Report of External Evaluation and Review

Trinity Methodist Theological College

Confident in educational performance

Confident in capability in self-assessment

Date of report: 21 May 2015

Contents

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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:	Trinity Methodist Theological College (Trinity)
Type:	Private training establishment (PTE)
First registered:	11 December 1990
Location:	202 St. Johns Road, Meadowbank, Auckland
Delivery sites:	Meadowbank is the main delivery site. Trinity has a spiritual development centre in Torbay.
Courses currently delivered:	• Diploma in Practical Theology (Level 6) • Licentiate in Ministry Studies (LiMs) LiMs is made up of a range of credit and not-for credit components (language-based papers delivered in Tongan, Fijian and Samoan, online courses, face-to-face workshops and intensives). Papers from the Diploma in Practical Theology are also included.
Code of Practice signatory:	Trinity is not a signatory to the Code of Practice.
Number of students:	Domestic: 63 students in February 2015 (most enrolled in the LiMs); approximately 45 from Pasifika groups (mostly Tongan), four Māori, six Pakeha and eight 'other'.
Number of staff:	Three full-time and 17 part-time
Scope of active accreditation:	Diploma in Practical Theology (Level 6) Subfield consents to assess:

- Christian Ministries (to level 7)

- Christian Studies (to level 7)

- Religious Studies (to level 7)

Distinctive characteristics:	Teaching and learning involves face-to-face and online delivery, as well as parish placements. Trinity was an early adopter of information technology communication advances and uses a range of open source software initiatives (Moodle, Mahara, Alfresco). Most learners are Tongan. Over half are aged between 40 and 59.
Recent significant changes:	Trinity is in a time of transition. It has a new principal who had been in role for only five weeks at the time of the external evaluation and review (EER). The principal has been a teacher at Trinity for six years. The college manager has also been with Trinity for a number of years. In 2015 her role and responsibilities have expanded. The Trinity council has new members. The PTE has its first full-time Māori tutor in 2015 who is funded by the key stakeholder, Te Taha Māori.
	Trinity is ending its delivery of the Diploma in Practical Theology as part of the Targeted Review of Qualifications (TRoQ). In 2015, a small number of students enrolled to complete the qualification in 2015. It is likely that the Diploma in Practical Theology will be replaced by the shorter, one-year national Diploma in Christian Studies (Biblical Strand).
	Trinity has increased enrolments in the full LiMs programme in 2015. Previously, most learners have enrolled with the intention of only completing one or two papers. A growing cohort of younger learners is expected in this programme.
	Tertiary Education Commission funding for five equivalent full-time students was discontinued in 2015 due to changes in the nature of the funding.
Previous quality assurance history:	Trinity was last quality assured by NZQA in 2011 by EER, receiving a Highly Confident judgement in educational performance and Confident in capability in self-assessment.

2. Scope of external evaluation and review

The following focus areas were selected for this EER:

- Governance, management and strategy. This is a mandatory focus area.

- Diploma in Practical Theology (Level 6). This is the sole qualification on the New Zealand Qualifications Framework delivered by Trinity, and its highest qualification delivered for a number of years (but with reduced delivery in 2015 in its final year). Completion of the qualification is required for all candidates accepted for ordained ministry within the Methodist Church.

- Licentiate in Ministry Studies (LiMs). This is the one other programme delivered by Trinity. Most learners have enrolled in this programme in 2015. LiMs was implemented in 2011 in response to a request by the Methodist Church for a broader theological education for lay people and those interested in diaconal ministry (those seeking to be ordained as deacons/to a ministry shaped by the community being served). Trinity identifies the licentiate as a stepping stone to the Diploma in Practical Theology/higher study. LiMs was a new programme at the time of the last EER and has now been delivered for over three years.

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 EER was conducted by two evaluators who spoke with the following people during the two days on site: the principal and college manager, a council representative, three key stakeholders from the Methodist and Anglican Churches, teaching staff and graduates and students from the diploma and LiMs programmes.

The evaluators reviewed documentation including: the organisation's strategic plan (2013-2018), self-assessment summary, achievement data, graduate survey feedback, moderation feedback, and programme and college handbooks.

Final Report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Trinity Methodist Theological College.**

The programmes delivered by Trinity are valued for meeting a core need of learners and the Methodist Church – they provide consistency in education for the training of lay people and a recognised depth of theological knowledge for candidates accepted for ministry.

