



Report of External Evaluation and Review

Te Wānanga Whare Tapere o Takitimu

Highly confident in educational performance

Confident in capability in self-assessment

Date of report: 8 March 2011

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	4
3. Conduct of external evaluation and review.....	5
Summary of Results	6
Findings	8
Recommendations	17
Further Actions.....	17
Appendix	18

MoE Number: 9847
NZQA Reference: C03160
Date of EER visit: 9 and 10 November 2010

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

Location:	Hastings
Type:	Private training establishment
First registered:	1992
Number of students:	41 equivalent full-time students (EFTS) funded by the Tertiary Education Commission (TEC)
Number of staff:	12 full-time staff members. All but one of the staff are graduates of Te Wānanga Whare Tāpere o Takitimu (Wānanga). The other staff member is an accomplished, highly qualified, and nationally recognised performer with previous tertiary teaching experience.
Sites:	Hastings
Distinctive characteristics:	<p>The Wānanga specialises in Māori Performing Arts programmes and performance. Programmes currently offered are:</p> <ul style="list-style-type: none">• One-year Certificate in Māori Performing Arts (Level 5)• Two-year Diploma in Māori Performing Arts. (Level 6). <p>The TEO's focus on the delivery of Māori Performing Arts programmes enables it to concentrate all its resources on the development of world-class programmes in this area.</p>
Recent significant changes:	NA
Previous quality assurance	The Wānanga was previously quality assured by audit

history:	in 2009. The audit report stated that the organisation was meeting the educational needs of its primary stakeholders. Areas for improvement mentioned were governance and management, achievement of goals and objectives, and programme development, delivery and review.
Other:	The Wānanga operates a fully functional kōhanga reo and kura kaupapa. The kura extends up to year 8. In addition, this TEO has a self-sustaining theatre production company called the Kahurangi Māori Dance Theatre (Kahurangi). Kahurangi performers comprise graduates from the Wānanga and selected current students and whānau, and are recognised nationally and internationally. The relationship the Wānanga has with Kahurangi enables graduates to be employed and/or to participate in a theatre and performance programme in schools in New Zealand. Kahurangi travels extensively overseas, including to Malaysia, Canada, and the United States. This provides opportunities for graduates and current students to perform and be exposed to overseas audiences. The Wānanga, in conjunction with Kahurangi and under arrangement with Parliamentary Services in Wellington, also provide pōwhiri for visiting dignitaries.

2. Scope of external evaluation and review

The agreed scope of the external evaluation and review of the Wānanga included the following mandatory focus area:

- Governance, management, and strategy.

The programme focus area was:

- The Diploma in Māori Performing Arts (Level 6).

This was a whole-of-organisation EER. The diploma was chosen as the focus area because it includes the certificate, which accounts for the first year of the diploma. The TEO's 2011 investment plan has also forecast a 5 percentage point growth of diploma graduates being employed with Kahurangi Māori Dance Theatre, from 60 to 65 per cent.

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 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/>

Prior to the EER visit, the Wānanga provided the external evaluation and review team with a self-assessment summary. Statistics and information relevant to the TEO were obtained via the TEC and NZQA websites, including the previous audit conducted by NZQA (2009).

During the visit, the evaluation team met with key personnel of the Wānanga, including the chief executive officer (CEO), academic manager, teaching staff, students, graduates, and whānau. While on site, the evaluation team viewed a range of documents, written and electronic. These were used to verify evaluative conversations.

Te Wānanga Whare Tāpere o Takitimu has had an opportunity to comment on the accuracy of this report, and submissions received were fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Te Wānanga Whare Tāpere o Takitimu (Wānanga)**.

Learners are able to apply the skills acquired from their programme of study immediately in an internationally recognised dance and performing arts theatre company, Kahurangi Māori Dance Theatre. This allows the Wānanga to provide its learners with employment opportunities and, more importantly, to be able to immerse the learners in the performing arts industry. Performances have included school and stage productions, television events, class facilitation, and overseas dignitary powhiri on Parliament grounds.

