

Report of External Evaluation and Review

Coastguard Boating Education Service

Confident in educational performance

Confident in capability in self-assessment

Date of report: 4 September 2013

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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:	Coastguard Boating Education Service (CBE)
Type:	Private training establishment
Location:	165 Westhaven Drive, Westhaven, Auckland
Delivery sites:	Independent courses are delivered all over New Zealand.
First registered:	1 November 1994
Courses currently delivered:	<ul style="list-style-type: none">• Day Skipper Certificate• Maritime VHF Operator Certificate• Boatmaster Certificate• Maritime Restricted Operator Certificate• Coastal Skipper Certificate• Ocean Yachtmaster Certificate• GPS Operator Certificate• Sea Kayak Certificate• Inboard Engine Maintenance Certificate• Outboard Engine Maintenance Certificate
Code of Practice signatory:	Not applicable
Number of students:	Domestic: approximately 10,000 course participants per annum
Number of staff:	7.8 full-time equivalents

Scope of active accreditation:	CBE has been granted consent to assess across a broad range of the New Zealand Qualifications Framework, relating to the above courses.
Distinctive characteristics:	<p>CBE is a fully owned subsidiary of The Royal New Zealand Coastguard Federation Incorporated Society (Coastguard NZ). In conjunction with Coastguard NZ, and its four regional coastguard organisations¹, CBE offers short educative boating and specialist courses to those who have an interest in marine activities, particularly recreational boating enthusiasts and those working in the maritime industry. The main emphasis of the courses delivered by CBE is safety. The general manager of CBE stated that the aim of CBE services, through its courses, is to enable recreational boating enthusiasts to have a 'safe and pleasurable experience on the water'.</p> <p>All courses are open to the general public, including corporate clients, with the understanding that novice 'boaties' would enrol in the core courses and, with time and experience, undertake the more specialised programmes on offer. The courses are delivered by independent (CBE-accredited) trainers who are free to charge their own participant costs for the delivery of a course.</p>
Recent significant changes:	CBE has recently appointed a new general manager. Other recent appointments include a marketing manager and a training manager. The general manager was previously the training manager for CBE. The organisation has recently started offering blended learning options for participants, with home and online study teamed with on-site training.
Previous quality assurance history:	CBE was last quality assured by NZQA by audit in 2009. The audit report indicated that CBE met all but three requirements of the quality standard. The three requirements not met related to governance and management, and assessment and moderation. The 2012 National External Moderation Report indicated that CBE met all but

¹ Northern, Central, Eastern and Southern regions.

one of the unit standards moderated – 26552 Core Health/First Aid. This matter has since been addressed.

2. Scope of external evaluation and review

The scope of the external evaluation and review (EER) included the mandatory focus area of governance, management and strategy and a combined focus area that included the three core courses offered by CBE: Day Skipper, Boatmaster and Maritime VHF Operator certificate courses. The rationale for choosing the core courses as a single focus area is that the three courses encompass the range of activities provided by CBE.

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.

The EER was conducted over two days by two evaluators who visited CBE at its premises in Westhaven, central Auckland. The evaluation involved engagement with:

- CBE chairman and one other trustee (telephone interviews)
- CBE general manager
- Four staff members including administration staff
- Three trainers (telephone interviews)
- Ten course participants (learners) chosen from the three core courses (telephone interviews)
- Four individual stakeholders comprising representatives from Coastguard NZ, Maritime New Zealand, Water Safety New Zealand and the Maritime Transport Association (telephone interviews).

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Coastguard Boating Education Service**.

CBE trainees consistently achieve high completion and assessment rates as well as other educational and personal outcomes, across all CBE courses. The average rate for course completions over the past two financial years was 89 per cent, while the average pass rate of the core course assessment tests for the same period was in excess of 95 per cent. For previous years, CBE trainees achieved similar rates. These achievement rates are significant because completion and attainment of a boating safety certificate, whether with CBE or any other education provider, is not a legislative requirement for the operation of boats. Therefore, when trainees choose to attend a course, their efforts to complete the course, including passing the assessment, are genuinely motivated by personal need.

Trainees gain useful and important knowledge and skills involving the safe operation of their boat and are confident that they can cope with the responsibility of carrying passengers who are, in most cases, family and friends. In addition, through ongoing communication with tutors and CBE head office, trainees are able to remain up to date with any changes to boating safety regulations, improved resources and further advanced training, depending on their competency, experience and needs.