Programme content focuses on broadening learners' understanding of New Zealand's social context and issues, including developing bicultural understanding and responsiveness to diversity, and is highly valued by stakeholders, graduates and learners. So too is Trinity's online and face-to-face delivery. This is highly valued for creating technological skills and knowledge and removing barriers for predominantly Pasifika people to participate in tertiary education.

Trinity is highly focused on developing programmes and activities to remove barriers to participation, including providing academic counselling and timetabling classes and delivery to respond to learners' needs, goals and commitments. This is evidenced by strong retention (around 84 per cent each year) and qualification completion results (64 per cent over four years) in the diploma.

Trinity has experienced a high number of learner withdrawals from language papers in the LiMs programme (around 40 per cent in each of the last two years). It has responded to this issue since identification by increasing learning support. However, it was not until 2015 that the true nature of the issue was fully understood and the support refocused and intensified.

Trinity has moderation processes in place in the diploma programme which are contributing to fair and consistent assessment across learners, but some important process gaps identified by moderation (e.g. absence of assessment rubrics) have the potential to have an impact on the consistency and validity of results. In addition, there is yet to be a moderation process implemented in the LiMs programme (which includes papers delivered in Tongan, Fijian and Samoan).

However, in 2015 Trinity is implementing a year-long project with the support of Ako Aotearoa focused on strengthening and supporting teaching practice (including assessment and moderation) and the implementation of e-learning guidelines.

Trinity has implemented several other changes to improve educational performance in 2015, including focusing on how spouses are included in learning, examining workloads and constantly reviewing the relevance of programme content. Stakeholders highly value the direction that the new principal is taking the organisation and his understanding and responsiveness to feedback.

Final Report.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Trinity Methodist Theological College.**

Management has an excellent understanding of learner achievement and key areas requiring development to improve educational performance. In part, this reflects the small nature of the college. But it also reflects governance and management's close engagement with learners and stakeholders and self-assessment information that is generally of good quality and validity.

Trinity has a comprehensive body of achievement data which is used to regularly review educational performance, as is moderation feedback and regular monitoring of learner engagement undertaken by staff and management. Recently, Trinity has recognised the need to analyse achievement data in a way that can provide a more accurate picture of achievement that is meaningful to each programme. It is also redeveloping its learner feedback processes to reinstate quantitative information to a body of qualitative data already collected.

Strong educational value is purposefully understood from management's close relationships and active and effective engagement with stakeholders. However, Trinity lacks a body of data that shows evidence of the strength of graduates' skills and knowledge acquired as a result of their learning.

Some gaps in educational performance exist (e.g. with moderation processes, the previous level of online guidance and support). However, these are well understood by Trinity and appropriate actions have been taken in response. There are also useful continuous improvement initiatives underway and in planning. Learners and key stakeholders interviewed for this evaluation highly valued management's understanding and responsiveness in ensuring educational outcomes important to graduates' future roles in the church.

Final Report.

Findings[1]

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 **Adequate.**

Four-year qualification completion results for the Diploma in Practical Theology show strong achievement for (mainly Tongan) learners.

Between 2010 and 2014, 62 per cent of learners who enrolled completed the Diploma in Practical Theology (28 of 45 learners). A further 16 per cent (seven learners) are in their last year of the diploma in 2015 and are expected to graduate. Trinity did not demonstrate how it benchmarks this information, but the result exceeds the 44 per cent four-year national qualification completion rate for domestic learners enrolling in level 5-7 diplomas in 2010.[2]

Retention rates in the Diploma in Practical Theology are also high, at an average of 84 per cent in each of the last five years, or an average of one to two learners withdrawing each year. Since 2010, a total of six learners have withdrawn from the programme. Four are either inactive or intend transferring to the new one-year diploma or the LiMs programme. Trinity identified a clear understanding of the reason for each learner not completing and their current circumstances.

Moderation feedback shows that in the main, assessment is judged to be fair and consistent across learners, but that Trinity needs to improve its moderation processes, particularly in the provision and revision of marking rubrics. Trinity has clear plans in place to improve in this area, including the use of moderation feedback to inform a year-long professional development project it is implementing with the assistance of Ako Aotearoa. This is timely as the gap with the marking rubrics means tutors are without robust guidance, which has the impact of somewhat undermining the validity of assessment results – although the impact is mitigated through regular moderation. It was not evident that the LiMs papers are moderated (including papers delivered in Tongan or other languages) and therefore how validity, consistency and fairness of marking are ensured.

