

Report of External Evaluation and Review

Acupuncture Associates Limited
trading as New Zealand School of
Acupuncture and Traditional Chinese
Medicine

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 31 August 2015

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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:	Acupuncture Associates Limited trading as New Zealand School of Acupuncture and Traditional Chinese Medicine (NZSATCM)
Type:	Private training establishment (PTE)
First registered:	1 November 1994
Location:	Level 10, Willbank House, 57 Willis Street, Wellington
Delivery sites:	382 Manukau Road, Auckland
Courses currently delivered:	<ul style="list-style-type: none">• Master of Health Science (Chinese Medicine) (Level 9)• Four-year Bachelor of Health Science (Acupuncture) (Level 7)• Three-year Diploma of Chinese Herbal Medicine (Level 7)• Two-year Diploma of Tuina (Level 7)• Two-year Diploma of Tuina - Qigong (Level 7)• 26-week Certificate in Acupuncture-Midwifery (Level 7)
Code of Practice signatory:	NZSATCM is a signatory.
Number of students:	Domestic: 109 equivalent full-time students International: eight equivalent full-time students Seven Māori students (less than 6 per cent of the

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	student population) and two Pasifika students (less than 2 per cent) in 2014
Number of staff:	13 full-time equivalents
Scope of active accreditation:	http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=967073001
Distinctive characteristics:	NZSATCM delivers education and training in traditional Chinese medicine at undergraduate and postgraduate levels. It is delivering and developing blended learning with online platforms.
Recent significant changes:	<p>NZSATCM gained approval to deliver the Master of Health Science (Chinese Medicine) (Level 9) in 2014, and this is its first year of delivery.</p> <p>The two owner-directors returned to active management of the PTE in late 2014, and one of them is the executive director.</p> <p>A new Wellington-based position of administrative manager was established in 2014.</p> <p>Auckland has two full-time staff and a head of department to provide learner support and guidance.</p>
Previous quality assurance history:	<p>At the previous external evaluation and review (EER) in 2011, NZQA was Highly Confident in NZSATCM's educational performance and Confident in its capability in self-assessment.</p> <p>The Bachelor of Health Science has had an annual review from an external monitor since its delivery began in 2008. Reports have developed from making recommendations to making none and commending NZSATCM and informing it of international trends within this field of education. (The Master's qualification has yet to finalise an external monitor – delivery began in September, 2014.)</p>

2. Scope of external evaluation and review

The following focus areas were agreed by NZQA and NZSATCM:

- Bachelor of Health Science (Acupuncture) (Level 7)

This focus area was chosen because it is a four-year degree and has the highest number of students attending of any programme/qualification that NZSATCM delivers.

- Diploma of Tuina (Level 7)

This focus area was chosen because it has the highest number of diploma enrolments and is the only diploma delivered at both campuses.

In accordance with NZQA policy, the scope also included the following mandatory focus area:

- Governance, management and strategy.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Two evaluators conducted the EER over one day at the Auckland site and two days at the Wellington site.

Prior to the EER visit and NZSATCM's submission of its self-assessment information, the lead evaluator visited the Wellington site and met with the owner-directors and administrative manager.

During the EER visit, the evaluators interviewed the owner-directors (one of whom is the executive director), academic deans and academic committee members, head of department Bachelor of Health Science (Acupuncture), postgraduate programme director Master of Health Science (Chinese Medicine), and the chair of the board. They also interviewed current students, academic teaching staff and graduates, the president of the New Zealand Register of Acupuncturists, and other key stakeholders. Before, during and two weeks after the visit, NZSATCM provided a wide range of documentation to the evaluators.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Acupuncture Associates Limited trading as New Zealand School of Acupuncture and Traditional Chinese Medicine**.