CBE courses are developed, delivered and reviewed in a structured manner through the CBE course development committee. The committee comprises governance and management, tutors and invited key stakeholders. The process ensures that a broad range of ideas from different interested parties are contributing to programme development, and current practices and ideas are being incorporated.

The EER team's interviews with trainees, CBE governance management and staff, tutors and a diverse selection of key stakeholders, particularly those involved at national and regional levels of boating and water safety, helped confirm the success, extent and benefits of the educational performance of CBE.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Coastguard Boating Education Service**.

Overall, the self-assessment capability of CBE through its programme and stakeholder monitoring and reviews is effective. Data and information is gathered from a range of sources including course evaluations, stakeholder feedback – online, verbal and written – and involvement in national water and boat safety forums. CBE engages well with many of its key stakeholders, who provide CBE with up-to-date information about national and regional legislative and policy changes, current market trends and consumer needs. In most cases, the quality of the information gathered through these methods is robust and is used meaningfully to improve programmes, develop resources and meet trainee needs.

Although the evidence provided for this EER shows that the depth of self-assessment activity is sufficient, the evidence also shows that this activity can be improved markedly by actively embedding it within the organisation's operations. With its limited operational funding, CBE should be able to prioritise resources to address this activity. What is encouraging is that with CBE extending its marketing strategy of capturing a greater share of the education boating market, the organisation is showing that it has the self-assessment capability to not only engage with its key stakeholders but also to sustain a robust quality assurance process.

Findings²

1.1 How well do learners achieve?

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**.

Completion and achievement rates across all courses delivered by CBE are consistently high, with only the occasional participant not completing the course assessments. In the year July 2011 to June 2012, 8,978 trainees attended a CBE course, with 8,029 (89 per cent) completing the assessments. Of the 89 per cent, 97 per cent passed the assessment. In the core courses³, 5,993 trainees attended and of those, 5,143 (86 per cent) completed the assessments. Of that 86 per cent, there was an average pass rate of 94 per cent. The completion and achievement rates for the year July 2012 to June 2013 have similar recorded figures.

Completion of assessment in all courses delivered was 89 per cent. In the core courses, the completion rate was 85 per cent, with an average pass rate of 92 per cent. These achievement rates are significant not only because they are high but also because attendance on the courses is voluntary as trainees are not bound by any legislative requirement to complete any type of training or attain licensing. In addition to short courses being more appealing to trainees, the ease of completion of assessments – and low course fees where people are more inclined to complete a course if they are required to pay rather than be sponsored – there is a genuine intent and motivation by trainees to complete the training.

Most trainees spoken to as part of the EER chose CBE training because of their intention to become more proficient in the skills of recreational boating. They also cited a sense of responsibility for the lives of family and friends who accompany them out on the water. Trainees commented that, through attendance on the courses, they were more informed about the safety aspects of recreational boating and confident to begin implementing the training almost immediately. These safety aspects include equipment and boating serviceability as well as correct radio procedure while on the water. Trainees are also improving important competencies such as knowledge of local harbour regulations and by-laws, and knowledge of international safety signals including those required for radio operation. Key stakeholder interviews confirmed that the courses are effective in developing trainee skills and providing boaties with sufficient knowledge and information to increase their awareness of boating safety. An example given to the evaluation

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ The core courses comprise the Day Skipper, Boatmaster and Maritime VHF Operator certificate courses.

team was of a trainee who completed the Maritime VHF Operator certificate course and, while out in his boat, saw some small boats in trouble because of the poor weather conditions. The trainee alerted the proper authorities, who later provided feedback that they could tell the person who sent out the alert had been trained because they were using proper radio procedures.

Much of the course monitoring and review is carried out by the individual trainers who are contracted by CBE to deliver its programmes. These include post-course evaluations and opportunities to provide verbal feedback to trainers. This level of feedback from trainees is sufficient as most of the courses on offer by CBE are short in duration and there is limited direct contact time with trainees. CBE acknowledged during the EER that feedback from trainees is limited and that the organisation has at times, although infrequently, used other methods for gaining feedback, including online surveys and focus groups.