In the LiMs programme, achievement is inconsistent. Overall, successful completions for learners enrolling in any component of the programme have been between 66 and 70 per cent each year since 2011. Trinity seeks a result of 90 per

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[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] http://www.educationcounts.govt.nz/statistics/tertiary/retention_and_achievement (gaining qualifications, COM28)

Final Report.

cent or higher. Withdrawals were particularly high from the language papers in 2013 (40 per cent) and 2014 (36 per cent). Trinity has attributed this to the introduction of online learning for these papers in 2013. Trinity put actions in place to respond as issues emerged in 2013 (an online help desk) and in 2014 (specific instruction using Moodle and introduction of three free semester one papers to understand online learning), but these responses did not alleviate withdrawals. In 2015, Trinity took a new approach and changed the level of guidance and support provided. This now includes explicit support and active monitoring to ensure every learner is able to log-in and sustain engagement in the online component. Trinity observes that learners who have previously struggled are now actively engaged in online learning. However, it is too early yet to see any changes in the withdrawal data, although Trinity is actively monitoring this.

Trinity has a body of useful learner achievement data captured over a number of years, and the college manager has a strong understanding of learner achievement across all learners. It is timely that the organisation has identified the need to develop its collation and analysis to provide a fuller and more meaningful understanding of learner achievement at programme level. Currently there is a need to map learner enrolment intentions against their achievement outcomes in the LiMs programme (whether this is one or all components), and to review achievement in the diploma programme in a way that matches learners' mainly part-time completion over two or more years.

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 **Good.**

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

Key church representatives, a long-standing council member, and learners and graduates interviewed for this evaluation identified the strength of graduates being produced. Of note is the depth and wide range of theology being taught at Trinity and how this has 'broadened the minds and perspectives' of learners to ensure their ability to empathise and engage with diverse congregations and social issues.

Trinity is valued by the Methodist Church as the sole training provider for students accepted as candidates for ministry and lay ministry. In particular, Trinity's responsiveness in delivering the LiMs programme is viewed as having led to consistent and standardised preparation for people seeking to be part of the laity.

Trinity has captured some stories to show the value of core skills, attributes and outcomes that graduates have achieved. However, this is yet to provide a strong picture of the development of core skills typical across a number of learners. It was evident to the evaluators from speaking with students and graduates that core attributes such as leadership and bicultural knowledge are being developed, but these outcomes would be better understood if captured on a broader scale.

Final Report.

Trinity's innovation in online delivery is highly valued for a number of reasons. In the LiMs programme it has minimised barriers of access to education for learners across New Zealand and for learners unable to attend classes during the day due to family and work commitments. Learners have developed their information technology knowledge and skills and are better able to communicate with youth in their congregations and families as a result. Stakeholders interviewed valued this as unique for Tongan learners in theological training.

All Diploma in Practical Theology graduates since 2011 have gained employment within the church and/or Christian ministry contexts. Trinity identifies that a small number of learners have also progressed to Master's study and professional development courses, and that the LiMs programme provides a foundation-level stepping-stone for learners to progress to the Diploma in Practical Theology. However, data identifying the strength of such outcomes (e.g. desired or expected targets) was not available.

Stakeholders have identified some key areas where theological training (from Trinity, other providers, and the church) needs to improve to ensure 'parish-ready' graduates. Both these stakeholders and management identified that Trinity has engaged with this feedback and understands the concerns, and that the new principal has already taken active steps to respond in 2015.

In 2014, Trinity delivered a graduate survey which contributed to its understanding of how well prepared graduates are for employment. Trinity intends running this survey again in 2015 to assess the impact of changes it has implemented.

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.**

It was evident from interviews conducted across the evaluation and from examples of changes made to programmes and activities that Trinity is doing a solid job of matching and responding to learners' and other stakeholders' needs because it has strong processes in place to ensure learners and stakeholders are heard. Recent and effective self-assessment processes include the graduate survey in 2014, the new principal's face-to-face engagement with every synod (a composition of different Methodist churches within a defined area) since commencing in the role, stakeholder meetings, and the recent reinstatement of student representation on council. Student feedback is also key.