The key reasons for this judgement are:

- New Zealand School of Acupuncture and Traditional Chinese Medicine (NZSATCM) students have achieved consistently high course and qualification completion rates each year since the previous EER in 2011.
- Course completion rates (the Tertiary Education Commission educational performance indicator that best reflects achievement) have been 87, 86, 86 and 94 per cent in 2011, 2012, 2013 and 2014 respectively.
- Qualification completion rates are even higher, at 89, 100, 100 and 94 per cent in 2011, 2012, 2013 and 2014 respectively.
- The data also shows that NZSATCM's completion and retention rates are significantly higher than the results of other comparable alternative health PTEs.
- The reliability of achievement data is supported by how well NZSATCM collects high-quality data and information from assessments, and records and tracks performance.
- The validity of the achievement data is supported by NZSATCM's improving assessment and moderation processes and externally approved results.
- NZSATCM integrates theory and practice based on clinical experience extremely well. This results in degree graduates who are work-ready practitioners who can immediately treat patients safely, run a practice, and communicate effectively with other health practitioners without additional probationary time.
- Graduates readily gain employment or self-employment in their own practices.
- Graduates contribute to the well-being of individuals, families and communities.
- NZQA's high level of confidence in the educational achievement of NZSATCM is shared by the New Zealand Register of Acupuncturists which registers NZSATCM graduates without them having to go through the interview and demonstration of practical skills like other applicants.

NZSATCM has established and maintained high standards of teaching and achievement in acupuncture and traditional Chinese medicine, and its graduates are helping build a worthwhile community of practitioners and practice.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Acupuncture Associates Limited trading as New Zealand School of Acupuncture and Traditional Chinese Medicine**.

The key reasons for this judgement are:

- NZSATCM continues to maintain and further develop its self-assessment.
- Information gathered is usually analysed and reflected on by staff, and particularly management, and opportunities for improvements are identified and implemented.
- Examples of changes made since the previous EER as a result of analysis of information include retiring the National Diploma in Acupuncture, introducing the Master's qualification (level 9), increasing the size of the Wellington site, the return of the owner-directors to active management of NZSATCM, reconsidering the international student strategy, developing the staffing and support for students at the Auckland site, developing IT systems and flexible blended learning, and the establishment of outreach acupuncture clinics.

The degree monitoring report recommendations and other external information and advice have triggered self-assessment processes. When NZQA pointed out that the delivery of the Certificate in Acupuncture-Midwifery was at variance with the course approved by NZQA but in accord with what had been approved by the Midwifery Council of New Zealand at the time, the qualification was removed and a new training scheme developed. This new training scheme reflects what has been delivered and continues to meet Midwifery Council needs. As a result of this experience, an NZSATCM internal review found that two of the diploma courses contained unit standards that were no longer on the New Zealand Qualifications Framework. This situation was in the process of being rectified at the time of the EER. More robust programme review may have enabled NZSATCM to identify the midwifery and diploma inconsistencies.

NZSATCM has wide-ranging and mostly effective self-assessment, although its analysis and use of data and information shared across all staff could be strengthened, including the internal moderation of assessment. It has a good range of self-assessment tools which provide sound coverage from strategy to teaching. While self-assessment is usually purposeful, genuine, authentic and ongoing, and contributes to worthwhile improvements, the value of some of these improvements is yet to be observed and measured.

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Findings¹

1.1 How well do learners achieve?

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

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

A high proportion of students have successfully completed courses and programmes and gained qualifications in the Bachelor of Health Science (Acupuncture) and diplomas over 2011-2014, as shown in Table 1.²

	2011	2012	2013	2014
Course completions %	87	86	86	94
Qualification completions%	89	100	100	94
Retention rates %	83	81	82	82

It should be noted that 2014 data is interim and is not yet published on the Tertiary Education Commission website. The course and qualification completion rates show the proportion of courses completed in a given year and the proportion of enrolled students who complete a qualification in a given year. The retention rates show the proportion of students in a given year who complete a qualification or continue or re-enrol the following year. Students completing the two and three-year diplomas in parallel with their degree studies contribute to the high number of students completing qualifications. The high retention rates are consistent with the course completion rates. The completion rates are significantly higher compared with other PTEs delivering similar programmes which NZSATCM compares itself with. For example, the interim medians of the comparable subsector for course completion and retention rates in 2014 were 84 and 75 per cent respectively compared with NZSATCM's 94 and 94 per cent.

