

Report of External Evaluation and Review

New Zealand School of Food and
Wine Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 10 September 2014

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Final Report

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	New Zealand School of Food and Wine Limited
Type:	Private training establishment (PTE)
Location:	104 Custom St West, Auckland
Delivery sites:	As above
First registered:	28 February 1995
Courses currently delivered:	<ul style="list-style-type: none">• Certificate in Cookery (Level 3)• Certificate in Cookery and Hospitality (Foundation) (Level 3)• Certificate in Professional Wine Knowledge (Sommelier) (Level 3)
Code of Practice signatory?	Yes, approved for students aged 18 and upwards
Number of students per annum:	Domestic: 55 full-time students (2012 figures) International: 15 full-time students (2012 figures)
Number of staff:	Four or five full-time, as required
Scope of active accreditation:	Sub-fields, domains and various unit standards in Education, Business, Computing and Information, Service Sector, and seven local qualifications at level 3 in the Hospitality field.
Distinctive characteristics:	New Zealand School of Food and Wine Limited (NZSFW) is currently a small PTE situated in central Auckland. The school was previously situated in Victoria St, Christchurch, in premises that were severely affected by the earthquakes of

February 2011. The director of NZSFW went to great lengths at that time to ensure that the students enrolled were able to complete their programme of study if at all possible. NZSFW moved to Auckland in May 2011 when it became untenable to continue in Christchurch.

NZSFW also engages in programmes for secondary students on behalf of the industry training organisation, ServiceIQ, and offers a variety of customised short courses for corporate events, industry demonstrations and niche interest markets.

The director of NZSFW is a significant industry figure of considerable standing and has been engaged in writing textbooks for the industry, and in consultancy and peak-body work. She has owned and operated successful restaurant operations in the past, and has considerable experience and industry credibility.

Recent significant changes: The school at 104 Custom St West, Auckland has been open since early 2012; the learning facilities are fully functional and there is room for expansion. The director of NZSFW has established a food retail outlet on the ground floor as an adjunct to the school.

Previous quality assurance history: NZQA conducted an external evaluation and review (EER) of NZSFW in November 2009 at the school's premises at 63 Victoria Street, Christchurch. NZQA was Highly Confident in the educational performance of NZSFW, and Highly Confident in the organisation's capability in self-assessment.

NZQA tertiary assessment and moderation results for 2012 show that NZSFW met all requirements.

ServiceIQ reports for moderation in 2012 show that all requirements were met.

Other: NZSFW receives some funding from the Tertiary Education Commission (TEC) in the form of Student Achievement Component (SAC) funding.

2. Scope of external evaluation and review

The agreed scope of the EER of NZSFW included the following mandatory focus areas:

- Governance, management and strategy
- International student support

The other focus area is:

- Certificate in Professional Wine Knowledge (Sommelier) (Level 3)

Although at the time of the EER visit NZSFW had only 19 students, including three international students, it was felt that international student support should be covered since a significant proportion (16 per cent) of the students enrolled are international students.

The PTE requested that the Certificate in Professional Wine Knowledge should be included as a focus area. There was also a cookery programme – Certificate in Cookery (Level 3) – running at the time of the visit, and the evaluators were able to interview teachers and students from that programme. The Certificate in Cookery and Hospitality (Foundation) (Level 3) was not running at the time.

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-eeer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The EER took place with a team of two evaluators, who visited the site at Custom St West over two days. Prior to the EER, NZSFW supplied the lead evaluator with its self-assessment materials and descriptive information about the organisation, including developments since the previous EER. This assisted the lead evaluator in developing the scope of this EER.

During the on-site visit, the evaluation team interviewed the director of NZSFW, who is also the PTE owner and manager. She also designs, develops and teaches on the programmes. The team also interviewed support staff, teachers, students and graduates. Other graduates, employers and a representative of ServiceIQ were interviewed by telephone. A wide range of documents was examined for the purpose of triangulation.

4. TEO Comment

The New Zealand School of Food and Wine disagrees with some of the ratings and one of the statements of confidence.

Summary of Results

Statement of confidence on educational performance

NZQA is Highly **Confident** in the educational performance of **New Zealand School of Food and Wine Limited**.

