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Report of External Evaluation and Review

Nelson English Centre Ltd

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 13 March 2017

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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:	Nelson English Centre Ltd (NEC)
Type:	Private training establishment (PTE)
First registered:	1 December 1995
Location:	41 Selwyn Place, Nelson
Delivery sites:	41 Selwyn Place, Nelson
Courses currently delivered:	General English (Level 3)
Code of Practice signatory:	Yes, since 1995
Number of students:	Domestic: nil International: 426 students who are in New Zealand as visitors and students
Number of staff:	12 full-time staff and eight part-time staff
Scope of active accreditation:	General English (Level 3) Cambridge and IELTS (International English Language Testing System) exam preparation
Distinctive characteristics:	NEC is an internationally recognised English language school. It provides an integrated programme of English language for travel purposes within the context of experiencing the New Zealand lifestyle through a range of activities and tourism opportunities within the community. Homestay accommodation in Nelson is provided for 80 per cent of the students. Nationalities of the

adult students (average age 23) are Swiss, Japanese, Korean, Taiwanese, German, Saudi and other European.

The General English course is mapped against the Common European Framework of Reference for Languages. In 2016, 19 per cent of students completed Cambridge or IELTS language tests.

Recent significant changes: Change of premises to new location. The building has been specifically designed to support the NEC culture.

The management structure of NEC has been revised in 2016 and the new structure will be implemented over a two-year period.

Previous quality assurance history: At the previous external evaluation and review (EER) in 2012, NZQA was Highly Confident in the educational performance and Highly Confident in the capability in self-assessment of NEC.

NEC is a member of English New Zealand, which represents a number of English language schools throughout New Zealand. The English New Zealand audit in August 2016 found that NEC met all standards and the audit resulted in no recommendations.

Other: NEC is a member of IALC (International Association of Language Centres) and was due to undergo an IALC audit in December 2016.

2. Scope of external evaluation and review

Following discussion with the two academic leaders of NEC, the scope of this EER included General English and International Student Achievement, Support and Well-being as the focus areas. General English is the academic focus of NEC and all students are self-funded international students.

3. Conduct of external evaluation and review

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

Prior to the scoping meeting, NEC provided NZQA with a self-assessment summary supplemented by a wide range of documentary evidence. The lead evaluator and the two NEC academic leaders discussed the EER process and preparation by phone. This included details of the recent NZQA review of the key evaluation questions, requirements for the on-site visit, and report outcomes.

Two NZQA evaluators conducted the on-site visit over one and a half-days at the delivery site in Nelson. The evaluation team interviewed senior management including the director, general manager and academic leaders, the student welfare manager, teaching staff and current students. External stakeholders were interviewed in person and by phone. The evaluation team also viewed a range of documents including review data and reports, surveys of students, management reports, consultation feedback and reports, surveys of students and staff, internal and external reports, meeting minutes, organisational data, student results and student files. These documents were reviewed to clarify and verify points raised during the on-site discussions.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Nelson English Centre Ltd.**

There is strong and consistent evidence of high-quality outcomes that meet the goals of students at NEC through an authentic learning experience integrating the English language programme with a range of activities and events available in the local community. The mission and values – designed to create a culture where students feel welcome, learn English efficiently and enjoy the New Zealand lifestyle – are a key strength of the organisation.

The students' needs are well understood and their learning is guided in class and across other experiences by careful monitoring of progress and welfare through a range of evaluation and review strategies aligned to the NEC mission and values. Student feedback shows a high level of satisfaction with the overall experience, with satisfaction levels consistently exceeding the NEC target of 95 per cent. Students are progressing well with their English language, enjoying the inclusive culture of the school and its activities, are well supported by their homestay families, and are fully participating in community events. Students spoken to by the evaluation team confirmed this.

Effective teaching and learning is supported by an internationally developed and well-tested curriculum aligned to the Common European Framework and supplemented by NEC teaching resources relating to New Zealand culture and experiences, in alignment with student needs. Highly experienced, well-qualified staff understand their roles, and contribute positively and collaboratively to provide an engaging, student-centred learning environment using relevant curriculum and promoting the 'English-only' on-campus culture. Students highly value this English immersion strategy, with 99 per cent indicating that communicating with friends has improved because of the strategy.

The overall experience for students at NEC is highly valued by students, retailers¹ and the local community including employers. Key indicators of quality are recommendations from past students and retailers, students who extend their study longer than initially intended, returning students, no first-week withdrawals and no formal complaints in the history of the school.