The validity of the achievement results is supported by sound internal and external moderation practices which NZSATCM is continuing to develop and improve.

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 Table 1 does not include the Master's postgraduate degree because it is a recently approved and implemented programme (delivery started 2014) which has not yet had any graduates. Progression rates are not included because the Bachelor of Health Science (Acupuncture) and diplomas are the highest-level qualification NZSATCM has offered until the recently introduced Master's degree.

Students are part-time and full-time, self-funded and Tertiary Education Commission-funded. NZSATCM knows that the few students who withdraw do so for a range of credible and documented reasons. It captures quantitative information on achievement well, but how it specifically analyses and uses such data is not clear. NZSATCM has recorded the number of students who are Māori and Pasifika. Although Māori and Pasifika numbers are low, the PTE has determined that their achievement is similar to that of all other students.

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**.

The Bachelor of Health Science (Acupuncture) programme and qualification are of great value to the learners. The knowledge and skills students gain give them confidence to practise and prepare for employment or to run their own business at a professional level. The Bachelor's programme enables students to graduate work-ready and qualify for direct registration with the New Zealand Register of Acupuncturists. Registration enables the graduates to access ACC funding subsidies for rehabilitation treatment. NZSATCM's close relationship with the New Zealand Register of Acupuncturists includes co-developing a mentoring scheme for students.

The Bachelor's degree programme is delivered by experienced tutors who are currently practising, and is very practically based. Students gain valuable practical clinical experience working with their own patients in years three and four. Their tutors bring the most recent and up-to-date practice to the students in a practical environment. This evaluation found convincing evidence that these practice skills are applied by many graduates soon after graduation.

NZSATCM integrates Western medicine with traditional Chinese medicine. This has enabled graduates to help their patients and to work with local district health boards, for example offering acupuncture treatment along with traditional maternity care. Graduates' knowledge and skills have value for individual patients and their families and whānau by providing a range of appropriate and relevant treatment and care in a multicultural society.

The portability and international recognition of the NZSATCM Bachelor's degree enables graduates to gain work overseas and to develop and benchmark their own practices. NZSATCM staff know where their graduates are working. They are aware that more systematic, long-term collection of destination outcomes would further contribute to self-assessment and they are using social media, newsletters, phone calls and surveys to gather more extensive information.

Students have a range of courses available at two different levels, which include diplomas, the Bachelor's degree, and now the Master's degree, and provide a *Final report*.

range of opportunities for graduates to develop their knowledge, skills and practices to a very high level. Research opportunities for the small number of full-time staff and their graduates are growing. They include research and postgraduate opportunities in overseas universities and hospitals in Asia, and in particular China. Management was confident that the skills and knowledge would benefit the staff and graduates and would be brought back to NZSATCM and enhance learning and assist other internal and domestic research development – although the evidence of the extent to which this is happening is quite mixed. NZSATCM's informal benchmarking against overseas education and training and hospital practices suggests NZSATCM is doing well.

NZSATCM graduates' development of a range of knowledge, experience and skills enables them to think critically and to analyse and share with other health professionals. For example, tuina and acupuncture, physiotherapy and massage, provide strong treatment combinations. Graduates are well equipped to be involved in or to set up clinics that integrate different modalities and provide a range of health services – including acupuncture and massage – adjacent to a hospital if not yet within it.

Direct membership of the New Zealand Register of Acupuncturists is an indicator of the effectiveness and success of NZSATCM graduates. Around 27 per cent of the New Zealand Register of Acupuncturists membership is made up of NZSATCM students and graduates. The New Zealand Register of Acupuncturists works closely with NZSATCM and has the best record of where graduates are employed. NZSATCM's student and graduate self-assessment is informal and formal and consistently positive about the value of the outcomes of NZSATCM's education and training. With the benefit of hindsight, some graduates interviewed by the evaluators would have liked more detailed and specific information about setting up their own small business once they had graduated.