NZSFW shows that it has a high standard of learner achievement by:

- Maintaining a consistently high level of programme achievement at around 85-100 per cent across its range of courses in the period 2012-2013, which compares positively with national and international benchmarks.
- Understanding the need to maintain industry skills standards, and having very good processes for sustaining effective systems of assessment and delivery.

NZSFW shows that it focuses on learner achievement by:

- Providing programmes that meet the needs of its target group of students and other stakeholders.
- Being highly responsive to new educational opportunities that satisfy the emerging needs of the hospitality sector.
- Closely and regularly engaging with a wide-ranging and valuable network to seek input into developmental processes.
- Very focused governance and management regularly seeking independent counsel for specialised business processes and academic review activities.
- Gathering very good industry and graduate feedback.
- Ensuring the students are genuinely engaged in the learning.
- Offering guidance and support beyond the extent of the programme, in particular the use of industry contacts to find employment for students.
- The use of electronic media as a marketing and interactive communications tool for reaching out to industry and graduates.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **New Zealand School of Food and Wine Limited**.

NZSFW demonstrates its overall competence in self-assessment by:

- Very thorough gathering and analysis of data, especially of course completions.
- Conducting effective needs analysis through communication with learners, graduates and industry.
- Using analysis of data and findings to make changes leading to improved outcomes.
- Ensuring very good academic and administrative practices and processes with pertinent documentation.
- Keeping written notes of transactions and discussions, including records of actions that lead to improvements.
- Gathering very good learner achievement data and reporting to funding and other agencies.
- Using sound decision-making processes based on valid information gathered from a variety of sources.

The director works closely with all her staff to develop and use appropriate self-assessment processes. There remains some opportunity for these processes to be extended still further.

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**.

NZSFW performs consistently well in providing programmes in which there are high rates of student achievement. While the focus area for the EER visit was the Certificate in Professional Wine Knowledge (Sommelier), NZSFW was able to show data for all of its programme results for 2012. The table below shows how these results are very favourable, with high completion rates across the programmes for the year.

Programme	Enrolled	Withdrew	Retention* %	Gained qualification** %
Certificate in Cookery (Level 3)	22	2	91%	85%
Certificate in Professional Wine Knowledge (Sommelier) (Level 3)	8	1	88%	86%
Certificate in Cookery and Hospitality (Foundation) (Level 3)	19	4	79%	87%
Certificate in Restaurant and Café Management (Level 3)	6	0	100%	100%

* As a proportion of the number of students enrolled.
** As a proportion of the number of students retained.
Figures provided by the New Zealand School of Food and Wine Limited for the EER, November 2013.

Of particular note in Table 1 are the high retention rates, which largely reflect the maturity of the student body and their motivation for attending the certificate programmes. Provisional data from 2013 made available by the PTE at the time of the site visit shows high completion rates (at 100 per cent). The evaluators learned that the hospitality programmes are shorter and more condensed than those of some other providers, and so benchmarking against the achievement rates of other providers is not particularly useful in this case. The director has a good understanding of the reasons for non-completions and withdrawals, and uses this understanding to make improvements to the learning environment where possible. Students who do not initially complete the programme are given the opportunity to

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

join the next course. Data collection is comprehensive and focused. It is analysed and used to make improvements to learner achievement.

The programmes are comprehensive and intensive and meet specific industry requirements. Table 2 shows NZSFW students' achievements compared with international results in the UK-based Wine & Spirit Education Trust (WSET) certificate examinations.

Table 2. Wine & Spirit Education Trust examination results, 2010-2013		
Level 2 awards in wine and spirits		
	NZSFW pass rate	International pass rate
2011-2012	100%	92%
2010-2011	96%	90%
Level 3 awards in wine and spirits		
2012-2013	91%	81%
2011-2012	87%	82%
2010-2011	83%	83%
Figures provided by the New Zealand School of Food and Wine Limited for the EER, November 2013.		

The results for WSET examinations as shown in Table 2 have been similar to, or above, international benchmarks consistently for the last few years. These examinations are written and marked in London, and WSET audits the local providers of this qualification every three years. The evaluators were told that the WSET international certificates were the main reason people enrolled in the programme.

