

Report of External Evaluation and Review

Front-Line Training Consultancy

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 14 November 2012

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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:	Front-Line Training Consultancy (Front-Line)
Type:	Private training establishment (PTE)
Location:	416 Dee Street, Invercargill (head office and sole delivery site)
First registered:	1 February 1993
Courses currently delivered:	<p>Tertiary Education Commission (TEC) funded:</p> <ul style="list-style-type: none">• Youth Guarantee (Work Track)• Foundation Focussed Training Opportunities <p>Ministry of Social Development funded:</p> <ul style="list-style-type: none">• Training for Work <p>Front-Line is contracted to deliver STAR and Gateway courses to secondary school students.</p> <p>The organisation delivers corporate training to private clients. In addition, it is the sole organisation delivering the Liquor Controller Qualification programme in the local area.</p>
Number of students:	<p>82 current equivalent full-time domestic students</p> <p>TEC funded:</p> <ul style="list-style-type: none">• Youth Guarantee: 28• FFTO: 22• MSD: 25

Number of staff:	Five tutors (mostly full-time), one operations manager, a student administrator, an employment consultant, and two business owners
Scope of active accreditation:	Front-Line has accreditation from a wide range of subfields and domains at levels 1-6, but is currently only offering units up to level 4 and in the areas of hospitality (non-food), retail, computing, and business administration.
Distinctive characteristics:	<p>A number of students who come to Front-Line have struggled to obtain employment, have spent some time out of the workforce, or have not been well served in mainstream education.</p> <p>Programmes at Front-Line have a strong focus on preparing learners for employment, including developing foundation skills and building confidence and self-esteem.</p> <p>Front-Line has developed several partnerships with local industry, including establishment of the Futures Forum in 2011 involving local industry representatives. These relationships contribute to providing learners with on-the-job training and employment opportunities.</p> <p>Front-Line also delivers corporate training and sells teaching resources and unit standards assessments to schools across New Zealand.</p>
Recent significant changes:	<p>Front-Line restructured its training opportunities programmes in 2011 in response to changes in government funding. This has led to a shift from a central focus on educational outcomes to one now centred on employment. It also led to staffing changes, including the establishment of an employment consultant role.</p> <p>Front-Line has developed additional industry partnerships to foster employment experience and opportunities for its students.</p>
Previous quality assurance history:	Front-Line was quality assured by NZQA in March 2009 when it met all but two requirements of the standard that was the basis for ongoing registration at the time. The two requirements not met related to the provision of financial attestations to NZQA within three months of the organisation's

end of financial year. Timely submission of its annual statutory declaration has been an ongoing focus for Front-Line. This has been impacted by external factors which Front-Line has been active in seeking to control.

Front-Line met all but two requirements of the Policies and Criteria for PTEs sampled at a validation visit undertaken by NZQA in 2011. Two actions were required and subsequently undertaken by Front-Line. It was required to consolidate its risk management strategies into one risk management document and to demonstrate how performance goals were to be measured.

In 2011, Front-Line met the moderation requirements of the Retail Institute and Hospitality Standards Institute and NZQA's national moderation requirements.

2. Scope of external evaluation and review

The scope of the external evaluation and review included the mandatory focus area of governance, management, and strategy. In addition, the following focus areas were evaluated:

- Youth Guarantee (Work Track)
- Foundation Focused Training Opportunities (FFTO) and Training for Work (TFW).

These programmes were selected because they represent core business at Front-Line and enable credits to be achieved towards national certificate qualifications.

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 evaluation over two days at the organisation's sole delivery site. The evaluators engaged with:

- The business owner and the operations manager
- Tutors
- Current and past learners of Front-Line
- Stakeholders.

Documentary evidence reviewed included: self-assessment information, the organisation's business and investment plan, correspondence and analysis regarding external partnerships, literacy and numeracy progressions analysis, destination and credit achievement data.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Front-Line Training Consultancy**.

Front-Line is meeting all of the most important needs of learners and key stakeholders. Consistently strong labour market outcomes confirm the regard with which employers view the strength and relevance of the training provided at Front-Line and students' preparedness for work.

Across all programmes since 2007, labour market outcomes have nearly always exceeded the TEC's minimum requirement of 60 per cent of graduates progressing to higher education or employment. In the youth programme, labour market outcomes have ranged between 74 and 100 per cent each year, and averaged 72.1 per cent over the last five years. Labour market outcomes for the training opportunities programmes have averaged 68.7 per cent from 2007 to 2011.