In terms of moderation, samples of all assessments are sent to an independent moderator. The moderator then sends reports to the training manager and this information is fed back to the assessors. In addition, the training manager conducts internal moderation through informal peer observations. CBE also has in place a course development committee whose composition includes CBE board members and staff and trainers. Other key stakeholders, including Maritime New Zealand and Water Safety New Zealand, are consulted with if required. The course development committee ensures that courses remain up to date with current best practice, and that any changes to safety requirements are incorporated into the training. The evaluation team considers that these processes are reasonably effective in enabling CBE to reflect on its performance in relation to this key evaluation question.

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

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

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

All stakeholders, including trainees, were consistent in their feedback that they valued highly the outcomes achieved from participating in a CBE course. Many trainees commented that they enrolled on a CBE course through word of mouth and were encouraged by family, friends and even by the salesperson that sold them their boat, that if they wanted to learn about any safety aspects of boating they should enrol with CBE. Trainees commented that for the relatively low cost of the course fees, they were getting value for money as their raised awareness and increased knowledge of boating safety gave them greater confidence to operate their boats, go out to sea and be mindful of their responsibilities when carrying passengers. In most cases, the passengers tended to be family or close associates.

As the training subsidiary of Coastguard NZ, CBE is responsible for providing all its training resources as an integral part of training Coastguard NZ search and rescue volunteers nationally. As the CBE training materials are the prime training resource for Coastguard NZ, the significance for CBE is that it is able to achieve a much wider national spread of its product and services. CBE is also able to use the Coastguard NZ brand which gives the CBE brand credibility and marketability by being associated with an internationally recognised and trusted organisation.

In relation to commercial stakeholders, one particular stakeholder uses the core courses as part of its compliance and licensing regime for marina workers. Maritime law requires that people who work on a boat at the Auckland marina must be fully trained and certified. CBE courses meet the required standards and the workers are able to be credited and licensed to work in the harbour if they pass the assessment. Another key stakeholder described CBE as the leading educator of boating safety in New Zealand, explaining that CBE was a critical voice in helping develop policies and strategies for national water safety bodies. CBE is represented in the National Pleasure Boat Safety Forum, a group that has been formed to develop guidelines and policies for all pleasure boating activities. A key stakeholder, who is also on the committee, commented that CBE was integral to providing the committee with specific advice and knowledge about boating safety.

All CBE core courses are accredited for National Certificate of Educational Achievement unit standards. The Day Skipper certificate course is a level 2 credit course and the Boatmaster and Maritime VHF Operator certificate courses offer level 3 credits. CBE has signed memoranda of understanding with 20 per cent of all secondary schools throughout the country, enabling the students to gain credits from these courses. The significance for CBE is that it is able to extend its reach to a much younger market and ensure that safety messages are being introduced to a much younger age group.

CBE is constantly assessing the extent to which its training outcomes meet the needs of all its stakeholders – recreational and commercial, young and mature. The governance and management team of CBE has a high level of engagement with key national boating and water safety organisations, which gives CBE the opportunity to input into the development of national policy and strategy related to boating safety and, more importantly, ensure that the organisation is not only up to date with current developments but also well informed as to the needs of its major stakeholder groups. Visits to trainer locations by the training manager provide opportunities for trainers to speak to CBE management to identify areas of concern the trainers may have as well as areas for improvement. These include discussions related to training resources as well as current and potential markets within their regions.

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**.

CBE is effective in providing and delivering training that meets the needs of its key stakeholders. In the main, the core courses delivered by CBE are aimed primarily at the novice boat operator/owner. The courses enable the trainee to obtain a basic understanding of boating safety and the rules and regulations for using boats and associated equipment, and to gain a raised awareness of the responsibilities that come with owning and operating a boat. For those people with some experience in boating, the course content provides them with formal lessons to become familiar with new and modern technology on their boat as well as to gain a better understanding of current boating safety practices. The core courses are set at an appropriate level sufficient to give trainees the knowledge required without being too overwhelming.

CBE has recently introduced a home study option for trainees to complete the core courses online. This initiative is designed for people who are unable to otherwise access the Maritime VHF Operator certificate courses. The online courses give trainees the flexibility to work through the course content at their own pace and time. The significance of this added option is that it provides CBE and its trainers with various delivery methods that give improved access to CBE products and services. A risk identified by CBE with the online study option is the reluctance of some trainees to complete the assessment component of the course. CBE is working on better and regular communications with these trainees to promote and encourage completion of the assessment. This includes scripts for the online tutors who communicate regularly through email, Skype and phone to provide support and assistance. Regular MailChimp emails⁴ are sent out to all home study trainees. An 0800 number has been made available as well as email and Skype for trainees to contact head office for advice. In addition, CBE tutors are now using Facebook to communicate with the students.