NZSFW has consistently met TEC targets for SAC funding over the years and is working to adjust its delivery rates to meet funding requirements.

The evaluators saw evidence that student achievement rates are evaluated carefully. There was a slump in achievement post-earthquake (Christchurch), with rates being hard to maintain, but these now show a significant revival. There are few withdrawals from the programme, and these are mainly due to personal circumstances. Achievement data is used purposefully and over time to assist programme development.

There are small proportions of Māori and Pasifika students (9 per cent and 8 per cent respectively), and their achievement is comparable to the overall achievement rates.

Management stated that, generally, international students make less progress in the programmes because of language difficulties. The PTE's response to this was to boost the IELTS (International English Language Testing System) requirement for the Certificate in Professional Wine Knowledge (Sommelier) to above the recommended level to improve the chances of student success.

NZSFW is constantly attempting new strategies within the realms of hospitality training. One of these is a venture into the Chinese market with off-shore delivery of WSET qualifications (levels 1 and 2) in China, although initial academic results have been disappointing. The PTE has engaged in much reflection on this, and analysis has led to some improvements being made. As this report was being written, results came to hand to show that a 100 per cent pass rate had been achieved by the latest Chinese cohort of 23 students.

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

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

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

The certificate programmes at NZSFW are condensed and intensive and are designed to give skills and knowledge to students who already have the ability to learn. In this respect the PTE performs very well. The Certificate in Professional Wine Knowledge (Sommelier) programme incorporates the UK-based WSET qualifications. This is useful for the graduates of this programme as it offers internationally recognised certificates as well as a well-respected local qualification from a PTE run by a well-known local industry training leader.

The evaluators studied feedback from students, graduates and employers, which confirmed that the students are well prepared for employment. There was also evidence given that some 'soft skills' are also acquired. These skills include such aspects as confidence, personal presentation, friendship, cross-cultural understanding and work-readiness. There is value added in the imparting of skills, knowledge and employability. The evaluators heard that employers value the high standards and industry skills shown by graduates.

The PTE has a close relationship with the industry training organisation, ServiceIQ, and delivers the Step Forward programme to people currently employed in industry. This shows the training sector's confidence in this PTE. The STAR (Secondary Tertiary Alignment Resource) programmes are designed to give high school students some industry experience and open up pathways to careers and higher training. The foundation hospitality programmes provide value in offering a pathway into hospitality employment or further training for young school leavers. Secondary students are also able to attend short immersion programmes to sample hospitality skills (such as barista and cookery) and gain valuable life and work skills that will help prepare them for working life.

The high profile and professional standing of the director and the teachers add credibility and value to the programmes and the employment prospects of the graduates.

NZSFW is very outcomes focused and provides employment assistance to its students. The staff and management foster a wide range of industry contacts to help find the graduates worthwhile positions in the industry. There are very good records of graduates' destinations kept, and feedback shows that the local hospitality industry is very receptive to higher graduates with the skills provided by the certificate programmes.

The director establishes personal relationships with local restaurateurs, wineries and caterers. Industry contact is maintained through a series of interactive lunches held for invited industry people. These events are important to the PTE as they allow the formation of a 'community' of industry people and graduates for the students to interact with. The students get the opportunity to attend industry events, and it is noteworthy that the PTE has been able to enhance its industry networks in Auckland in a short time.

NZSFW makes very good use of electronic social media sites to maintain its networks and to act as a method of promotion for the school. The use of the media site is monitored, and it has proved a valuable tool for communication.

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

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

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

The mid-length courses offered by NZSFW meet the students' needs very well, especially the needs of the more mature students who are motivated to succeed and are focused towards a future career in hospitality, but also the younger students who are keen to gain employment. The programmes are designed for students who may have had earlier careers in other fields and are changing careers or re-entering the workforce, or for those who wish to do an intensive course in an 'interest programme', and young people who are starting on their career path. The programmes are typically 12-16 weeks in length and suit people who are not inclined to attend the longer programmes run by other providers.

These are practical courses that meet the skills needs of industry but are also aimed at the enthusiastic person with an interest in food and wine. Interviews with the graduates and employers confirmed this.