These represent strong outcomes for students who have been previously disengaged from education, or lacked current employment skills, work-readiness, and the knowledge and skills to seek wider employment opportunities.

Front-Line's partnerships with local industry have been a key enabler of these strong employment outcomes. Front-Line students are being given priority for work opportunities because industry stakeholders value that Front-Line develops learners' core skills to ensure they are well prepared for work. They also appreciate that Front-Line understands and is responsive to industry needs. As a result, Front-Line is a preferred provider for both employers and students.

Average credit rates of achievement are indicative of the motivating and encouraging learning environment provided at Front-Line and how the organisation is meeting learners' desire to achieve unit standards. In 2011, credit achievement outcomes exceeded the TEC's minimum requirement of an average of 20 credits per learner. In the youth programme, 34.14 credits on average were achieved per learner and 33.17 and 51.82 respectively in two training opportunities programmes.

Significantly, Front-Line is contributing to the development of learners' self-esteem and confidence and is focused on nurturing students' belief in their ability to achieve. From discussions with staff and students, it was clear to the evaluation team that this has led learners to believe in themselves and to strive towards wider employment and higher education opportunities, and which has been fundamental to their success.

These strong outcomes are being enabled by the highly effective learning environment provided at Front-Line. Students strongly appreciate the one-to-one support they receive and the focus given to understanding and responding to

individual needs. The structure and nurturing culture provided creates a safe environment that encourages learners to communicate and to express themselves.

Students are well understood by their tutors and find that staff relate well to their experiences and needs. Tutors are clearly focused on developing their teaching to respond to learners' needs, with several examples provided confirming how teaching techniques are reviewed on an ongoing basis and in response to learner progress. The collegial environment at Front-Line, and support for staff development and innovation, contribute to this.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Front-Line Training Consultancy**.

Front-Line is a highly reflective organisation where self-assessment occurs organically across all programmes. Tutors review and respond to individual needs and progress on a day-to-day basis and frequently share information and insights with other tutors and management.

Learner achievement data is well collated and regularly reviewed by tutors and management. Learner non-attendance, withdrawals, and non-achievement are closely monitored and responded to.

The organisation periodically reviews other focus areas to ensure they are operating as intended. For example, a new industry partnership was recently evaluated to ensure it was meeting both stakeholders' and learners' needs. This was found to be the case, with two areas for improvement identified and acted on to enhance the matching of needs.

Frontline has used a difficult situation that arose in a new relationship with an external provider (but which it appeared to handle well) to reflect on additional strategies it could implement to proactively safeguard against similar problems arising in such future relationships, including more rigorous due diligence and monitoring.

There are opportunities for Front-Line to strengthen data collection and/or analysis to add to its understanding of learner outcomes. Such opportunities include systematically obtaining feedback from graduates on programme relevance and improvements, focusing on the disaggregation of destination data into employment and further education, and collating and analysing data about non-achievement.

Nevertheless, self-assessment at Front-Line is purposeful and generally effective. The organisation is focused on developing data collection tools that ensure robust data is collected to provide relevant, meaningful information to inform educational performance. Self-assessment is also evolving at Front-Line, with the organisation currently in the midst of developing data collection tools and processes that will potentially enhance the quality of self-assessment information.

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**.

Learners achieve well at Front-Line, where they are provided with a caring and supportive learning environment, and one where progress and success are encouraged and celebrated.

The evaluators heard numerous narratives from staff and students which provided consistent and compelling evidence of the enhanced confidence, self-esteem, and communication skills that students develop, and the fundamental importance of this to students' progression to achieve unit standards and employment. Through workplace experience, and their learning at Front-Line, students develop knowledge and many key skills, leading them to transition well into employment.

Strong labour market outcomes, credit achievement, and employers' preference for Front-Line students indicate the relevance and achievement of the core skills learned. Since 2007, the organisation has nearly always exceeded the TEC's minimum labour market outcome target of 60 per cent. In the youth programme, labour market outcomes have averaged 72.1 per cent over the last five years (ranging from 74 to 100 per cent). For training opportunities programmes, labour market outcomes have averaged 68.7 per cent for the same period.

These are strong outcomes for students who have, until enrolling with Frontline, been disengaged from education, or lacked current employment skills, work-readiness, and the knowledge and skills to seek wider employment opportunities.