Staff are accessible to students through the intentional planning and design of the new environment through the 'crossing paths'² concept in the student zone which

¹ 'Retailers' is the term used by NEC for New Zealand and overseas-based agents and agencies.

² In the design of the new location, the student zone is intentionally located centrally on the ground floor with teaching, support staff and management all co-located in this area so that

actively encourages informal discussions and conversations between staff and students to enable connections across the school.

NEC has strong leadership. Organisational strategy is clearly defined and transparent to students and stakeholders. This well-managed organisation has recently clarified the roles and responsibilities of key managers to support the sustainability of the organisation.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Nelson English Centre Ltd.**

The key self-assessment tool for the organisation is the comprehensive and systematic review of management, governance and administration, and the academic team three times in each year. NEC is gathering and using measurable and objective data, self-assessment attestations and self-assessment surveys to understand organisational performance against key criteria. The outcomes are used to identify areas for improvement and inform the priority development areas for the annual review plan and the allocation of resources.

NEC is an organisation that understands how well it is performing through the use of multiple self-assessment strategies. These include:

- Capturing regular formal feedback from students to gauge their level of satisfaction, such as individual interviews with students in the first week to evaluate how well they have settled into their study, their homestay accommodation, and making friends, to enable quick response and resolution to any issues that arise.
- Weekly review of progress informed by comprehensive feedback from teachers on each student's participation and progress in class, student diaries, monthly test results, informal conversations between staff and students in the student zone, to place students in the appropriate class for the following week.
- Daily staff discussions covering operational matters and student concerns to enable quick responses to rectify issues and identify any additional support required.

A purposeful approach is taken to providing leaving reports for all students (irrespective of the length of their stay at NEC) and progress reports every 12 weeks for students who stay for longer periods of study to provide feedback on achievement.

everyone walks through the student zone on their way to and from classes, meetings and activities.

Teaching staff receive feedback on their teaching from a number of sources – learner evaluations, observations from peers and academic co-ordinators, and performance appraisals. Teaching staff interviewed described the collaborative sharing of teaching resources, weekly meetings with academic co-ordinators to inform and review progress and performance, and the value of professional development including support to study for diploma qualifications and how these practices are improving their effectiveness.

NEC's consistent questioning of their own rationales and values, the inclusiveness of the process, using information gathered to make timely and agile changes where necessary are strong evidence of highly effective self-assessment that is embedded within operational practices across the organisation.

Findings³

1.1 How well do students 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 **Excellent**.

Students at NEC are making excellent progress in improving their English language skills, developing confidence and the ability to apply these skills in their daily lives and to become independent learners. Students experience the New Zealand environment and lifestyle including a range of independent roles and activities such as banking, shopping, eating out and travel bookings using the skills and knowledge developed at NEC.

In 2016, 426 students enrolled in the General English programme, with 68 students (19 per cent) choosing to complete Cambridge FCE⁴ and CAE⁵ and IELTS assessments. NEC has very high success rates – almost all results are above the benchmarks for New Zealand and international averages.

Table 1. English learning improvement at NEC in FCE

Year	Number of students	NEC pass rate	International average	New Zealand average
2013	44	77%	69%	73%
2014	28	71%	69%	68%
2015	41	93%	68%	70%
2016 to date	17	76%	Not available	Not available

Table 2. English learning improvement at NEC in CAE

Year	Number of students	NEC pass rate	International average	New Zealand average
2013	24	71%	70%	74%
2014	26	88%	70%	83%
2015	36	75%	67%	77%
2016 to date	16	88%	Not available	Not available

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁴ Cambridge English: First (FCE)

⁵ Cambridge English: Advanced (CAE)

In the IELTS classes, the students' ongoing scores are tracked and specific feedback is given over the four skills of reading, writing, speaking and listening to indicate areas of strength and those requiring improvement.

NEC provides a flexible, student-centred learning environment to support the achievement of individual goals. Since students learn and study for different reasons, each student's English language ability is assessed and their personal goals identified as part of the entry process to enable a student profile to be recorded. This was confirmed by the students interviewed by the evaluators – they had very clear and very diverse aims for their study at NEC. These students spoke about how their teachers and the programme were helping them to achieve their learning goals, for example English content centred on driving in New Zealand, vocabulary for travelling both locally and nationally, specific vocabulary on the internship environment, ongoing correction of their English and how this helped them to improve. Teachers compare forecast marks in correlation to the final exam mark as an indication that students are achieving at the required standard for external exams.