Together these processes are providing consistent information that Trinity has used to make decisions and implement changes to respond to learner and stakeholder needs. Such changes are recent and include the introduction of increased online learning support, the involvement of learners' families in worship, and the increased use of guest speakers to improve learners' practical understanding of social issues. *Final Report.*

Trinity has responded to make the content of the Diploma in Practical Theology programme more relevant to graduates' preparedness for parish life.

Trinity's recent focus on increasing Māori content has met with strong satisfaction. Students interviewed for this evaluation highly valued the contribution that their recent field trip to Waitangi made to their understanding of New Zealand history and Māori societal issues. In 2015, Trinity has its first full-time Māori tutor funded by its key stakeholder Te Taha Māori (tangata whenua/Māori division of the Methodist Church). A representative of Te Taha Māori interviewed for the EER commented that Trinity is now clearly seen as offering a place for Māori.

As already commented in Findings 1.2, both programmes delivered by Trinity have been developed to match the different needs of the Church – the Diploma in Practical Theology to provide training to candidates for ministry, and the LiMs programme for lay members or learners new to tertiary-level study. Trinity develops it programmes and activities each year to match learners' study needs and goals. Management uses information from comprehensive pre-enrolment interviews to determine the papers delivered each year and to inform stakeholders of any emerging matters (e.g. over-demand for places in ministry).

The teaching timetable is developed to match learners' needs. Trinity actively monitors learners' online activity to identify learners' preferred learning times. Online and face-to-face papers are taught and support provided at times that best suit learners (e.g. in the weekend and evenings). Examples were given that showed tutors have travelled to other parts of the country where this has been necessary to enable learners to complete. Further, the different modes of learning – online, block delivery and face-to-face – are considered highly relevant, match different needs, and are valued for enabling participation.

The high number of learner withdrawals from language papers in the LiMs programme in 2013 and 2014 is indicative that the level of online support for learners without previous online experience had not sufficiently matched needs. Trinity has continued to respond to this issue and identifies that it is now seeing learners' increased online engagement, though it too soon to see if the specific support implemented has improved rates of retention.

A further area that Trinity is improving in 2015 is its student evaluation process. Following a recommendation from its 2011 EER, Trinity focused its efforts on capturing qualitative data. Trinity stopped its quantitative surveying but found that this left a gap in its understanding of overall satisfaction. Therefore, in 2015 Trinity is collecting both types of data to improve its understanding of learner satisfaction.

1.4 How effective is the teaching?

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 **Adequate.**

Teachers are experienced presbyters (ordained ministers) employed in a variety of church appointments. This provides subject matter expertise contributing to the relevance of teaching and learning. Student feedback identifies that teachers are supportive and responsive. Teachers are quick to respond to learners' questions and provide relevant guidance and information. Feedback and support is provided online and face-to-face.

Understanding learners' engagement in learning is one key way that teachers gauge their effectiveness. This is undertaken through active monitoring of learning engagement in compulsory forums and completion of diaries. This process is also supported by the college manager's review of learner engagement.

Trinity has an external moderation process well established for the Diploma in Practical Theology, which seems adequate but is in need of some improvement. No moderation process is in place in the LiMs programme. As discussed in Findings 1.1, moderation feedback for 2014 mainly identified that assessment was fair and consistent and the standard of student work and learning of a high standard. However, the need was also identified for marking rubrics and revised marking and moderation schedules.

It was evident that teachers use moderation results to improve assessment and teaching. The management of the organisation also uses moderation results to identify areas where improved learning support is required. For example, in 2015 Trinity is engaging external learning support aimed at improving research and writing skills. Trinity's template for tracking moderation results does not include information about follow-up actions. It was also not clear whether changes to assessment are post-moderated.

Trinity intends embedding professional development support for all tutors in a year-long project to commence in 2015, including a focus on moderation and assessment. Currently there is a professional development budget available to all teaching staff who are encouraged to identify areas they wish to develop.

Overall, there is more Trinity could do to contribute to its understanding of the quality of teaching (e.g. peer observations, reviewing performance against indicators of effectiveness) and to contribute to the body of information that management uses to review individual tutor effectiveness.

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.**

A strong level of guidance and support is provided to learners. Individual study goals, external commitments and study needs are discussed for each learner at pre-enrolment interviews, as are the time expectations for chosen courses of study. Advice is provided verbally and by letter to each learner about study pathways that are considered best suited to their needs. At times this has involved counselling learners into the LiMs programme rather than diploma study if learners are unfamiliar with tertiary-level study.