Work experience is provided to all trainees and is facilitated through the strong relationships that Front-Line has established with employers. This gives students the opportunity to apply skills learnt, introduces them to prospective employers, and provides solid preparation for employment.

Credit achievement outcomes are strong. In 2011, 34.14 credits on average were achieved per student in the youth programme. This exceeded the TEC's minimum requirement of an average of 20 credits per learner. Similarly, in the training opportunities programmes, an average of 33.17 and 51.82 credits per learner were gained respectively in each of two training opportunities programmes.

Front-Line has a solid understanding of learner achievement. Individual progress is frequently monitored by tutors in the classroom and is informally discussed daily

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

with other tutors and management and more systematically at team meetings. The organisation collates and analyses student achievement data on an ongoing basis. This includes credit achievement and destination outcomes. Work experience is closely monitored by ongoing discussions with both students and employers.

A more explicit focus on the disaggregation of destination outcomes could provide a more in-depth understanding of the different achievements of learners and inform organisational planning, and since the EER, the organisation has indicated that it is developing its self-assessment tools in this regard. Collating and analysing information about the reasons for non-achievement or student withdrawals could also provide a further source of information to inform teaching and learning at an organisational level.

Front-Line recently experienced problems with an external provider it had entered into a relationship with (to offer students unit standards after they had completed training and assessment provided by that external provider), which caused a delay in students receiving credits. Front-Line appears to have responded well to the issues that arose, and has used the situation as an opportunity to identify strategies it could proactively implement in such future relationships, including more stringent due diligence and monitoring.

Front-Line has recently begun to collate and analyse trends emerging from numeracy and literacy data produced by the TEC online tool for assessing adult literacy and numeracy. Already, this has enabled Front-Line to identify a key knowledge gap that learners have when enrolling at Front-Line and which is informing learning content. Front-Line intends to develop this analysis further, which will potentially provide the organisation with valuable insights to support learner achievement.

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**.

Front-Line is contributing significant value to learners and stakeholders through the high number of students the organisation is assisting into employment and further study, including learners who have previously experienced difficulties obtaining employment or who have not succeeded in other learning environments.

As identified in section 1.1, Front-Line has met or exceeded the TEC's minimum expected labour market outcome target of 60 per cent each year since 2007 in the youth programme. Strong occupancy and education and employment outcomes were recognised by the TEC's provision of funding for an additional 12 youth places in 2011, and outcomes continue to be strong in 2012. At the end of August 2012, only four of a total of 38 youth had left the programme early for reasons other than employment or further study.

Since 2007, Front-Line has mostly exceeded the TEC's minimum labour market outcome requirements in the training opportunities programmes. The outcomes have averaged 68.7 per cent over the last five years.

Front-Line is on track to exceed the TEC's labour market outcomes requirements in 2012. Of 45 students enrolled in the FFTO programme in 2012, 12 are still enrolled, and 22 (69 per cent) have left the programme early to take up employment or further training opportunities. Similarly, during the period January-June 2012, approximately 75 per cent of TFW students have obtained employment.

These outcomes are strong for learners who have previously had difficulty obtaining employment or engaging in education. Moreover, Front-Line is on track to meet an internal stretch-target of 75 per cent which it has established on the basis of labour market outcomes achieved to date and in recognition of its solid history of exceeding the TEC minimum requirement. This target has been identified to keep staff focused on the attainment of strong destination outcomes. Management also uses the target as a trigger to review potential reasons for insufficient progress or non-achievement when outcomes are below this benchmark.

Most of the graduates interviewed for this evaluation identified that they are in jobs or studying in areas that they love (which was not the case before). They attribute this to the encouragement they received at Front-Line to consider wider and more advanced employment and study options.

Industry stakeholders see Front-Line as a preferred PTE because the staff and training at Front-Line are high quality and the training is relevant to their needs. Stakeholders highly value that Front-Line is developing students' self-esteem, confidence, and preparedness for employment. They also value that partnerships with Front-Line enable them to give back to society and contribute to learners' holistic development.

Staff have a solid understanding of the progress students make after leaving Front-Line. Front-Line follows up and maintains contact with students post-training. This occurs through a combination of systematic post-placement monitoring and informal, natural relationships which reflect the family-like environment that all interview participants described. Front-Line seeks to understand how well students are doing and whether they require ongoing support.

