



NEW ZEALAND QUALIFICATIONS AUTHORITY  
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# Report of External Evaluation and Review

Employment Focus Limited  
trading as The Professional Business  
and Restaurant School<sup>1</sup>

Confident in educational performance

Confident in capability in self-assessment

Date of report: 13 June 2017

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<sup>1</sup> Previously trading as the Professional Bar and Restaurant School.

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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:	Employment Focus Limited trading as The Professional Business and Restaurant School (PBRs).
Type:	Private training establishment (PTE)
First registered:	20 December 2001
Location:	150 Hobson Street, Auckland
Delivery sites:	150 and 161 Hobson Street, Auckland 104 Queens Road, Panmure (active but no current delivery) 360 Queen Street, Auckland (active but no current delivery)
Courses currently delivered:	PBRs Diploma in Hospitality (Operational Management) (Rooms Division), Level 5 PBRs Diploma in Hotel Management, Level 6
Code of Practice signatory:	Yes, since 13 August 2014
Number of students:	International: 64 (including 25 from India, 18 from the Philippines, and nine from China)
Number of staff:	Eight full-time equivalents
Scope of active accreditation:	<a href="http://www.nzqa.govt.nz/providers/details.do?providerId=74551001">www.nzqa.govt.nz/providers/details.do?providerId=74551001</a>
Distinctive characteristics:	Predominantly provides hospitality education
Recent significant changes:	In 2013, after the previous NZQA external evaluation and review (EER), Cornell Institute of Business and Technology took ownership of PBRs. PBRs moved premises to 150

Hobson Street.

PBRS ceased domestic enrolments in 2016. International learners are the sole student body enrolled in 2017.

PBRS reconfigured its management structure in the later part of 2016. The principal role was vacated and replaced with dedicated management roles responsible for specific areas of management oversight (including quality assurance, moderation and programme development).

As of 1 June 2017, PBRS' trading name changed from the Professional Bar and Restaurant School to the Professional Business and Restaurant School.

Previous quality assurance history:

At PBRS' last EER (reported in July 2013), NZQA was confident in both the PTE's educational performance and capability in self-assessment.

In September 2016, NZQA and Immigration New Zealand identified concerns with PBRS' high visa decline rate (85 per cent) from the Mumbai office between January and August 2016. PBRS was required to lift this to a minimum approval rate of 50 per cent by 31 March 2017. As of that date, no student visa applications have been processed from Mumbai. All visa applications, but one, from other countries have been approved in this period.

A condition was placed on PBRS' consent to assess in May 2015 following concerns about PBRS' national external moderation results between 2010 and 2014. The condition was removed in December 2015. NZQA national external moderation results substantially improved in 2015, and in 2016, PBRS met all requirements. PBRS met Service IQ's external moderation requirements in 2015 and 2016.

## 2. Scope of external evaluation and review

The PBRS Diploma in Hospitality (Operational Management) (Rooms Division) (Level 5) and PBRS Diploma in Hotel Management (Level 6) were selected as focus areas for the EER. As of 2017, they are the sole programmes currently delivered.

International student support was also selected as a focus area because international students are the sole learner body enrolled at PBRS.

### 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. The evaluators engaged with the following people during the EER:

- PBRS' senior management team: the managing director, director, operations manager, academic manager, quality assurance manager, administration manager, programme development manager, project manager
- PBRS' programme academic leader, hospitality
- PBRS' hospitality tutors
- PBRS' student support/pastoral care team
- PBRS' moderation coordinator and quality moderator/assessor leader
- Past and current students of level 5 and 6 programmes
- Student representatives
- External stakeholders.

A range of documentation was reviewed including PBRS':

- self-assessment summary
- strategic plan
- achievement data
- destination data
- moderation results
- employer survey results
- Local advisory committee meeting minutes
- agent contracts
- memorandum of understanding with hotel employers.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Employment Focus Limited trading as The Professional Business and Restaurant School**.

PBRS is meeting many of the most important needs of learners. Since 2014, international learner achievement has been consistently high and sustained as enrolments have increased, but domestic learner achievement has been variable. PBRS responded to lower domestic achievement in 2015 by implementing dedicated and increased student support. PBRS observed some increase in achievement as a result, but with domestic learner numbers continuing to decrease, PBRS chose to stop delivering to the domestic market in 2017.