Learners benefit from this high-performance environment. Regular exposure to industry conditions ensures that relevancy and standards are continuously maintained at high levels. In addition, learners have stated that their personal confidence, self-esteem, and pride has increased markedly, having been exposed to the performance venues mentioned above.

Whānau expressed pride in, and admiration for, their children, and they could envisage the continuity of cultural knowledge and language of their whānau, hapū, and iwi through their children learning te reo and tikanga Māori. Whānau were also involved in the assessment process to ensure that the cultural integrity of learner whakapapa (genealogy) and korero (tribal history).

In relation to effective teaching, all but one of the current staff are graduates of the Wānanga. The other staff member is an accomplished and experienced performer who is recognised nationally and has taught performing arts at another tertiary institution. The most important aspect for learners is that all staff are currently active in the industry. This provides credibility and consistency for the learners and ensures relevance to the industry is maintained.

Collectively, these activities and achievements clearly demonstrate that the academic and training component of the Wānanga, combined with the practical application of acquired skills will foster growth in learner achievement and industry relevance. The evaluation team agrees that if the Wānanga continues to maintain or raise its standards it will meet its expectations as outlined in the 2011 Investment Plan.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Te Wānanga Whare Tāpere o Takitimu (Wānanga)**. Key reasons include the following.

The Wānanga utilises its industry experience of over 25 years to ensure that its standards in relation to Māori performing arts remain at high levels. The organisation reviews all performances and acts immediately on these reviews. The results are evident in the continued repeat business undertaken by the dance company. The current staffing body are all active in the industry and have considerable experience, which again ensures industry standards are maintained.

Management has begun to review a number of programme components, particularly those related to academic achievement, and has made concerted efforts to instil a regime of self-assessment within the Wānanga. Given that this practice has not had time to be embedded within the organisation, the evaluation team, although optimistic about the TEO's ability to self-assess, has erred on the side of caution. NZQA is confident that, over time, the self-assessment of the academic component will match the level of self-assessment in the performing arts component.

Learner literacy and numeracy concerns have been identified by the Wānanga, and opportunities have been provided for some staff to attend adult literacy and numeracy courses. Skills learnt are being employed to identify and address learner needs.

In relation to governance, the Wānanga has begun to review requirements for the composition of its board. The Wānanga is confident that it will continue to attract suitably qualified people to lead the governance and strategic direction.

The Wānanga management is ably led by its founding CEO who is recognised within the performing arts industry and also among many Māori organisations and tribal groupings. His wealth of knowledge, both cultural and in performing arts, ensures that staff have standards to aspire to. The CEO is ably supported by the academic manager who shares the same commitment to the performing arts. The evaluation team agrees that in terms of succession planning the employment of an academic manager is a positive strategic move for this TEO.

The size of the organisation, its experience in performing arts – which has been accumulated over many years – its clear strategic direction, its commitment to te reo and tikanga Māori, and its collective whānau approach to learning enable the Wānanga and its staff to be flexible and to act and react quickly to change and challenges within the industry. The organisation is beginning to realise the importance of utilising its practical performance ethic in its academic delivery, including capturing achievement data and analysing and using it effectively to make improvements.

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**.

The primary aim of Te Wānanga Whare Tapiri o Takitimu (Wānanga) is:

“To be a national leader in the provision of quality training and academic excellence in the Māori Performing Arts.”

Through longevity and experience, the Wānanga has become proficient at exacting high industry standards from graduates. The pathway designed to assist learners in achieving the above aim is the provision of academic and theatre training in indigenous performing arts, coupled with practical exposure in a variety of performing arts settings. These range from te reo and tikanga Māori classes, school classroom facilitation and presentations in kohanga reo and kura kaupapa, Parliamentary dignitary pōwhiri, and full-scale theatre stage productions in New Zealand and overseas as part of the internationally recognised Kahurangi Māori Dance Theatre Company (Kahurangi).