A college chaplain is available to individually support learners and has recently ensured weekly face-to-face interactions with learners, as well as online. Trinity supports learners with meals, travel, accommodation and study costs if there is a need. With the loss of Tertiary Education Commission funding in 2015, Trinity is continuing to think about alternative ways to provide extra support to those in need.

E-learning support has been increased in 2015 following difficulties a number of learners continued to experience learning to log-in and use technology in the language programmes. Much focus is now on ensuring learners actively engage in e-learning after their induction and on a regular basis after that. Any concerns are followed up and additional individual support put in place when needed.

Comprehensive college and programme handbooks are provided to each student. Trinity may wish to consider including specific information in these about the specific delivery method for each component (e.g. online or face-to-face) although it is understood that this information is provided to students in their online home pages. Currently general information in the handbook refers to an IELTS (International English Language Testing System) score of 5.5, but it is not explicit that this refers to the LiMs programme and not the diploma (which has a 6.5 requirement). As mentioned in Findings 1.4, external learning support is being introduced to support learners with their research and writing in 2015 following a review of moderation feedback which pointed to this need.

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.**

Trinity is currently an organisation in transition. Stakeholders and staff interviewed for the evaluation expressed excitement at the direction the new principal has set out for the college. There was strong satisfaction with his understanding of current issues facing the Church, Pasifika communities, learners and graduates and plans underway to develop Trinity's programmes to ensure they reflect current needs.
Final Report.

Stakeholders identified that producing 'parish-ready' graduates and including learners' partners in their educational journeys is important and are matters that they are confident the new management has in its focus. This was confirmed by management which is already implementing relevant actions in these areas. A further area for focus going forward will be the management team's continued development of its knowledge and familiarity with NZQA rules, including establishing a regular process to review compliance with requirements.

The speed at which the new principal has implemented important actions relevant to improving some key areas of teaching and learning is no doubt assisted by the principal's knowledge and experience as a teacher at Trinity, an academic, and a Tongan minister of the Methodist Church, as well as the knowledge and experience of the college manager whose management role has now been expanded.

Recent initiatives such as the one-year professional development project and implementation of the Ako Aotearoa e-learning guidelines, and external learning support to develop learners' research and writing skills, are examples of the relevant allocation of resources to support teaching and learning and the valuing of staff development to ensure effective teaching. These initiatives also demonstrate responsiveness to self-assessment information.

Students and stakeholders are very well informed about organisational developments, including about TRoQ, management changes, the loss of Tertiary Education Commission funding, and the year-long 2015 project to implement the Ako Aotearoa e-learning guidelines and professional development project. This is facilitated by effective stakeholder engagement through reporting mechanisms such as the bimonthly newsletter, the six-weekly e-journal, and annual reports and regular meetings with church leaders. In his first five weeks in the role, the principal has met face-to-face with every synod leader.

Trinity is embracing TroQ as an opportunity to develop programmes relevant to the make-up of congregations and to societal matters (e.g. women and the church) and to be responsive and relevant to a changing cohort of younger learners coming through. Trinity is also planning to review the LiMs programme, which is timely given a potentially changing age cohort of learners and more learners now enrolling in the entire programme against just one or two papers. The impact of increased support for online use is also an important focus for review.

The council are well-informed of current matters that are having an impact on educational performance, including from learners' experiences, and which has supported proactive initiatives to improve. This is assisted by an annual dinner held with students, and will be further assisted by management's reinstatement of student representation on council in 2015. Council is also reviewing its appropriate balance of knowledge and skills as it replaces members who have recently left.

Final Report.

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: Diploma in Practical Theology (Level 6)

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

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

2.3   Focus area: Licentiate in Ministry Studies (LiMs)

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

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

Recommendations

NZQA recommends that Trinity Methodist Theological College:

- Develop its collation and analysis of achievement data to enable a fuller and more meaningful understanding of learner achievement at a programme level.

- Develop its self-assessment processes to collect/extract information about the achievement of graduate skills, attributes and outcomes on a greater scale.

- Continue to monitor the impact of support for online delivery provided in the LiMs programme to ensure that the support being provided is appropriate.

- Strengthen its moderation process, including in response to moderators' feedback, and in the recording of actions post-moderation; and implement a robust moderation process for the LiMs programme (and across the Pacific nation languages offered).

Final Report.

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/.

Final Report.

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Final Report.