Many learners have gained employment in the hospitality sector either during or after their studies. Initial employment is not usually in manager roles (requiring past management experience) but it is at a lower level. PBRS has collected data on the destination of graduates enrolled since 2013, including information about graduates' employment positions however, information is not collected to understand employment pathways linked to management roles and the level 5 and 6 qualifications. A small number of employers surveyed by PBRS in 2016 mostly recognised PBRS learners as work-ready and appropriately skilled.

Effective processes are contributing to strong learning and employment opportunities (these processes include strong moderation practice, engaging and relevant teaching approaches and activities, tutor and learner support, and resourcing). PBRS is focused on facilitating a family team environment for learners and staff, and is responsive to individual needs.

PBRS have responded well to concerns about 2016 visa decline rates from Mumbai by making several relevant process changes. However, it is too early to see the results of those changes in terms of visa approval rates.

Governance and management clearly allocates resources to support teaching, learning and process improvements. PBRS has recently reconfigured its management team to enhance efficiencies and accountability. The changes, while relatively new, have enabled decision-making and improvement actions to occur more quickly. Several dedicated oversight roles have been created that ensure a focus on the core aspects of quality educational delivery and accountability.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Employment Focus Limited trading as The Professional Business and Restaurant School**.

Self-assessment at PBRs is authentic and is clearly supporting and used for the purposes of continuous improvement. PBRs evaluates its programmes and key activities on an ongoing basis. Key data sources include:

- student evaluations about aspects of the learning and support at PBRs and feedback from student representatives
- regular tutor input focused on course improvement
- regular self-review activities related to the effective application of the The Education (Pastoral Care of International Students) Code of Practice 2016
- analysis of achievement data.

An area that needs further development is data collection and analysis of information relating to the value of outcomes. PBRs collects information on learner employment. However, there is no analysis showing how graduate employment is linked to graduate's training at PBRs, and how or whether graduates progress to gain employment in management roles (in line with the focus of level 5 and 6 qualifications). Also, data on progress to further study, while captured, does not identify the pathway learners have chosen.

PBRs has recently implemented a process to systematically engage with industry to understand learner outcomes from an employer perspective. While the first survey had a small response rate, it has provided some useful feedback for consideration. The PTE seeks industry feedback on key programme developments through the local advisory committee.

Moderation is meaningfully and comprehensively used to contribute to improved teaching and learning and tutor and student development. Robust moderation processes (evidenced by improved and strong external moderation results) contribute to the validity of assessment and achievement information.

The PTE uses self-assessment findings to make useful improvements at both a micro and macro level. For example, increased learner support provided in response to domestic learner achievement results, an improved management structure, providing learners with greater practical learning experience, and improvements made to information technology and facilities.

PBRs' response to three issues identified by external stakeholders has been to undertake a full review of its processes in relevant areas. The reviews have not only focused on addressing the issues, but have also identified opportunities for

improving processes (e.g. agent training and revised agent contracts, and a well embedded moderation process).

## Findings<sup>2</sup>

### 1.1 How well do students 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**.

Learners achieve well at PBRs. As table 1 shows, total qualification completion results across PBRs' delivery have increased year-to-year since 2014 to 85 per cent in 2016.

**Table 1. PBRs qualification completion results for all delivery**

Level 3–6 Successful qualification completions	Total	International	Domestic	Māori	Pasifika
2014	78/119 (66%)	18/19 (95%)	60/100 (60%)	34/52 (65%)	13/24 (54%)
2015	76/105 (72%)	36/41 (88%)	40/64 (62.5%)	17/29 (59%)	8/14 (57%)
2016	94/110 (85%)	73/80 (91%)	21/30 (70%)	5/9	9/9

Source: PBRs

The improvement corresponds with increasing international and decreasing domestic enrolments. PBRs also identifies increased and dedicated support introduced for domestic learners as contributing to improved results.

Whereas high qualification completion rates are apparent for the increasing numbers of international learners who have enrolled with PBRs since 2014, results have been lower for domestic learners. PBRs has identified that the main reasons for domestic learners leaving their study early were to take up employment and/or family obligations leading to insufficient attendance.

PBRs tracks achievement results well and has demonstrated an in-depth understanding of why individual learners did not complete. The programme academic leader who joined PBRs in 2015 reviewed 2014 data to understand the reasons for non-completion. In 2015, PBRs used self-assessment data to identify and implement initiatives aimed at lifting achievement.

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



Tables 2 and 3 show qualification completion results for the level 5 and 6 focus area programmes.