Front-Line uses feedback provided from graduates to reflect on the training and to investigate possible areas for improvement. For example, where feedback has identified key skills required by employers that are not a focus of Front-Line's training, the organisation has introduced relevant unit standards (e.g. in the areas of minute-taking and Dictaphone work). However, there appears to be greater opportunity for Front-Line to proactively seek such feedback from past students on a systematic basis to understand how well their needs were met at Front-Line and to identify any areas for improvement.

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 **Excellent**.

Front-Line is strongly focused on ensuring that programmes and activities match the ongoing individual needs of learners and other stakeholders. Individual needs assessments are undertaken at enrolment to enable student profiles to be developed and learning to be tailored to individual needs.

Staff work alongside learners to understand their core strengths and interests and to focus on how these strengths can be developed and how gaps in learning can be addressed through completion of specific unit standards. This is informed by numeracy and literacy assessments undertaken for every learner.

Front-Line has developed an industry forum and a number of partnerships with industry. These relationships are making a significant contribution to learners' confidence, work-readiness, and work experience and employment opportunities. They are also contributing to the strong employment outcomes being achieved, and align well with the funding focus of the TFW and FFTO programmes.

Through these partnerships students are eased and supported into the working environment, with employers taking students through an in-depth induction process, and spending time getting to know them as individuals. Students gain opportunities they may not otherwise have so readily obtained. Employers also gain a pool of potentially tried and trusted employees on call if a sudden need arises and part-time or full-time vacancies become available.

Front-Line uses its industry partnerships to inform programme content and to ensure that what is being taught is relevant to stakeholders' needs. Unit standards have been selected in conjunction with the industry partners. Feedback about students' employment experiences and preparedness for job interviews and employment is also used to inform teaching content.

Front-Line has evaluated its most recent industry partnership and has found that it has been effective in meeting both learners' and stakeholders' needs (18 students have obtained employment from this partnership). One result has been to re-timetable assessment dates to encourage greater completion of unit standards.

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**.

The teaching at Front-Line is highly effective. The organisation has recruited skilled and qualified staff can relate to students' past learning experiences and are committed to learner success. Students from all programmes commented on how tutors believe in the students' abilities and that their focus on highlighting and building existing skills has been fundamental to their improved confidence and self-esteem and to learning success. As one graduate commented: 'They let me know that I was capable and this built me up'.

Youth interviewed for this evaluation favourably compared the quality of teaching at Front-Line to their past experiences of secondary school and other tertiary providers. They indicated that they look forward to coming to Front-Line each day because their tutors treat them with respect, there are clear boundaries, small class sizes allow one-to-one tutor time, and staff care about and engage students as individuals responsible for their own learning.

Students indicated that they are easily able to talk to tutors about their learning needs, to ask for extra help if they are struggling, and to make suggestions about their learning.

Students interviewed identified that they were only assessed when they were ready and they had a good understanding of the organisation's re-sit policy. They also confirmed that assessments are fair and align with what has been taught. This view is supported by Front-Line having met external moderation requirements in 2011 for NZQA, the Retail Institute, and the Hospitality Standards Institute. Staff confirm that assessments are reviewed in response to external feedback and are also reviewed annually to ensure they align with the teaching. Stakeholders confirmed that tutors proactively seek advice regarding moderation and assessment.

A number of examples were shared to demonstrate the effectiveness of the practical and practice-based learning provided at Front-Line and the integration of numeracy and literacy within the teaching of unit standards. Graduates discussed applying their learning in real-life contexts, including using different strategies in employment to deal with difficult customers or workplace situations, and using budgeting knowledge to manage the purchase of a first home.

Tutors have a shared office space purposefully designed to encourage shared reflection and discussion. The environment is highly collegial and staff identified that they regularly share teaching techniques and informally observe one another's teaching to contribute to their reflections.

The tutors gave many examples demonstrating how they understand the effectiveness of their own teaching, and the triggers that are used to reflect on or

implement different teaching techniques to respond to different learners' needs. Within the classroom, tutors closely review individuals' engagement, posture, and ability to complete workbooks and assessments, to identify progress, and to assess the need for extra learning support or a different teaching approach.

At an organisational level, the effectiveness of teaching is gauged through the regular review of achievement and destination data, and a focus on individual learner progress where information reviewed indicates concerns. Staff describe the informal staff appraisal process as a genuine 'heart-to-heart', which provides the opportunity to discuss staff support needs and areas of professional development that can be supported by the organisation.

