improve their practical skills. The organisation has identified the need to provide additional support in writing skills, including the provision of writing workshops. However, this last idea has not yet been implemented.

It is not clear how many learners access this additional support and it is too early to tell whether this opportunity could add more value for learners.

There is good information provided on the website and in enrolment material on the requirements of the programmes. The organisation has reviewed its enrolment process following concerns with the 2014 certificate intake. A three-stage process now captures personal information, including physical fitness, complete reference checks and improves communication with applicants. There is little evidence that the organisation has reviewed these changes to see whether they have resulted in the intended improvements.

The Tertiary Handbook outlines the guidance systems, and the organisation reviews this annually to ensure its currency. There is limited information on guidance and support services, other than what is provided by instructors within the teaching environment.

Hillary Outdoors instructors acknowledge and are responsive to the need to create a comfortable learning environment for different learner groups and the challenges of the practical outdoor activities.

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

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

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

The governance and management teams of Hillary Outdoors are effective in supporting educational achievement. The organisation has clear goals and priorities as well as strong management capability. The Sir Edmund Hillary Outdoors Education Trust and management are focused on meeting the objectives of the Strategic Plan 2013-2017, and the Safety Advisory Committee reports quarterly to the Trust Board. There is strong evidence that the Safety Management Plan has been effectively implemented and is monitored annually against the key performance indicators through a robust annual evaluation and reporting process. The annual safety survey provides evidence of positive trends over all aspects of safety.

The Trust Board and management are currently planning to set up an Education Advisory Committee to revise the educational philosophy and provide strategic direction for the delivery of both secondary and tertiary educational programmes. Consultation with internal and external stakeholders resulted in the rebranding from pursuits centres to education centres. This change aligns with the identified need to revise the organisation's educational philosophy.

Hillary Outdoors is managed effectively at both organisational and centre levels. There is evidence of strong communication and support between the chief executive and centre managers, with clear understanding of the respective roles and responsibilities. The organisation has been strongly focused on safety over the past three years and is now focusing on education. The roles and responsibilities of staff over the past three years have changed to strengthen the management focus on quality of educational and safety outcomes. Regular operational meetings with action plans and reporting requirements provide a good framework for clear communication and accountability with staff across both the secondary and tertiary programmes. It is unclear whether there is a self-assessment process to review the effectiveness of the recent changes and their effect on the performance of the education centres.

The 2013-2014 staff engagement survey achieved a very high response rate of 91.4 per cent. The resulting evidence indicates an overall improvement in all key measures since the initial 2009-2010 survey. There is good evidence that the range of strategies implemented to support and retain staff have impacted positively on the organisation over recent years. Strategies include a lifestyle package, ongoing training and professional development, and the comprehensive training competencies framework. The performance review process is well managed and has clear links to the customised Training Management System: this model is highly valued by staff.

The introduction of the education coordinator based at the Tongariro Centre has resulted in an emphasis on improving the quality of the programme and assessment materials and providing leadership for the tertiary programmes. However, the management roles of the programme coordinator and the education coordinator are not clear in relation to the tertiary programmes.

Overall, the organisation has good reflective practice on a day-to-day level as well as a self-assessment framework based on the annual review process. There are some regular activities to gather feedback, review and improve, however there is no evidence of formal feedback to learners in response to the learner feedback. At an organisational level, more systematic and purposeful measurement, analysis and review of learner achievement and educational performance would strengthen self-assessment.



## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

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

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

### 2.2 Focus area: Certificate in Outdoor Adventure Skills and Leadership (Level 4)

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

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

# Recommendations

NZQA recommends that Hillary Outdoors Education Centres:

- strengthen its self-assessment by collecting educational performance and learner achievement information and feedback, analysing the data and exploring how it can be used to inform worthwhile improvements
- develop strategies to respond to and act on learner comments from surveys and evaluations
- clarify the organisational management responsibility for the tertiary programmes
- develop a process for reviewing the effectiveness of the management structures in the education centres.

# 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 NZQA 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](http://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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