**Table 2. PBRs qualification completions for level 5 Diploma in Hospitality programme**

Level 5 Successful qualification completions	International students	Domestic students	Māori	Pasifika
2014	18/19 (95%)	15/24 (63%)	6/11 (55%)	3/3
2015	31/36 <sup>3</sup> (86%)	5/8 <sup>4</sup>	3/4	1/1
2016	56/60 <sup>5</sup> (93%)	2/3	1/1	1/1

Source: PBRs

**Table 3. PBRs qualification completions for level 6 Diploma in Hotel Management programme**

Level 6 Successful qualification completions	International students	Domestic students	Māori	Pasifika
2015	3/3	0 enrolments	0 enrolments	0 enrolments
2016	17/20 (85%) <sup>6</sup>	2/5	1/3	1/1

Source: PBRs

For the two level 5 and 6 hospitality programmes (the only programmes currently delivered), high international learner results have been achieved and sustained alongside increased learner numbers. Results for domestic learners are lower, but the numbers enrolled have been small.

Strong learner achievement is also evidenced through the success learners have had at national competitions. These learners have developed their skills, motivation, and confidence, and have received recognition for skills that will assist with future employment prospects. In 2016, PBRs students received 13 medals (including eight gold) at the New Zealand Culinary Fare Training Excellence Awards. Students interviewed for this EER valued the extra support and training provided to

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<sup>3</sup> Five international learners at Level 5 did not complete due to plagiarism.

<sup>4</sup> Of the three Level 5 domestic learners who did not complete, two left early as they gained employment.

<sup>5</sup> Of the four Level 5 international learners who did not complete, two did not pass but have returned in 2017. One returned to their home country due to illness.

<sup>6</sup> Of the three Level 6 international learners who did not complete, one left due to pregnancy and one returned to their home country.

them by PBRS at no extra cost, to enter and succeed at such competitions, and the strong value that this will likely have for their employment prospects.

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

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

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

PBRS has many connections with employers in the hospitality and hotel sector who actively engage with PBRS for casual or part-time employees. PBRS uses its on-site bar and restaurant to connect industry with PBRS' students. In this way, students gain industry experience, as well as additional training in an employment context (e.g. money handling, public engagement).

While this experience is typically not in management roles, it supports learners to contextualise their learning at PBRS, as well as to gain familiarity with the New Zealand hospitality sector.

It also provides learners with relevant New Zealand references to support future employment opportunities and can lead to offers of employment (including in more advanced roles) from the same employers.

PBRS has tracked the destinations of a sample of graduates enrolled from 2013-2014, and in 2015, and has gathered information on graduates' place of employment and employment positions (including part-time and casual work). This data shows that nearly all who responded were in employment or further study.

PBRS has not collected information on the type of further study learners have progressed to, nor has there been any analysis of data focussing on learners as domestic or international. There is also no analysis showing how or if the employment learners gain is linked to graduates' training at PBRS and future aspirations of management roles.

While the level 5 and 6 qualifications are aimed at learners gaining management roles, graduates are predominantly in employment initially in lower-level roles. This reflects the difficulty in gaining management-level employment without previous employment experience at that level.

However, PBRS does not gather information on graduates' subsequent progress in achieving management-level roles (e.g. average timeframe in industry before progressing to manager level, facilitators supporting progression).

PBRS has used graduate feedback to identify areas for improvement. Graduate feedback in 2015 and 2016 mostly related to a desire for more practical sessions, more work experience, and more field trips. In response, PBRS has increased

student's training in the on-site café, bar, and restaurant. This feedback provides a useful gauge to understand the impact of changes made. Each year there have been several 'neutral' responses to a question asking graduates to rate the value of their study at PBRs. PBRs will benefit from tracking whether that response differs in 2017 after making changes in response to areas identified for improvement.

In 2017, PBRs broadened the level of employer feedback it collects by surveying employers of graduates. Six of 13 employers responded to an annual survey and all confirmed that the students employed demonstrated the required job skills. Useful feedback was provided for future follow-up by PBRs.

The employer feedback aligned with comments from two industry stakeholders interviewed for this evaluation, who described learners as very employable and indicated that they do well in industry roles. The industry stakeholders identified that PBRs acts on feedback where practicable.

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

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

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

Programmes are delivered by qualified tutors with diverse industry experience. These tutors use and combine that experience for the benefit of the learners (e.g. to run workshops on diverse topics).