For learners, employment within Kahurangi features strongly in goal-setting. The advantages of having this opportunity available to learners is that the skills acquired while on the course enable immediate practice and use within the targeted industry, Māori performing arts. These skills include kapahaka, waiata-a-ringa, and the activities mentioned above.

Learners from the current cohort of students have participated in powhiri at Parliament grounds in Wellington, including the powhiri for United States Secretary of State, Hillary Clinton. They also performed on Māori Television during the filming of the annual Māori Music Awards held recently in Hastings. The achievement of this key goal provides ongoing employment opportunities for learners as well as fulfilling a range of cultural challenges and obligations encountered by local whānau, hapū, and iwi. A major obligation is the need to ensure the cultural knowledge of Ngāti Kahungunu is being preserved by future potential leaders of the iwi.

Management has begun to review a number of its programme components, particularly those related to academic achievement. The organisation has begun to make concerted efforts to instil a regime of self-assessment within the TEO. Given that this practice has not had time to be embedded within the organisation, the evaluation team, although optimistic in the TEO's ability to self assess, has erred on the side of caution. NZQA is confident that, over time, the self-assessment of the academic component will match the level of self-assessment in the performing arts component.

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

Learners described an increased capability in te reo and tikanga Māori. This has resulted in an increase in confidence through performing in front of large audiences. Learners have also become sufficiently confident to have their own compositions and performance pieces assessed. Skills are also gained in the area of stage management, as all learners are required to assist in the stage set-up of all productions, including sound direction. Learners also recognised a growing level of personal development and self-esteem brought about by the increase in confidence.

The academic exposure, combined with immediate practical application of the skills acquired, engages learners in a meaningful educational experience. This increases confidence and self-esteem, leading to increased knowledge and skills in the Māori performing arts industry. Students interviewed by the evaluation team confirmed this.

TEC's Education Performance Indicators for levels 5 and 6, published on the TEC website, show that in 2009, course completions of 71 per cent were slightly below the median of 73 per cent. Completion of qualifications was 67 per cent, again slightly below the median of 69 per cent. At a governance level, the Wānanga has begun to identify "areas to address" in the certificate and diploma courses as part of a five-year review plan. This has seen a refocus from the previously delivered degree programme in Māori Performing Arts. The current programmes provide a continued pathway of learning for graduates, but with a much greater focus on Māori performance. In addition, the entry criteria for all programmes was strengthened to ensure that learners have the best chance of achieving the programme outcomes. A review of performances was carried out to make sure certain standards are maintained while satisfying market demand. This last aspect also has the intent of ensuring ongoing repeat business for Kahurangi. Performances have already been booked for 2011, including Waitangi Day celebrations and an overseas trip to India, which will include some of the current cohort of learners.

There has been a conscious focus on academic improvement, particularly in the areas of literacy and numeracy, to complement the requirements of the stage performances. The recent organisational review, building on the high standards in performing arts established over the 25 years since Kahurangi has been performing professionally, provides a sound base for the self-assessment practices of the Wānanga. The new focus enables learners to achieve their educational goals and apply the newly acquired skills with the potential for ongoing employment with Kahurangi. The evaluation team is of the view that the Wānanga will make continued improvements to programme delivery and will likely meet its objective of achieving its TEC-contracted outcomes. The organisation's experience and expertise in Māori performing arts currently complements its self-assessment capability, giving an improved likelihood that learner achievement can increase.

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 **Excellent**.

The outcomes of the programme are much valued by the Wānanga's stakeholders. The skills acquired by the learners include increased confidence, self-discipline, self-esteem, and skills in the performing arts and associated activities², acquisition of te reo and tikanga Māori, and public performances. These acquired skills show the increased potential for learners to find employment opportunities not only in the performing arts industry but also in areas like education³ and business management⁴.