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

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

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

NZSATCM maintains the relevance of its programmes and qualifications to students, stakeholders and their communities. It has done this by the development over time of the Bachelor's degree and, more recently the Master's degree. NZSATCM also has diplomas which can be studied concurrently with the Bachelor's degree and give students early practical experience in their chosen field of study and practice. These developments have been in response to NZSATCM's identification of the need for consistently high-quality alternative acupuncture and traditional Chinese medicine health treatments and care which can be integrated with more traditional Western medical practices.

Programmes at NZSATCM reflect changes in resources, teaching practice and technologies. This has included some online and blended learning and increasingly hands-on practical clinical experience. Feedback from students and staff has informed the changes. NZSATCM has a close relationship with the New Zealand Register of Acupuncturists based on mutual trust and respect, and this has contributed to ongoing graduate mentoring and professional development. Students typically join the New Zealand Register of Acupuncturists when they are studying, and maintain their membership when they graduate.

The clinical practice component of the Bachelor's degree matches the needs of learners, their patients, and future stakeholders such as employers and their industry. The programmes and related clinical practice that form part of the Bachelor's degree are informed by tutors who are mostly in current practice and teaching. Learners are engaged because the relevance of their study is clear to them.

Clinical practice matches students' needs well as they move from observing, to practising under supervision, to increasing independence. Students finding their own patients to treat can be a challenge and NZSATCM assists with this. The students learn important skills from the clinics and they need these when they start their own practice. Formal feedback from the patients at the end of a course of treatment contributes to the knowledge and understanding of the quality of the treatment by the students and NZSATCM. Ready exposure to patients is more developed in Wellington than Auckland at this stage, as are community clinics and outreach initiatives connected to hospitals, maternity care and prisons. Practical training develops the learners' cognitive abilities, their knowledge and skills, and their confidence to practise. Students and tutors the evaluators spoke to, and relevant documentation, confirmed how well the clinics match the students' needs.

Student surveys have informed programme delivery and assessment practice and led to changes which include reshaping questions so they are clearer and more accessible. The evaluators confirmed that the classes and other forums were a better source of student feedback than surveys. Online feedback is also a valuable source of self-assessment. The evaluators observed that students were not always clear about whether their opinions had been heard in student satisfaction and other surveys, particularly in Auckland. Students would like actual feedback on satisfaction and other surveys to include why changes have not been made rather than just an identification of areas of varying levels of satisfaction, usually positive, and/or general concerns. NZSATCM considers that it has increasingly prepared students for setting up a small business better in a variety of ways.

NZSATCM has established internal and external review and advisory committees which meet, review and develop programmes and their delivery and assessment on a regular and ongoing basis. NZSATCM has an advisory committee which meets six-monthly but also communicates regularly at other times on an as-needs basis.

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 **Good**.

There was evidence from NZSATCM evaluations and students and teaching staff who the evaluators interviewed that individual needs and learning styles are taken into account and support academic progress. Mainly positive relationships between teachers and learners and among learners encourage students' engagement with learning. Small class sizes support individual student attention; over the four-year programme, classroom dynamics do need to be well managed, and appear to be overall.

Notably, numerous students have had a previous career, and many have also completed an undergraduate qualification elsewhere. Students interviewed, and who were able to compare NZSATCM with other learning institutions including universities, were very positive about the learning environments provided by NZSATCM – it was described as well planned and structured and focused on the needs and well-being of the students. Learning, practical activities and assessments are well aligned. There is appropriate and timely direct feedback on learners' progress. Learning and assessment resources are adequate and sufficient.

As mentioned, the clinics are very effective in engaging the students and giving them the opportunity to apply their knowledge and skills. This practical teaching and learning promotes relevant contextualised learning and provides the learners with the practical experience they need to become qualified and work-ready when they graduate. Graduates interviewed confirmed these findings.