Tutors integrate learning into highly practical sessions. This ensures that learners see relevance in their learning and are well motivated and engaged. Tutors use different teaching methods and activities effectively to support learners in developing the required skills and knowledge.

In their first month of study with PBRs, learners with no or minimal hospitality experience are provided with a greater level of practical activities and support in the training restaurant. PBRs identifies no difference between the achievement of learners who enrol with or without past hospitality experience, though there was no data analysis available to confirm that assessment. This is a relevant consideration because of an anomaly in programme entry requirements (discussed at Findings 1.6).

Moderation practice is meaningful and is used coherently as an important learning process and self-assessment resource to support teaching and learning.

Moderation is used to contribute to robust assessment and to ensure assessments are clear, informative, and consistent. It is also used to assess areas where learners may need extra support and this results in the development of associated

resources (e.g. improving learners' analytical skills). Similarly, post-moderation is used to identify resources and professional development to support staff.

PBRS' external moderation results show the resourcing and focus that PBRS has given to develop its moderation practice to this level over the last two years. In 2015, NZQA had significant concerns with PBRS's history of external moderation results from 2010 to 2014. Results improved markedly in 2015 and in 2016.

The quality of programme delivery is supported by teaching observations undertaken by the programme academic leader twice a year, as well as peer observations undertaken each term.

Tutors review each course each term and suggestions for improvement are collated and discussed with management, with resulting actions taken and documented. Management collates and uses student evaluation feedback to make improvements to programme delivery. For example, in response to requests for more practical learning, PBRS increased the level of teaching undertaken in the on-site restaurant. It is also currently looking to expand internship support for PBRS students.

Learner evaluation data has not been broken down by whether learners are international or domestic. Such analysis would have provided additional information to understand domestic learner's experiences when there was concern that they had lower achievement than international students.

PBRS reviews programmes annually and acts to improve areas identified for attention. For example, a review of domestic learner achievement in 2015, and in particular, lower Māori learner achievement, led to increased learner support and awareness of factors impacting learner attendance.

A combined professional cookery and hospitality local advisory committee meets twice a year to provide sector input. Feedback from one stakeholder interviewed for this EER reflected a desire for PBRS to update the committee in between meetings. While LAC meeting minutes show a predominant focus on cookery rather than hospitality, LAC contributes to PBRS' development of new programmes in the hospitality area.

PBRS has recently expanded its formal engagement with industry through surveying employers of PBRS graduates. This is a useful improvement that is beginning to provide PBRS with needed and relevant self-assessment information. Developing self-assessment information to better understand learner outcomes would also improve an understanding of matched needs.

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

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

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

Student orientation is a well-considered process aimed at ensuring learners feel welcome and supported and able to take on key information. An initial first day welcome is followed by staff visiting learners in the classroom in the second week to provide key information about expectations, support, processes, and activities, and to introduce the support staff. PBRS undertook a detailed review of the orientation process and information provided in January 2017. That review resulted in a slight reduction in the timeframe for the first day orientation.

A range of teaching activities are centred on ensuring students are effectively supported and engaged in their learning. These activities are tailored to individual learner's current levels of experience, learning needs and progress.

Teaching is purposefully structured to simulate the realities of hospitality settings. Tutors engage learners in critical thinking and problem solving activities based on examples from their previous employment experiences. Real time tutor-led debriefs are ongoing: they ensure constant feedback as soon as activities are complete so that learners can immediately use the learnings.

Learners are supported in their self-directed learning through defined learning and the tracking of activities, learning and the time taken to complete.

Academic support includes workshops and sessions about APA referencing, academic writing, and critical thinking. Individual support is also provided for assessment and the development and monitoring of individual learning plans. Learners complete 'VARK' questionnaires to assist teachers to understand individual's learning styles and tailor relevant learning strategies.

Learner evaluation feedback is positive and indicates that learners are mostly satisfied with their learning experiences. Evaluation questions are well targeted at understanding learning experiences at PBRS and the quality of teaching and support provided. Data is analysed by tutor and classroom cohort. Any issues and resulting actions for improvement are documented and actioned.

## 1.5 How effective are governance and management in supporting educational achievement?

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**.

PBRS has recently restructured its management team, resulting in clearer and more specific roles, responsibilities, and accountabilities. Rather than having one key role with responsibility for all aspects of academic management, roles now include individual responsibility for quality assurance, academic management, programme development and moderation. The different roles intersect through the programme academic leader, as well as the regular meetings of the senior management team. Staff have been kept informed of these developments.