As mentioned previously, graduates are provided with an opportunity to perform under contract with Kahurangi. Kahurangi stages regular performances in schools throughout New Zealand as well as the lucrative college circuit in the United States. The CEO said that after 14 years of performing in the US they had finally been given opportunities to stage performances that are considered one level away from a Broadway production. The CEO and the academic manager also provided information about other graduate destinations. These include the education sector (kaiako), project management, and event management.

The Wānanga acknowledges performance as part of the requirement for maintaining standards in the industry and said they were prepared to take the same amount of time to become established in India, the next target market. This demonstrates the expectations of learners and the level of commitment, quality of standards, and strategic planning exhibited by the Wānanga.

The value of the outcomes to whānau is the shared pride they have witnessing the accomplishment of their tamaiti/tamariki (the learner). Whānau are encouraged to participate in the performance aspect of learner assessments to ensure that the integrity of the tikanga component relevant to their whānau hapū and iwi is not only maintained but also, in their view, accurate.

Whānau also expressed a level of satisfaction and pride in the knowledge that their tamaiti had taken up learning te reo Māori. For those whānau this has meant that the issue of leadership succession, particularly on home marae, could be addressed. A mother had

² These include stage management, lighting systems, sound direction, stage productions, and music composition

³ A number of graduates are currently in the teaching profession. The principal of the Kura Kaupapa located at the TEO site is a former graduate, as are some of her kaiako. It was also reported at EER interviews that a number of graduates are also teaching at other schools in the area – primarily teaching Māori.

⁴ A number of graduates are managing the stage productions and all associated activities including marketing. Graduates located overseas have established themselves as agents for Kahurangi to manage the production tours. Regions include North America and Asia as well as Australasia.

already said that one of her sons had begun taking up some of the responsibilities of whānau spokesman on the marae, in the role of whaikōrero.

Staff provided evidence of an increase in skilled performers due to the almost immediate application of skills acquired through involvement in Kahurangi. In addition to conducting powhiri for overseas dignitaries at Parliament, Kahurangi have also performed at corporate functions for the All Blacks, and on radio and Māori Television.

In relation to self-assessment capacity and the capabilities of the Wānanga, evidence of repeat business for Kahurangi, not only in New Zealand but also overseas, is testament to the standards being achieved. The range of organisations that continue to utilise Kahurangi, such as schools, media, and government, indicate that the outcomes being achieved are useful and valuable.

Whānau and other stakeholders are continually providing feedback on performance to the Wānanga, particularly on stage productions and in some cases the standard of performers. The regular feedback is important for the Wānanga to gauge consumer/market responses and provides opportunities for improvement. The example of regularly performing in the US for over a decade (14 years) before being considered for just an audition is readily accepted by the Wānanga as normal for this industry. This is the expected pathway for the performances by Kahurangi in India and other Asian nations.

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

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

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

Learners are given opportunities to apply the teaching immediately through involvement in Kahurangi. To facilitate this, the programme content focuses exclusively on performing arts.

Through a structured review process, the Wānanga has begun to put in place measures that should clearly identify not only learner needs but also learner capability and capacity to undertake study within this industry. One of the outcomes sought is to enable personal growth and educational achievement to be maximised.

The review identified the need to ensure that more emphasis is placed on assessing the capacity and capability of learners at the application stage to ensure a better fit with the programmes. This has resulted in a strengthened entry criterion to clearly identify learner needs and/or support mechanisms required. Learner literacy and numeracy levels are assessed during the enrolment process, while learner goals and academic plans are discussed and reviewed periodically.

Learners are regularly placed in settings where they are required to physically perform in front of an audience. These settings include weekly presentations to kohanga reo and kura kaupapa akonga (students) and various powhiri as well as staged productions on a small and

large scale. Interviewed students commented that they receive regular feedback not only from their peers and academic staff but also from some of their audiences, including whānau. The whānau feedback particularly has been valuable to some learners at a personal level since it gives the learner an indication of the responsibility that comes with learning tribal history (korero-a-iwi), genealogy (whakapapa), and customs (tikanga) and that whānau are actively taking an interest in what they are learning and achieving.