NZSATCM has a stable, highly qualified and experienced teaching staff, most of whom are current practitioners. Teachers' qualifications include PhDs and Masterates. Those who do not have adult teaching qualifications are encouraged to take up study in adult teaching. NZSATCM contracts in-house targeted training.

Tutors are supported by internal professional development of two days a year as well as opportunities to attend conferences and study towards higher qualifications such as the PTE's Master's degree. Tutors are encouraged to undertake relevant research themselves.

NZSATCM involves its own staff and visiting speakers to address issues. Discussions involving Auckland and Wellington teaching staff on pedagogy and procedures are conducted by video or teleconference as well as face-to-face, and are valued by staff. Teacher observations and appraisals are robust. There is a programme of observation of teaching by management and peers, with immediate feedback being provided. While there is good evidence of effective self-assessment of teaching, individual tutors' own self-assessment tends to be more informal. Better sharing of effective teaching practices between the Auckland and

Wellington sites would bring benefits to the conversations around teaching effectiveness already occurring.

Because the tutors are current practitioners, they set appropriately high standards and expectations for their students and themselves. According to the PTE, a 'guide on the side' rather than a 'sage on the stage' approach underpins the shared model of facilitation and adult teaching. NZSATCM aspires to be an educational leader – the quality of its own academic leadership could be strengthened to help achieve this.

Students are assessed regularly and receive helpful feedback on their progress. However, a few students and graduates identified a lack of timeliness in completion of marking, the return of assessments and results and feedback in a few instances. Internal moderation of assessment, and programme structure, content and delivery practices take place regularly, as evidenced in NZSATCM formal reports. The degree monitor notes that there is evidence of robust internal and external moderation procedures.

As mentioned, NZSATCM student satisfaction surveys and online feedback provide valuable information which is not always acted on and the reasons why not are not always communicated. The responsiveness to student feedback does not appear to be consistent at the two sites.

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**.

NZSATCM provides accurate and helpful study information to students. The website and brochures provide relevant information for those enrolling, supplemented by thorough induction and the student handbook. The students confirmed that they get timely and accurate advice which supports their learning and completion of their studies.

Both campuses of NZSATCM have a supportive culture which has been strengthened in Auckland in particular by the appointment of staff with pastoral care responsibilities. The degree monitor reports have supported the quality of the pastoral care, and NZSATCM continues to consider better ways of doing this. NZSATCM and the students share a mutual interest: that students complete their courses successfully and well in a timely manner. The quality of ongoing support makes this more likely.

NZSATCM provides many ways for students to suggest improvements which include through direct contact with tutors or management, or through regular meetings with student representatives. The latter is a welcome innovation, the value of which has yet to be proven. Responses are generally appropriate, although students interviewed also identified isolated cases where actions were not

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forthcoming or explanations as to why actions were not taken were not given. These cases included isolated cases of delayed and insufficient reporting of assessment results. When this issue was raised with staff by the evaluators, it was noted that certain academic quality control systems needed strengthening.

Student course evaluations include responses to questions about guidance and support and are mostly positive. Auckland students felt that matters they raised were delayed by the need to consult with the Wellington campus.

NZSATCM's commitment to student well-being impacts favourably on student engagement and achievement. International students interviewed felt well supported and cared for. Supplementary learning support is available. Additional support in-class for those for whom English is not their first language would also be worth considering, as it did not appear that it was available.

Blended learning and 24/7 online access is at a relatively early stage of development, but it has been effective so far and benefits all learners. A research culture is developing among staff, a finding supported by the degree monitor's reports, and is encouraged by the introduction of the Master's degree.

Sound evidence of effective self-assessment of student guidance and support includes the regular review of the Code of Practice for the Pastoral Care of International Students and the realisation of the need for better technological operation support.