NEC uses a variety of methods to gain feedback on progression: reflective diaries, surveys, individual interviews and self-assessment from students on what they have achieved. Both morning and afternoon teachers discuss individual student progress on a weekly basis, and academic counselling is provided to those students who need further support. NEC measures student success by identifying student self-assessment of improvement in English language skills. For example, 99 per cent of students indicated an improvement in speaking to friends as a result of speaking in an English immersion environment. Other indicators of achievement are high attendance levels (96 per cent in the last term), a number of students extending their enrolment or returning to study for a block of time, and the leaving speeches at the end of each week where students report on their experiences in similar terms to the NEC mission and values.

Student progress reports are provided at 12 weeks for those enrolled for longer periods to indicate progress and areas to work on. Progress reports are passed on to the next teacher to inform their practice. All students receive a leaving report summarising academic achievement with 'can do' statements linked to the Common European Framework, personal development attributes and contribution to the school.

1.2 What is the value of the outcomes for key stakeholders, including students?

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**.

Students highly value the positive, respectful language learning environment provided by NEC. The strongly inclusive and welcoming school culture enables students to study alongside other students of different cultures and ethnicities, participate in a wide range of activities to improve their communication skills, and experience the New Zealand lifestyle. Students describe NEC as being 'my New Zealand home', which supports the clearly articulated mission statement: 'to maintain an intimate, happening school where students learn English efficiently, make friends, have the time of their lives and expand their horizons'.⁶

There is good evidence that the valued outcomes for students include preparation for travel in New Zealand, preparation for internships within New Zealand workplaces. This is achieved through inclusive and integrated learning environment and culture providing immersion English (NEC is an English-only campus) to enhance the students' New Zealand experience and improve communication capabilities needed for a 'kiwi culture' experience. A number of Swiss students complete English language exams to enable entry into primary teacher training in their home country. Eighty per cent of NEC students are in homestay accommodation which gives an authentic New Zealand experience and enables integration with the Nelson community and lifestyle. Ex-students and current students make life-long friendships, and a number of students return to study at NEC for further periods of study, to gain formal English qualifications, or to visit staff on their travels in New Zealand. Those who have studied at NEC recommend the organisation to prospective students because of the quality of the experience.

Retailers⁷ have longstanding relationships with NEC. They recognise the quality of the NEC provision and the target market and provide strong feedback showing high levels of student satisfaction. NEC is highly responsive to retailers' requests, and local stakeholders attest to the value of the opportunities for international students to develop their English skills in a range of settings including sporting, cultural, community and tourism events and activities. Remarks from a retailer the evaluators spoke to provide strong evidence of the improvement in the students' fluency and language accuracy as well as confidence in communication in preparation for internships. The employers of these interns appreciated their level of English, confidence in communication, and their work-readiness for the New Zealand business context.

⁶ Nelson English Centre, Brief Summary of Results of Self-Assessment 2012-2016

⁷ NEC uses the term 'retailers' for agents.

NEC is highly successful in delivering valued outcomes to students with a variety of educational and personal goals and aspirations. Some students improve their academic English to pass international exams such as Cambridge or IELTS to support the goal of further study in New Zealand or in their home country. Other students complete internships to gain work-related skills and improve their English, while others improve their communication skills for travelling and independent living in another country. All students spoken to had been involved in the schedule of activities provided by NEC.

NEC has formal and informal processes to obtain student and stakeholder feedback which is analysed and used to inform improvements. A recent review of the afternoon class programme is a direct result of feedback from students who indicated a need to strengthen the relevance of the programme. Key indicators of value are students extending their stay in New Zealand to continue to study at NEC, students returning to NEC after returning home or travelling to complete further study, and the sense of community established through social media interactions between students, graduates, staff and the local community.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant 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**.

NEC is clearly meeting the diverse needs of the students and the local and international communities it serves. The organisation has extensive networks within the region and internationally and constantly uses feedback from these networks and relationships to reflect on how well NEC is performing and to inform improvements. A recent example is the consultation completed by NEC to review their brand, mission and vision statements which confirmed the need to update these strategic documents.

All students enrolling at NEC have their individual goals and language level identified on entry so they can be placed in appropriate classes to match their goals. A follow-up interview is held later in the first week to check on how well the student has settled in and whether the class level is appropriate for their learning level. The flexible learning environment integrates individualised learning and open conversations, and the small class sizes accommodate the rolling entry. This is also assisted by the consistency of tasks and activities – for example, the daily reflective diary – which enable individual progress. Writing is all done in one diary so that students can see the ongoing evaluative feedback from the teacher and their improvement over time.