In relation to self-assessment capability, learners have individual assessments, which are carried out by staff and in some topic areas by whānau. Programmes have been reviewed using a structured process⁵, with reports recommending ideas for change and improvement. Four staff members are completing adult literacy training courses as part of the learner support programme, in order to strengthen staff capability to assist learners. In addition, tutors also provide one-to-one support for learners where required.

Given the longevity of Kahurangi, a number of the staff have high profiles within the performing arts industry, particularly the CEO, who is highly visible in Māori Performing Arts circles⁶. This has enabled the Wānanga to establish strong community and national networks and use those networks strategically to keep abreast of opportunities to benefit learners.

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 Wānanga staff all have relevant experience and skills within the performing arts industry. It was reported to the evaluation team at interviews that all but one of the current staff at the Wānanga are graduates who have all had considerable experience performing with Kahurangi. The other staff member is also an accomplished and experienced performer, recognised nationally, and has taught performing arts at another tertiary institution. Given that all the current staff are actively performing in the industry, they are both qualified and more importantly, well placed, to understand the needs of learners, particularly Māori learners, and are empathetic to those learning needs. In addition, staff industry knowledge ensures that current standards and requirements are maintained with respect to teaching and performing.

The certificate and diploma are taught as one class as the certificate makes up the first year of the diploma. This allows the Wānanga to utilise tikanga Māori concepts of tuakana-teina (older sibling/younger sibling) relationships as a peer mentoring and support practice. The teaching and learning environment promotes open and frank discussions in a safe space with a particular balance between practical application (tikanga) and theory (wairua).

⁵ These reviews were sighted by the evaluation team during the fieldwork phase.

⁶ The CEO is the former Chair of Te Matatini, the Māori Performing Arts Festival held every two years.

Staff professional development and training is encouraged and supported by the Wānanga. This has seen four staff members attend numeracy and literacy courses. In addition, the Wānanga has developed an in-house programme for all staff in Māori pedagogy.

Most learners interviewed expressed a high level of satisfaction with the programme's course content and delivery. The fact that staff were also active in the industry not only gave learners reassurance that skills learnt were current, but also provided role-models they could follow to achieve their goals. Comments sighted in the learners' programme evaluation forms supported this view.

There was some dissatisfaction expressed by the students about aspects of the structure of the programme. Examples provided were the need for students to clean classrooms and performing areas almost on a daily basis, and continually be required to stay late at the Wānanga if class sessions were not completed. Learners said that at times this was frustrating because of their need to make other arrangements at short notice, particularly around childcare. The Wānanga response to these concerns was that students needed to be exposed to conditions they will face in the industry, where performers are required at times to undertake stage productions and set-up tasks, to pack and unpack their own equipment, and have a level of flexibility ensure that the "show goes on" on schedule and to a high standard.

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 **Good**.

The TEO has a strong commitment to providing guidance and support to learners. The fact that many of the graduates take up employment with Kahurangi provides an imperative to ensure that learners not only receive high quality teaching relevant to the industry, but are well supported throughout their pathway of learning. The use of Māori concepts like whanaungatanga⁷ and tuakana/teina⁸ provides a cultural support system that appeals to Māori learners. Learners are partnered with another student; typically a student from the certificate course is partnered with the one from the diploma course as part of peer support. Learner feedback⁹ indicates that this form of support is working well. As mentioned previously, tutors also offer one-to-one support to students, particularly around numeracy/literacy concerns.

Learners also have access to kaiako notes through the Wānanga website. The website is designed so that the general public has access to information regarding the Wānanga and

⁷ Whanaungatanga implies a close relationship. In this context it does not have to mean that of a family member as it can refer to people that have a relationship built up over some time.