The course assessment process is appropriately designed and set to take into consideration the basic level of boating knowledge of trainees, the short one-day duration of the course, and the intention of setting the course at a level that is not overwhelming for novices but with enough content to ensure the correct safety messages are being taught. The multi-choice questions and the practical exercises enable this to be achieved. The importance of ensuring assessments are appropriately set and achievable is that it ensures critical messages are being

⁴ MailChimp is an email marketing service used to manage large numbers of users. It is a web-based application enabling data to be downloaded, and for some features there is an offline application.

assimilated and trainees are able to operate their boats in a safe manner. Trainees who realise the value of their training may in the future consider attending some of the advanced courses offered by CBE.

Most of the CBE courses have been developed, delivered and enhanced over many years. The inter-relationships between the CBE governance and management team and many of the national water and safety organisations in New Zealand provide CBE with a comprehensive feedback process from stakeholders who are acknowledged experts in the area of recreational boating and have an interest in the types of courses that are available on the market and the content and messages that are being delivered. For CBE, these relationships provide the organisation with a good level of external review of the programmes and courses offered. CBE also uses various other methods for monitoring how its courses ensure trainee and other stakeholders' needs are being met. These include: trainee post-course evaluations, which on review are in fact satisfaction surveys; and reviewing assessment results as well as direct contact by trainers during courses. Attendance at boat shows and regional expos provides CBE staff with the opportunity to engage with the boating community and the general public. These events provide opportunities to market products and services and to relay basic boating safety messages. These methods are working reasonably well for CBE given its limited funding. CBE has recognised that there is a growing interest in the recreational boating field, and a risk for the operation is the advent of more competition in the teaching area. CBE staff work with key stakeholders to ensure the organisation is meeting the needs of its stakeholders. Every fortnight the staff meet to discuss all core course activities and work together to offer an improved service to trainees. Every month the CBE board is provided with reports from the CBE managers and statistics from the student management database. The board discusses this data and suggests further improvements to the CBE service.

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**.

Evidential feedback from post-course evaluations and trainee and marine industry stakeholder interviews gives an indication that the course delivery by CBE trainers is effective. CBE has deliberately sought trainers who relate easily with trainees. All the CBE trainers are recreational boating and water safety enthusiasts who have a passion for ensuring that trainees are fully prepared when they operate their boats and take seriously the responsibility when carrying passengers. Most of the trainers work or have worked in maritime commercial enterprises and have teaching or instructional experience. The passion and commitment of the trainers enables them to draw on their experiences to bring a practical element to the primarily theoretical content of the core courses and, as described by trainees, to

make the courses easily understood and enjoyable. Trainees described the trainers as easygoing and very encouraging. This is significant because much of the trainee interview sample was taken from a selection of trainees across the country, indicating that there is a consistent approach to delivering the courses taken by all the trainers. The high trainee completion and pass rates are a further indicator of teacher effectiveness.

CBE is very good at providing training that is mindful of the diverse learning styles of trainees. The organisation has developed a range of teaching resource material such as video clips and bold colour photos and illustrations as well as practical exercises interspersed with theory sessions. The benefit for CBE of having courses that provide for different learning styles is that more people can access the training. CBE is also adapting some of its course material to cater for Māori and Pasifika peoples and Chinese new settlers – key target groups as identified by ACC, Maritime New Zealand and Water Safety New Zealand. Adaptations include conducting courses in Samoan and Tongan as well as staging courses on a marae. The rationale for this strategy aligns with the overall purpose of CBE, which is to enable people to have a safe and pleasurable experience while boating. CBE has engaged Māori, Chinese and Pasifika trainers to deliver the courses in culturally appropriate settings.

Self-assessment capability related to teaching effectiveness is considered reasonable given the direct time tutors spend with trainees and the limited funding received. Although there did not appear to be a coordinated or consistent approach to how training and trainer effectiveness is monitored, issues are managed effectively.