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

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

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

The purpose and direction of NZSATCM are clear. Staff and students interviewed by the evaluators confirmed what NZSATCM aspires to: being a leader in acupuncture and traditional Chinese medicine in New Zealand; maintaining high standards of knowledge, skills and practice for registered acupuncturists; and encouraging the wider use of acupuncture and traditional Chinese medicine integrated with traditional Western medicine. A legal and ethical values-based ethos was evident among the staff, students and graduates the evaluators spoke to. NZSATCM's openness to other modalities, including Western medicine, extends to knowledge, understanding and respect for Māori health beliefs and practices. A Chinese government delegation met with the directors in 2014 to discuss how traditional Chinese medicine was delivered and accepted in New Zealand and how this could be done at government level in Malaysia. A Malaysian delegation was interested in how the approval, accreditation and implementation of a Bachelor of Health Science (Acupuncture) was conducted for a PTE.

The governance and management have been restructured since the return of the owner-directors in late 2014, with one of them being designated as the executive director who has replaced the previous chief executive officer. The independent chair and the board continue to provide management with advice and support, particularly in strategy, business and financial planning. Meeting minutes show that the distinction between governance and management continues to be well understood and practised.

The Auckland site has increased its administrative support to students and staff with two full-time staff and the head of the Bachelor of Health Science (Acupuncture) based in Auckland. Each site has designated 'open-door' policies and student support processes. Despite such initiatives, as mentioned, there is still room for further development and improvement in these areas and in communication between the two campuses.

NZSATCM has reviewed and revised its strategy with regard to attracting more international students. The Tertiary Education Commission has confirmed that NZSATCM aligns with the Tertiary Education Strategy, and the commission is committed to two years funding, albeit capped, while NZSATCM intends to limit itself to using its own international connections to market internationally on a small scale rather than use agents and agencies. Active exchange arrangements with Chinese hospitals and universities enable NZSATCM and its students to informally benchmark against overseas practice.

Both NZSATCM sites have quality premises, and students benefit from shared library services.

Blended learning and an effective online tool available 24/7 has benefited students and staff. The sharing of electronic files between staff and sites has improved since the previous EER. NZSATCM is aware of the importance of technological maintenance and support for its electronic systems and has made a recent staff appointment to ensure this is provided.

The recruitment and professional development of staff at NZSATCM is effective overall. Staff, many of whom are long-serving, are experienced, mostly current practitioners, and feel valued. NZSATCM has financially supported teaching staff development towards higher education over the years, including most recently its own Master's programme. A greater focus on adult teaching and learning as well as assessment and moderation as part of staff development would benefit tutors and students by further developing what is already effective teaching.

Self-assessment at NZSATCM is ongoing, comprehensive, authentic, transparent and robust – and has led to worthwhile improvements. When NZQA identified that the delivery and assessment of the Certificate in Acupuncture-Midwifery was at variance with the course approved by NZQA, the organisation resolved the matter and its new training scheme meets NZQA's requirements and continues to meet Midwifery Council needs. NZSATCM then conducted an internal review of all programmes and courses and found that two of its diploma courses still contained

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unit standards that were no longer on the New Zealand Qualifications Framework, which it has since rectified by gaining approval for alternative equivalent assessment.

Such actions and improved assessment and moderation results and practices, the ongoing support of the New Zealand Register of Acupuncturists and the Bachelor's monitor, the functionality of most of NZSATCM's academic committee and advisory, research, online, ethics and record of prior learning committees, and the NZQA approval of the Master's degree gave the evaluators confidence that NZSATCM's self-assessment is likely to continue to develop and improve.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: Bachelor of Health Science (Acupuncture) (Level 7)

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

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

2.3 Focus area: Diploma of Tuina (Level 7)

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

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

Recommendations

NZQA recommends that the New Zealand School of Acupuncture and Traditional Chinese Medicine:

- Continue to develop its self-assessment capability and related responsiveness to students.
- Consider additional support in-class for those for whom English is not their first language.

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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