⁸ Literally meaning older sibling/younger sibling. In this context it refers to the students on the diploma being the elders and those on the certificate being the younger group.

⁹ Learner interviews and sighted programme evaluations.

programmes on offer, while learners have further secured access to the kaiako notes. Learners said the website was useful, particularly for those students with young families, as it provide opportunities not only to catch up on work missed but also to ask questions off site from their kaiako.

For new applicants, a comprehensive course package is provided on request outlining the details of each programme and the requirements not only for entry but also for learner achievement expectations. On enrolment, learners are provided with clear, informative induction material. Goals are discussed and reviewed regularly to enable learners to meet agreed targets. It is intended that over time this strengthening of individual learner needs and support will help achieve the goals set and be reflected in improved educational performance.

The learning environment provided by the Wānanga has been described by learners and staff as conducive to performing arts. Classrooms are sufficiently equipped with resources to provide appropriate training. The performance room where rehearsals are conducted is a typical studio, including mirrored walls and high quality sound and video systems.

As reported earlier, whānau are encouraged to attend learner assessments. They are also given the opportunity to critique some of the tikanga aspects in the assessment for cultural accuracy and integrity. Whānau commented that they were overcome with emotion and pride at seeing their children standing and performing live. Learners stated that the involvement of their whānau also gave them the extra motivation and encouragement to succeed well.

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 current trustee group is made up of people who have a wide range of networks locally and nationally, and these are utilised to ensure that strategic direction and cultural integrity are maintained, and also to ensure the viability of the organisation. This has been clearly demonstrated by the positioning of the teaching school within Kahurangi. Not only do the academic and performance components complement each other but they also enable the Wānanga to stay abreast of industry developments, which then provides a level of relevancy and informs future training requirements.

The Kahurangi Board has recently conducted a review of its composition and is in the process of assessing the requirements needed by board members. The review highlighted that some of the current set of trustees are very busy people, and at times the ability of some to be available for governance meetings could not be guaranteed. Management has put in place strategies to attract a bigger pool of prospective trustees as replacements. At present, this is not an immediate concern, but it is being monitored.

All stakeholders interviewed acknowledge the large contribution that the CEO has made to the Wānanga and Kahurangi. The CEO comes from a well-known Ngāti Kahungunu whānau and he is also respected in performing arts circles. He provides stable and confident leadership for his staff which in turn is reciprocated by low staff turnover. He has also been recognised nationally by becoming an Officer of the New Zealand Order of Merit in the Queens Honours list for Māori. The experience gained through consistently touring in the US and “breaking into” that lucrative performing arts circuit after 14 years, is enabling the CEO to strategically plan the steps for Kahurangi to tour and operate in India.

With regards to programme development, the Wānanga previously offered a degree programme in performing arts. A review and analysis of the degree programme concluded that it had more relevancy as an applied qualification for students with a strong practicum focus. The degree is a dual managed qualification between the Wānanga and The Eastern Institute of Technology (EIT), and then with Massey University in Palmerston North.

This arrangement was not without its share of logistical issues. The Wānanga has decided to concentrate most of its efforts in the applied aspects of performing arts while still maintaining the high quality standards of the current programmes. This would still enable graduates to transition to other learning institutions that offer degree-level programmes. A number of past graduates have progressed to further tertiary studies on completing the diploma.

Teaching staff are encouraged and supported to pursue professional development activities to keep updated, benefitting themselves and their learners. Many of the staff have travelled extensively and bring a wide perspective of industry training in performing, production management, and touring management.

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: Diploma in Māori Performing Arts (Level 6)

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.

Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1) (d) and (e) of the Act.

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 courses they own or provide. These criteria and policies are set by NZQA under section 253(1) (ca) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria 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/>

NZQA

Ph 0800 697 296

E eeradmin@nzqa.govt.nz

www.nzqa.govt.nz