Materials, recipes, equipment requirements and assessment activities are all prescribed. Course outlines and timetables are very detailed and structured to give a valuable classroom and workshop-based experience. Students receive well-structured interactive tuition and the class sizes are kept small to allow for more individual attention. Students mentioned that a wide range of wines is supplied, wider than that required by the curriculum.

The regular interactive lunches for industry stakeholders also help to extend the students' practical skills as they provide a realistic, industry-like scenario for the students.

NZSFW can arrange for the students to do their exams in their first language if necessary. This was done for a Korean student recently and proved very effective.

NZSFW uses its outside contacts to help add interest and variety to the learning, and to give the students exposure to the commercial side of the industry. The PTE facilitates visits to food and wine-related facilities such as vineyards and wine tastings. Experts are organised to visit and talk to the students at the school.

The enrolment forms are designed so that the school learns a lot of pertinent information about the needs and wants of the applicants, so that the teachers can be informed and teaching styles adjusted if necessary.

The PTE has good engagement with the community and runs STAR and holiday programmes for secondary school students to give them work skills and an introduction to the hospitality industry. The PTE has gained contracts to deliver programmes on behalf of ServicelQ, such as the Step Forward programme for industry supervisors, and has received funding to facilitate this. In addition to the Step Forward programme, the PTE offers sale of liquor and food safety short courses for industry compliance purposes. NZSFW management has a keen eye for new training opportunities and engages in a variety of short courses for hospitality training.

One of the major strengths of the certificate programmes is the mid-course appraisal meeting between teacher and student, which gives the opportunity to discuss performance and areas of possible improvement, and to gain feedback about the programme and also give feedback about the student's performance. Programmes are reviewed regularly with the assistance of external expertise, and improvements and adaptations are made with the assistance of student feedback and industry input.

One of the valued parts of the cookery programme is the work experience, which is an optional component of the programme. Students are placed with employers to gain valuable industry experience. The certificate programmes are short and intensive, so the students cannot always fit in work experience. The PTE is gaining increased feedback on student progress as a result of student and employer evaluations.

Another NZSFW opportunity is created by changes to liquor licensing laws; these changes came into effect in December 2013. As a result, management has identified a need for a new training resource to teach the Licence Controller Qualification (a requirement for hospitality managers). The manager is taking the initiative to design a textbook for the wine unit standards because there is not one available currently.

To meet the need for literacy and numeracy advancement in New Zealand adult learners, as identified by the Ministry of Education, the PTE is in the process of implementing the literacy and numeracy policies that are required by the TEC for level 3 studies. However, the PTE feels that because of the maturity of the students, the practical nature of the courses and the prior education of many of the students, literacy and numeracy is less of an issue than it may be for other providers.

1.4 How effective is the teaching?

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

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

The teaching staff are selected primarily for their industry experience and their professional standing. Most teaching staff are relatively inexperienced teachers who have been employed since the school's shift to Auckland in early 2012. The teachers are guided by the director, who has in place a programmed system of class material, resources and assessments. This works appropriately because the nature of hospitality practice is classical and does not change much.

A positive measure to maintain the quality of teaching is evidenced in the teachers undergoing performance appraisals, which include a number of informal observations. Assessment of teaching practice is formative and regular. In order that the teachers can have knowledge of relevant adult teaching theory, the director conducts a workshop covering the required adult teaching skills. The director is well qualified to appraise teacher skills and to inform teaching practice. Feedback is given to the teachers as part of the appraisal process.

A considerable investment is made in staff professional development, in terms of both industry and professional training and exposure, and this is effective. The relationships with the students are caring and supportive and the students are interested and engaged. The theory and practical components are related and integrated. The WSET tutors are engaged in specific WSET training to facilitate the wine course at NZSFV.

The content of the programmes – based on classical cookery and wine knowledge – has remained largely unchanged over the years, and this is justified as the fundamental practice of hospitality remains constant. The management and teachers respond well by making practical adjustments to the delivery in response to student feedback. For example, the students on the barista course needed practice operating the till, so more of this activity is now included.