Management have had a central and collective role in recent strategic direction setting and planning, with time taken to inform staff of strategic decisions.

Staff are valued through professional development and teaching support. Annual appraisals include the identification of staff goals and a plan for their achievement.

Resources are allocated to support learning and teaching (e.g. the establishment of additional management roles, IT resourcing, two staff allocated to ensure good moderation practices are embedded) and to make improvements arising from staff and tutor feedback (including through regular engagement with student representatives from each programme).

The programme academic leader gives the senior management regular reports, informing their understanding of educational achievement. Going forward, management intends to implement an achievement dashboard that presents data relating to pre-determined indicators.

## 1.6 How effectively are important compliance accountabilities managed?

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

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

PBRS follows many processes to effectively manage important compliance accountabilities (some relatively new, some established), including:

- an annual internal quality audit (first carried out in January 2017)
- quality assurance oversight and the annual review of marketing and promotional material to ensure accuracy and currency
- an established attendance monitoring system

- reviewing the timetabling of programmes to align with programme approval learning hours
- requiring learners to complete self-directed learning logs to fulfil programme timetabling and approval requirements
- engagement with NZQA's recognitions services if any questions arise with learner's academic entry qualifications
- IELTS verification (undertaken since August 2016)
- external audit of PBRs' compliance to The Education (Pastoral Care of International Students) Code of Practice 2016 (The Code).

No health and safety incidents were reported in 2016.

PBRs' self-review of compliance to the Code is authentic and ongoing. Each fortnight an aspect of the Code is examined collectively by relevant staff with quizzes and practice questions used to check consistency of understanding and application. Any required actions are also identified and undertaken (e.g. the recent update of a student welcome pack to ensure key information was provided at the beginning of the document).

PBRs is currently recruiting for an academic compliance leader to support its effective management of accountability requirements.

NZQA declined several of PBRs' programme approval applications in January 2016, partially because identified learning outcomes were at a lower level than required in the relevant qualification. PBRs identifies the organisational need to better understand the alignment between programme and learning outcomes, and graduate profiles, after the Targeted Review of Qualifications. It considers that it now has the appropriate knowledge and understanding, and considers that five subsequent programme approvals indicates improvement.

PBRs has responded to recent concerns raised by NZQA and Immigration New Zealand in 2016 about high visa decline rates from the Mumbai office. In addition to close monitoring and visits to agents, as well as stopping the use of agents with high visa decline rates, PBRs has revised agent contracts and implemented agent training.

A learner orientation survey asks learners about the quality of information provided to them by agents about PBRs. Agents are asked for feedback on PBRs. Because no visas applications have been made through the Mumbai office in 2017, it is too early to see the impact of these changes, though it is noted that nearly all visas applications from other countries have been approved in the 2017 year to date.

The evaluators raised the issue with PBRs about some anomalies with programme approval documentation for the level 5 programme. On the one hand, hospitality

experience appears to be an intended expectation of the programme approval document. On the other, the wording 'or' rather than 'and' means that previous hospitality experience is not specifically stated as an absolute requirement. Despite the apparent intent of the programme approval, PBRS has chosen not to require past hospitality experience as an entry requirement. It has never sought to address the anomaly with NZQA.

Notwithstanding, the evaluators consistently heard across different EER interviews that an absence of past hospitality experience is not a demonstrated barrier to learner success. As mentioned at Findings 1.3, PBRS have deliberately tailored individual learning to provide extra information and on-site restaurant experience to learners without past hospitality experience. However, as earlier mentioned, a lack of data analysis comparing results of those with and without past hospitality experience would have better informed an understanding in that area.



## Focus Areas

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

### 2.1 Focus area: PBRBS Diploma in Hospitality (Operational Management) (Rooms Division) (Level 5)

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

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

### 2.2 Focus area: PRBS Diploma in Hotel Management (Level 6)

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

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 Employment Focus Limited Trading as The Professional Business and Restaurant School:

- Review and develop its collection of information about learner outcomes. NZQA recommends that this data collection includes a better understanding of graduates' education and employment pathways as they are linked to the level 5 and 6 qualifications.
- Engage with NZQA's approvals and accreditations unit about the current anomaly in its level 5 programme approval document relating to past hospitality experience as an entry requirement and to identify if any action is required.

# 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](http://www.nzqa.govt.nz)).*

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

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)