All trainers with CBE must have completed all the core courses as well as having completed the course that is higher than the one they intend to teach. This is a simple yet effective method for CBE to ensure that its trainers meet appropriate competency levels. Trainer effectiveness is further monitored through attendance, annual regional trainer forums, and trainee feedback and stakeholder meetings. The annual regional forums provide CBE with the opportunity to bring together trainers from the same region so that it builds collegiality among the trainers as well as ensuring they remain up to date with current legislative requirements and safety standards. The regional forums provide challenging, participatory activities aimed at improving tutor pedagogy and teaching methodology. The training manager also visits trainers on locations. However, these visits are not specifically for trainer observations as courses are scheduled by the trainer and in most cases are based on demand rather than a set schedule.

1.5 How well are learners guided and supported?

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

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

Within the short duration of the core courses, the direct trainee contact time and the contracted arrangement with tutors who are able to negotiate their own course schedules and costs, the level of support and guidance to trainees, which is primarily provided by the trainers, is reasonable. In addition, and depending on the individual trainer, the tutors are available via email, phone, Skype and informal contact to provide ongoing support. As the courses are primarily theory based and pitched at beginners, this level of contact and support is justified.

Evidence provided to the EER team indicates that CBE is serious in ensuring its trainees are provided with appropriate training resources. Trainees are given a range of pre-course information, including brochures, website information, an 0800 number, and direct advice and guidance from trainers and head office staff. During the course, trainees are provided with comprehensive, well-designed course books that become a valuable resource for the trainee during and after the course.

The self-assessment processes employed by CBE in relation to this key evaluation question are again very much dependent on the direct contact with the trainers, who are able to address issues almost immediately, although at best this is variable. Trainee feedback surveys give some indication of the quality of the support provided to them, and indications from the analyses of the surveys show a positive response. CBE head office is active in ensuring its resources are kept up to date and its courses are well prepared. Although no issues or concerns were identified during the EER, and despite the fact that achievement rates for the CBE courses are high, there is much potential for CBE to strengthen this area. As CBE further broadens its consumer market into schools and hard-to-access communities⁵, it will be necessary to ensure that a good level of communication, guidance and support is provided. This will also support its branding alignment to Coastguard NZ and to confirm it as a leader in boat safety education.

⁵ These include Māori and Pasifika communities, and rural and low socio-economic communities.

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 **Excellent**.

The governance and management of CBE is very effective in supporting educational performance. It has a simple, clear purpose and direction, which is to provide boat safety education that will enable people to have a safe and pleasurable boating experience. The strong networks and relationships established and maintained by the CBE governance board and senior management reflect the organisation's intent to realise this purpose. Examples include: the chairman of CBE having a default position on the Coastguard NZ board; the inclusion of the chief executive officer of Coastguard NZ on the CBE board; and membership on the National Pleasure Boat Safety Forum whose members include representatives from Maritime New Zealand and Water Safety New Zealand. The significance of these relationships for CBE is that as CBE contributes to the design and development of boat safety initiatives on a national and regional scale, it is able to ensure its services and products are based on up-to-date information.

Internally, CBE has a stable governance board with very low attrition. All of its members have a strong passion for boating and water safety, with one of its members being a founding member of Coastguard NZ. The feedback from the chair of the CBE board indicates that the board has a good relationship with management and has confidence in the way the organisation is being managed. The significance of this for CBE is that it demonstrates to key stakeholders not only the stability of the organisation, but also highlights the vast experience that exists within the leadership of the organisation, making stakeholders more inclined to encourage communication and relationships with CBE.

Evidence provided to the evaluation team showed that self-review and monitoring activities within CBE are very effective and are part of a deliberate and structured process. Although the core courses are non-credited, CBE has set up processes to ensure that programmes are being reviewed and moderated. The marketing manager actively initiates forums for stakeholder feedback which include online surveys, opportunities for feedback at boat shows, participation on safety forums and ongoing stakeholder relationship-brokering. Currently, CBE is actively encouraging more schools to consider offering CBE courses to their students, engaging more with Māori through the engagement of Māori tutors, and adapting programmes to incorporate marae involvement and waka ama content. These activities create innovative ways for a diverse range of stakeholders to not only comment on their needs but also to give feedback to CBE on the suitability of the programmes and where they can be improved.

Focus Area

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 **Excellent**.

2.2 Focus area: CBE core courses – Day Skipper, Boatmaster, Maritime VHF Operator

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

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

Recommendations

There are no recommendations arising from the EER.

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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