The English language programme has very clear level descriptors and productive and responsive activities and strategies which correspond to the workbook to provide a strong framework for learning. Programme leaders go over work plans for the week, looking at test scores, discrete testing undertaken, topics and points to be covered to ensure the curriculum is being covered at the appropriate pace and that the skills and tasks are at the correct level. Staff have full access to resources including level descriptors, templates and shared learning resources for use in the curriculum to ensure consistency across classes and to provide students with a clear understanding of outcomes. The programme of learning is internationally recognised and augmented with New Zealand culture and context-focused learning resources and activities which are developed at NEC to integrate language with relevant local experiences.

Assessment encompasses a range of naturally occurring evidence, student self-assessment and more formal ways of testing appropriate to language skill development. Four-weekly tests based on texts and the programme are used to ensure students are studying at the most appropriate level. Clear and detailed marking guidelines are used to ensure consistent outcomes for the learners. Programme leaders monitor progress weekly to ensure appropriate pace and delivery of the programme. Internal moderation is completed to verify the quality of assessment, and an annual moderation meeting reviews the assessment outcomes to identify areas for improvement. Regular academic staff meetings are held to discuss student progress and review course materials.

Key indicators used by staff to monitor progress in language ability include the level of engagement in classroom conversations, tests and naturally occurring evidence, review of reflective diaries, and the quality of conversations in the student zone. Progression is discussed with students during regular one-to-one interviews to discuss interaction with other students, sharing information with homestay families, and participation in the range of other activities and excursions.

Leaving reports are provided to all students to give a clear indication of both personal and English language achievements while they are at NEC, irrespective of the length of their study period. Longer-stay students receive progress reports every 12 weeks. These reports are aligned to the Common European Framework and its level descriptors to ensure they meet the future needs of the students.

Programme leaders and teachers work closely to monitor the curriculum and delivery, formally and informally. Comprehensive, team-based curriculum review meetings are held three times a year to monitor and improve delivery, assessment and resource requirements. There is good evidence of feedback on the programme from the teaching team, students and academic co-ordinators. The use of teacher handbooks and access to staff-only (computer) drives are strategies that provide strong guidance and lead to consistency of practice.

A recent English New Zealand audit suggestion for an increased focus on technology in the classroom resulted in planning for efficient and improved

technology at the new location. For example, Wi-Fi access and availability was improved, and wiring put in place to install data projection in classrooms.

NEC places a strong emphasis on understanding and providing relevant and appropriate learning pathways, progression and review with clear touchpoints to ensure students are happy, progressing their skills and independently managing their lives away from home.

Teaching at NEC is effective and characterised by well-qualified and experienced staff who are strongly committed to English language teaching and are highly regarded by the students. Seventy-five per cent of teaching staff hold the Diploma in Teaching English to Speakers of Other Languages (Delta) qualification, and one of the academic co-ordinators is an auditor for English New Zealand which leads to the cross-pollination of ideas. Professional development for staff is a high priority at NEC. Staff are actively involved in professional development activities to strengthen their learning and teaching strategies and improve their qualifications. Following the decision to introduce a peer observation process, active research was undertaken to inform decisions on how the process could improve teaching practice. The subsequent introduction of peer observation of teaching as a professional development strategy has led to its effective implementation, with strong support from staff and excellent outcomes of shared practice and innovative learning strategies.

1.4 How effectively are students supported and involved in their learning?

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 NEC learning environment has multiple linkages and interconnections between management, teaching staff, homestay parents and support staff to ensure that the students have appropriate levels of personal and study support. Student support and wellbeing is everyone's responsibility at NEC, and there are many opportunities, informal and formal, where staff and students have conversations. Staff comment, 'we treat them like our own children – in the ways that we would want our children looked after in another country'.

The strategic design of the building supports the 'crossing paths' concept where all staff and students are co-located in purposeful open study, office or computing spaces and shared kitchen facilities so that staff and students cross paths many times during the day. This has strengthened the communication channels and provides opportunities for staff and students to engage in informal conversations to check on wellbeing, progress, attendance and any other matters relating to the student. The on-campus 'English-only' practice is monitored in a friendly, encouraging way in this environment, and there is easy access to the study centre.

There is good evidence that this increased access by students to staff is actively providing a centrally focused, strongly supportive learning environment specifically planned to align with the desired outcomes of the mission statement.

Clear information is provided to support the enrolment process and the delivery details of the programme. Ongoing improvements are being put in place to provide students with further information regarding possible outcomes and expectations. Attendance is monitored on a daily basis with all absences followed up to ensure that students are safe and well. Students are encouraged to self-manage their study pathway to achieve their goals and aspirations and supported to become involved in regular daily out-of-school activities and other tourism trips and events. There is strong evidence of a community of learners who respond well to, and support each other in friendly, respectful ways.