Students complete evaluation forms and are asked for three negatives and three positives about their learning each week. Front-Line has developed student evaluation forms over time, but is continuing to review these as they consider the resulting information as secondary to the rich feedback received from students in class and during one-to-one discussions between staff and students.

1.5 How well are learners guided and supported?

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**.

The strong level of guidance and support provided to learners occurs within the organisation's 'culture of nurturing' and a supportive and inclusive learning environment. Contributors to this identified by students include an environment where success is encouraged and openly celebrated (such as the 'job bell' rung in the main office area when positive outcomes are achieved), boundaries are clearly stated, providing students with structure and certainty, staff are trusted, because 'staff always do what they say', open discussion and questions are actively promoted, and staff are willing to give their time to support students.

The support provided is individualised and highly responsive to specific needs. It is holistic and encompasses support for learners who are struggling. It also includes guidance and assistance to reach employment, career, and further study goals, and to help address personal problems. The evaluators heard on several occasions how students have gone to Front-Line staff with personal issues before discussing them with family or friends.

As identified previously in this report, the organisation has established local industry relationships which support students to obtain work experience and seek employment opportunities. Feedback from these stakeholders is used to guide students about the realities of the employment environment. Feedback is also used to identify areas where additional guidance needs to be provided to students to better prepare them for employment.

Front-Line invites representatives from other education institutions to provide students with information about education pathway options. Examples were provided to demonstrate how staff support students to apply for further training and higher education opportunities at other providers, including at the local institute of technology.

The organisation engages with parents and with external support agencies to identify possible strategies that Front-Line can use to better support individual students in their learning. A well-established attendance monitoring process is used to identify and respond to individual support needs. This also triggers discussions with students, parents, and external agencies to identify how support can be tailored to respond to different student needs.

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**.

Front-Line's owners and management have created a family-like, caring, and highly supportive learning environment which students and graduates told the evaluators is significant to their achievement. This is in line with the organisation's stated goal of a supportive college providing a safe and secure environment. To this end, Front-Line has recruited staff who are learner-focused, able to engage diverse learners, and passionate about learner success.

Staff feel highly valued and are encouraged to contribute, share, and participate. They are satisfied with the resources available to support teaching and learning, and with the professional development support available. For example, all tutors have recently completed numeracy and literacy training through the University of Waikato, and one tutor is currently completing a Master's paper in adult education.

All stakeholders engaged with for this evaluation described Front-Line as proactive, open, and responsive to their needs and suggestions (also a stated goal of the organisation). This has been key to the effective partnerships the organisation has strategically developed and that are contributing to learner development and strong employment outcomes.

The strong student satisfaction and destination outcomes being achieved in the new FFTO and TFW programmes in 2012 demonstrate that the organisation responds well to change. Similarly, the two new FFTO programmes that Front-Line is seeking funding for have been in response to anticipated and identified learner and industry needs. The organisation also has a succession plan in place.

Self-assessment is generally effective at Front-Line because it is embedded as a normal part of the organisation's activities and involves all staff. The evaluators heard many examples demonstrating how feedback from students, graduates, and

stakeholders, as well as from other PTEs, is used to inform decision-making and to make worthwhile improvements. For example, Front-Line has proactively sought information from other PTEs about their integration of numeracy and literacy and how they have responded to various matters under Youth Guarantee funding.

The organisation has introduced unit standards to meet identified gaps in learner knowledge and established the successful employer's group, Futures Forum, in response to difficulties around advisory board member attendance and to better meet learners' needs. This group meets two to three times a year and provides Front-Line with an ongoing understanding of current employers' needs, and enables identification of ongoing opportunities for students.

The organisation has also recently introduced a policy of providing a transition period for handover of teaching staff after data analysed identified the potential impact on students when a tutor leaves the organisation and another starts.

There are a couple of areas identified where Front-Line could enhance its data collection to improve learner outcomes (e.g. the systematic capturing of graduate feedback and focusing on the disaggregation of destination data). However, given the effective self-assessment observed, and Front-Line's ongoing consideration of how it can better understand performance, these are not inadequacies in the organisation's self-assessment capability, but rather reflect that self-assessment and evaluation are still evolving at Front-Line.

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: Youth Guarantee-funded programme (Work Track)

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: Foundation Focussed Training Opportunities and Training for Work funded programmes

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

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

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