There is considerable investment by the PTE in teacher development through sending them to industry events, although there is less emphasis on developing adult education capability. Teaching staff are primarily engaged on the basis of their industry experience, status and reputation in the industry, and their attitude

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and passion. Some of them are part-time contractors to NZSFW. Staff are currently acquiring further industry-specialist and other higher level qualifications. In the view of the evaluators, participation in formal teacher-training courses would also add value.

Moderation of assessment results is carried out in all instances. Tests are moderated less often, however, as the content on which they are based does not change markedly over time. Programme material is reviewed annually by teachers and the director. Teaching material is internally moderated before being printed for the students.

From interviews with the teachers, the evaluators concluded that there remained some opportunities for the teaching staff to participate further in organisational self-assessment, in order to support their teaching practice. There is no doubt, however, that management is committed to involving all NZSFW staff in what it considers relevant self-assessment activities.

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**.

Most of the students at NZSFW are mature and capable of looking after themselves; however, the PTE provides good support where needed. The PTE supports its students very well in context. There is a comprehensive pre-enrolment strategy which ensures that students' requirements are identified before they start. Video-conference or internet interviews are held where possible with international applicants to match the students' goals to the courses as much as possible. NZSFW also maximises the possibility of student success through careful enrolment strategies. There is a comprehensive and detailed student handbook which provides academic and support advice. NZSFW offers student-focused course advice and takes a personal interest in the outcomes of the students.

NZSFW is able to provide verbal assessment assistance, where appropriate, to make allowance for any reading and writing issues that students may have. It will attempt to accommodate other languages in assessment situations, as shown in the Sommelier course where Korean language assistance was given to a student. There is good identification of and provision for students' other learning requirements, such as the inclusion of training in the use of spreadsheets, which the PTE believes is a valuable skill. NZSFW reduces the potential for problems by requiring a high level of English language proficiency for its students in the Certificate in Professional Wine Knowledge (Sommelier). (NZSFW requires IELTS 6.0 as an entry standard, which is higher than the NZQA recommended level of 5.5.)

International students come to NZSFW from all over the world, and are generally mature and self-motivated and so do not require high levels of pastoral care or assistance with practical issues such as accommodation. There are currently only three international students at NZSFW.

There is good understanding of the requirements of the Code of Practice for the Pastoral Care of International Students, and the PTE complies with the code requirements.

NZSFW has some policies in place to assist the students academically. Small class sizes ensure individual needs are well met. The PTE gives particular attention to helping students gain employment, if that is what they seek. The PTE has numerous industry connections that it fosters for this purpose, and career guidance is a feature of the programmes. There is close monitoring of progress through the Sommelier programme, and the mid-course meeting and counselling provide a very valuable guidance and support mechanism.

The PTE maintains a very inclusive environment. The director and staff are available to offer advice and give assistance where required.

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 director of NZSFW is a strong leader, with a clear, focused and effective management strategy. She is passionate about hospitality and is an advocate for high industry standards. She has ensured that the PTE has survived in the face of great adversity, guiding the business through the aftermath of the Christchurch earthquakes and the trials of relocation to another city. These actions were carried out in such a way that positive outcomes for the students were achieved through this period of upheaval.

The director seeks counsel and advice from the high-quality industry and professional sources at her disposal and acts on this advice to the advantage of the business. She has a wealth of industry and business-related skills that are a great asset to the PTE, and has great mana in the industry. She has high-level business and education training, and this is largely reflected in the business practices and student achievement rates. Much of the policy, direction and in-house knowledge is held with the manager, and shared with staff, as required. There is a succession plan for the school, although this is in its formative stages at present.

SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis is undertaken and provides valuable direction for future planning. The PTE has invested in purpose-built facilities, centrally located, which include a training kitchen and

demonstration kitchen to provide the various forms of training required. Since 2012 NZSFW has used an electronic tool as a repository for commonly used documents which can be shared by staff members.

The quality management system is a living document and is regularly reviewed and updated. Staff members feel valued and engaged and management invests in their professional development.

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: Certificate in Professional Wine Knowledge (Sommelier) (Level 3)

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: International student support

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 New Zealand School of Food and Wine Limited:

- Consider the value of encouraging teaching staff to gain adult learning qualifications.
- Further encourage staff members to engage fully in self-assessment processes that include reflection on the effectiveness of teaching methodologies.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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