Multiple feedback loops are used to capture the student voice. Survey outcomes indicate high levels of student satisfaction with all aspects of curriculum, homestay, and support/welfare. The survey outcomes are consistently above the 95 per cent NEC target, with the latest figure reaching 99 per cent. Students are also involved in providing feedback to management and were recently consulted as part of the rebranding project to provide feedback on the needs of future students and the future direction and strategy of NEC.

NEC is acutely aware of its responsibilities to support the international students' safety and wellbeing. Dedicated staff have clear responsibilities for liaising with homestay families and students and for providing personal support to the students when this is required.

1.5 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 **Excellent**.

NEC has a clearly articulated vision and commitment to provide a culture where students 'get everything they need' in a professional school, in a lifestyle city with a good climate where they will 'feel welcome, are treated fairly and able to connect and trust others'.⁸ This mission is shared across the organisation and there is good evidence that it has been successfully embedded into the culture of the school. This is shown through survey feedback, informal student conversations, students' leaving speeches, and in the evaluators' interviews with staff, students and stakeholders.

⁸ NEC Branding (2) 2016, Finalised Brand. Getting a Reputation for delivering on promise to meet student needs. July 2016

Since the last EER, the structure of the organisation has changed to provide more clarity around roles and responsibilities at management level. Regular and systematic triennial reviews⁹ are analysed to identify areas for worthwhile improvements. There is good evidence of solutions-focused implementation of new ideas and an agile response to recognise where these are not working and to try another solution. Indicators of performance and any variation to expectations are responded to quickly. The outcomes provide a clear overview of performance, and a summary identifies areas for improvement. Following the rebranding review and consultation process, there is a recognised need to review the quality management system, and this is underway. A strength of the organisation is its agility to respond to change, and its flexibility and timeliness in planning and decision-making.

Management strongly supports staff to undertake relevant professional development to obtain further qualifications and enhance skills and knowledge related to their work. The expertise and contribution of staff is highly valued by management. Evidence-based performance reviews are occurring and are providing valuable feedback on strengths and areas for development.

NEC is an internationally recognised English language school with highly valued key relationships with English New Zealand and IALC. Staff actively participate in professional development with both organisations through workshops, online discussions, current research and practice and shared retailers/agents. Staff are encouraged to keep up to date with current practice and to use relevant and innovative ways to grow and improve the school. The organisation clearly understands its responsibility for its international students' progress and welfare, as well as for ensuring that students achieve their personal goals and aspirations.

Overall, NEC is a strongly reflective organisation, using and analysing a range of qualitative and quantitative feedback and active research to fully assess the impact of any changes and identify relevant trends. Staff, students and stakeholders are regularly consulted about new developments. The design of the new learning environment is strongly matched to the mission and vision for the organisation. There is clear evidence of an inclusive and systematic approach to self-assessment through the range of reflective activities, informal and formal, which are embedded in the operational activities of the organisation.

⁹ Triennial reviews cover key result areas: governance, management and administration; academic; and welfare.

1.6 How effectively are important compliance accountabilities managed?

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**.

NEC management and staff are actively involved in ensuring that NEC manages its compliance responsibilities effectively. A senior manager is responsible for ensuring all compliance requirements are met. There is good evidence that:

- systems and processes to maintain compliance with the Education (Pastoral Care of International Students) Code of Practice are effective. NEC reviewed practices against the new Code which resulted in documentation changes, extension of the agent vetting processes, 24/7 support reviewed, and clarification of roles and contacts including emergency backup numbers.
- student enrolment processes and course information are compliant with required policy and processes. A sample of student files reviewed by the evaluators met requirements. Student information is stored online, offsite to ensure access in any emergency.
- the delivery hours and programme outcomes align with the General English programme requirements as approved by NZQA, and with the information provided to the students.
- the submission of financial accounts and other attestations to NZQA are meeting requirements. There are no active risk issues identified by NZQA.

At the time of the EER, however, NEC had moved into new delivery premises without having received approval from NZQA. This lapse with respect to meeting PTE registration requirements has since been rectified.

In arriving at its findings on this question, the evaluation team reviewed documentation including minutes of meetings, action plans, self-assessment and review documents and the compliance declaration, and interviewed key staff.

Focus Areas

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

2.1 Focus area: General English

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

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

2.2 Focus area: International Student Achievement, Support and Wellbeing

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

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

Recommendations

NZQA recommends that Nelson English Centre Ltd:

- Ensure that NZQA compliance requirements for private training establishments are met in a timely manner.

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz