

External Evaluation and Review Report

Cornell Institute of Business & Technology
Limited

Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 25 July 2018

Cornell Institute of Business & Technology Limited (CIBT) at a Glance

Type of organisation:	Private training establishment (PTE)
Location:	150 Hobson Street, Auckland
Code signatory:	Yes
Courses:	<ul style="list-style-type: none">• Cornell Diploma in Business Studies (Level 7)• Diploma in Health (Advanced) (Applied Management) (Level 7)• Diploma in Information Technology (Networking Technology Management) (Level 7)• Diploma in Software Development (Level 7)• International Diploma in Food Preparation and Cookery Supervision (Advanced) (Level 5)• Diploma in Information Technology (Network Technology Management and Administration) (Level 7)• New Zealand Diploma in Information Technology (Technical Support and Administration) (Level 5)
Number of students:	327 as at 13 April 2018 (847 were enrolled in 2017) Most students come from China, the Philippines, Republic of Korea, and India.
Number of staff:	70 (37 teaching staff)
Scope of Evaluation:	The following programmes were selected as focus areas due to the high number of students enrolled or previous concerns about quality: <ul style="list-style-type: none">• Cornell Diploma in Business Studies (Level 7) – 33 students• Diploma in Health (Advanced) (Applied Management) (Level 7) – 18 students• International Diploma in Food Preparation and Cookery Supervision (Advanced) (Level 5) – 234 students
MoE number:	7554
NZQA reference:	C28463
Dates of EER visit:	17-19 April 2018

Key evaluation question findings

Summary of Results

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| <p>Confident in educational performance</p> | <ul style="list-style-type: none">• Course completion across all subject areas and qualifications was above CIBT's 80 per cent target, with 84 per cent passing in 2017.• Graduate outcomes vary, but most gain relevant employment.• Academic rigour is increasing with the appointment of suitable staff and implementation of processes to address external monitoring concerns about the quality of delivery and assessment in the business and health programmes. |
| <p>Not Yet Confident in capability in self-assessment</p> | <ul style="list-style-type: none">• CIBT has implemented appropriate enrolment processes and support for international students, with ongoing monitoring of compliance to meet Code of Practice responsibilities.• A new, organisation-wide strategic plan acknowledges CIBT's past performance issues and emphasises a shift in focus to the quality of education. There is good evidence that management and staff are committed to increasing the quality of outcomes to achieve the strategy.• However, more comprehensive evidence is required to show that these actions are working to improve quality, and that the activities and outcomes are sustainable. |

CIBT delivers computing, business, cookery and health management programmes to international students. The organisation has implemented a new strategic focus on the quality of its education through a review of its policies and processes to address previous concerns about academic quality and to improve student outcomes.

1.1 How well do students achieve?

Performance: **Good**

Self-assessment: **Adequate**

Reasons for ratings:	Student achievement is above sector and CIBT targets. Apart from the integrity of assessments for the Cornell Diploma in Business Studies, most students' assessments have been confirmed as valid by NZQA moderation. Some self-assessment activities contribute to achievement, such as monitoring of attendance and re-sits. However, improving the quality of moderation would provide assurance that self-assessment in this area is effective.
Supporting evidence:	<p>The completion rates (2017) for the International Diploma in Food Preparation and Cookery Supervision were 75 per cent. This programme was first delivered in 2017 and included the students from two discontinued programmes, which had similar completion rates. External and internal moderation activity is in place and the process confirms the validity of results for this programme, which has the highest number of students enrolled.</p> <p>The Diploma in Health (Advanced) (Applied Management) shows high pass rates, with 84 per cent of students completing the course in 2016 and 90 per cent in 2017. The high student achievement is partly due to the students' previous study and experience, as well as staffing changes. The programme manager is addressing assessment and moderation concerns, raised in recent monitoring reports.</p> <p>Achievement of the level 7 Cornell Diploma in Business Studies is high, with 96 per cent completion in 2017. However, the concerns raised by NZQA monitoring places f these results in doubt, which is also mentioned under sections 1.3 and 2.3.</p> <p>CIBT has improved monitoring of student progress, attendance and re-sits across each programme to support students to achieve. Further information on activities to support achievement follows in the body of this report and under the specific focus area commentary.</p>

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

Performance: **Good**

Self-assessment: **Adequate**

Reasons for ratings:	There is good evidence that employment destinations are matching cookery graduate expectations. CIBT could further develop relationships with health sector employers to improve health graduates' entry-level and longer term employment outcomes. There is no convincing evidence that achievement of the Cornell Diploma in Business Studies is related to the management level employment outcomes. Further evidence about outcomes for graduates would help support the value of all CIBT qualifications.
Supporting evidence:	<p>There is strong sector demand for skilled chefs and other kitchen workers, contributing to the high graduate employment outcomes. A survey of recent cookery graduates shows that all were employed in positions related to their study. Graduate feedback also confirmed that the cookery programmes gave them the skills required and prepared them for work (91 per cent agreement). This was further confirmed by CIBT's 2017 survey of employers showing that 73 per cent of respondents believed that CIBT cookery graduates had the relevant skills, and 88 per cent believed graduates had good work performance and customer service skills.</p> <p>CIBT students have received national and regional awards, such as trainee chef of the year (2017). The school was awarded Best Culinary School in New Zealand for the third time at the New Zealand International Hospitality Championships 2017. This shows that this programme is leading to valued outcomes for students, where the majority of students are enrolled.</p> <p>There are challenges with the Diploma in Health meeting student aspirations. The graduate profile states that graduates will be capable of managing programmes, projects and organisations to address diverse health needs in a professional and effective manner. Few of the recent graduates have been employed in senior management positions.</p> <p>A survey of 2016 health graduates showed that a few were in middle management roles, undertaking registered nurse responsibilities with some shift supervision. The lack of pathways to senior management positions is primarily an industry issue, and CIBT is developing greater links with stakeholders to address this. Tutors are clear about the career pathway issue to ensure students' expectations are realistic. Students interviewed were aware of this and accepted that the</p>

	<p>qualification was just one avenue to a career. Many were positive about their increase in knowledge and understanding of the New Zealand health sector context and culture.</p> <p>Most of the business students are Filipino. They said the diploma helped them find better-paid employment in their home country. Graduate feedback shows that 100 per cent agreed that the programme helped them to develop their skills and they could see how the programme related to their work roles. Forty-two per cent had a job confirmed on graduation, often where they had worked part-time, but mostly as team members rather than management.</p> <p>CIBT has surveyed a small number of employers within New Zealand. An increased response rate would help to gather evidence to support the wider value of the qualifications, including business.</p>
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance: **Adequate**

Self-assessment: **Adequate**

Reasons for ratings:	<p>There is evidence that the cookery programme content meets the needs of the local hospitality industry for graduates with cookery skills and knowledge. Further understanding of stakeholders' needs across some programmes is still a work in progress. There are significant concerns about the teaching and assessment of the business programme still to be addressed. CIBT has made steps to improve its business programme learning activities and assessment in response to NZQA monitoring but the organisation still needs to demonstrate it has the capability to address the concerns sufficiently.</p>
Supporting evidence:	<p>Most of the current programme managers were appointed in 2017. They are responsible for the budget and academic quality in their area. Changes in staffing levels, professional development, moderation and learning activities have been made during this time. CIBT has also appointed additional external moderators, set up local advisory committees for each programme, timetabled relevant field trips, and used guest speakers to provide a New Zealand context to the health and business programmes. This is expected to address the concerns about programme quality, particularly in business and health. However, there is not sufficient evidence to show the changes have led to improvements.</p> <p>Students interviewed by the evaluators were satisfied with the teaching. CIBT has put in place regular tutor performance appraisals</p>

	<p>to review teaching, and this informs individual professional development needs. Generic professional development workshops have also been provided to staff, in line with the organisation's strategic plan to improve academic standards.</p> <p>The International Diploma in Food Preparation and Cookery Supervision (Advanced) was introduced in 2016 and is now the only cookery programme delivered.</p> <p>Students say the cookery programme matches their needs – 80 per cent rated the quality of the training as good or excellent. Over 80 per cent were happy with their employment prospects. The local advisory committee helps ensure that the programme is relevant. Employer feedback is used to identify any gaps in the content or training.</p> <p>Only one cohort of the cookery diploma has completed, so a full review of the programme has yet to occur. Modifications made as a result of monitoring by tutors include updating reassessment guidelines with clearer re-sit and marking information and updating recipes. These changes, along with positive student feedback, provide assurance that the programme is matching the needs of key stakeholders.</p> <p>The Diploma in Health was externally reviewed by NZQA in 2016, which identified issues with assessment and content. A recent review was more positive. The PTE has addressed most concerns, including moderation and tutor professional development. CIBT is still addressing significant issues with previous staff performance and turnover, although the PTE has a dedicated programme manager and suitably qualified staff in this area.</p> <p>Cornell Diploma in Business Studies is the main area of concern as identified from NZQA monitor visits (see Focus Area 2.3). CIBT has developed an action plan to address the concerns with assessment and moderation but it has yet to see the intended improvements. Lesson plans have also been updated to match the new assessment material, but they have yet to be approved. CIBT is awaiting feedback from NZQA about the proposed changes to the wording of learning outcomes and graduate profile statements to see whether this requires a type 2 change or new course approval. CIBT has recently established local advisory committees consisting of employers for each programme area. The committees have only formally met once, which is less than the required twice a year. In addition, annual programme reviews have not been conducted for the cookery and business programmes.</p>
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1.4 How effectively are students supported and involved in their learning?

Performance: **Good**

Self-assessment: **Good**

Reasons for ratings:	Students have good support at enrolment and throughout their programme of study. Programme activities are engaging students effectively, as demonstrated by attendance rates and student feedback.
Supporting evidence:	<p>There is a good range of learning resources for students in class along with weekly tasks available online. Students are able to communicate easily with their tutors online. These activities, along with greater frequency of field trips and guest speakers for the business and health students, are helping students to engage well with their studies.</p> <p>The international student support team is responsible for ensuring that students have the required visa and insurance coverage. The team's internal review of student records showed some gaps in the currency of documentation, which have since been remedied using an alert system. Student feedback is positive about the first-day orientation and the information provided. CIBT's iCareer arm helps students develop CVs so they can find part-time employment to support them during their studies.</p> <p>Student handbooks contain information about support services, including assessment requirements. Tutors provide information about academic referencing and use Turnitin software to prevent plagiarism. Introducing more formal academic writing sessions at the beginning of term would help to improve the students' assessment writing and identify English language support needs. This is particularly the case for cookery students whose written English ability is often not discovered until they sit written assessments towards the end of their first year.</p> <p>Currently, IELTS¹ results are authenticated through the IELTS online verification service. Students who need to improve their English language writing and speaking skills are referred to CIBT's sister school, Wilkinson's English Language School. However, students often do not attend the optional free classes alongside their other studies, which has an impact on completion rates. Management intends to introduce tighter attendance requirements for the English</p>

¹ International English Language Testing System

	<p>classes.</p> <p>Student attendance across all programmes is good, and students reported being motivated to attend classes. Close monitoring of attendance identifies students who may require assistance. The process for attendance warnings was not applied consistently, and has been clarified in the PTE's written policy and procedures.</p> <p>Each class has a student representative to liaise with the general manager, academic, who reports issues at programme manager or senior management meetings. CIBT also responds to suggestion box ideas. Student complaints are recorded, and actions taken to resolve issues. Tutors have attended cultural workshops to improve their understanding of students' backgrounds. A phone 'app' has been developed to communicate attendance and assessment reminders.</p>
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1.5 How effective are governance and management in supporting educational achievement?

Performance: **Good**

Self-assessment: **Adequate**

Reasons for ratings:	<p>During 2017, senior management developed a strategic direction to address previous problems with performance. A significant restructure of staff at governance, management and academic levels was carried out. Since then, the PTE has reviewed processes and implemented better monitoring of moderation activities and student attendance and provided more targeted staff development in teaching and assessment practices. Many of these processes are still recent and need to be embedded. Self-assessment practices and staff capability also need embedding.</p>
Supporting evidence:	<p>A new strategic plan and direction has been developed for 2018-2020. The plan acknowledges CIBT's past performance issues and focuses on the quality of education and academic integrity rather than solely on business activities. CIBT's quality improvement plan outlines activities to support the strategy.</p> <p>CIBT has identified the need to recruit skilled, capable teaching staff with clear responsibilities and reporting lines. Several activities have been undertaken already to address priority areas to reach objectives. To this end, the PTE has undertaken a staff restructure, recruited suitable staff, and updated resources. CIBT has also conducted staff workshops aligned to the organisation's immediate priorities to improve assessment and refresh teaching approaches. Further professional development is planned at individual and organisational levels.</p>

	<p>New reporting lines enable communication across the organisation to ensure staff are aware of new policies and procedures. Monthly newsletters communicate important changes and recognise student and staff performance.</p> <p>Programme managers report on educational achievement, graduate outcomes, satisfaction surveys and programme compliance to the academic team. Internal reports from the academic team and Code of Practice team shows management are monitoring progress towards goals. Management believes that the more rigorous student recruitment and initial assessment will lead to improved outcomes.</p> <p>An internal audit in January 2018 showed that management is checking compliance with programme approval documents and providing workshops for upskilling staff and building capability in self-assessment. The management team recognises that under the current environment following concerns raised by NZQA and Immigration New Zealand, there is a tension between the downturn in student numbers and retaining good staff.</p> <p>Overall, CIBT has made some progress in establishing an organisational structure, systems and processes to achieve its goals. The organisation is also monitoring progress against its action plan, and some actions taken in response to quality issues are taking effect. However, there is insufficient evidence yet to determine whether the initiatives have been effective in improving academic quality and ensuring that practices are embedded across the organisation.</p>
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1.6 How effectively are important compliance accountabilities managed?

Performance: **Adequate**

Self-assessment: **Good**

<p>Reasons for ratings:</p>	<p>Overall management of compliance has been inconsistent during the period covered by the EER, resulting in sanctions and conditions placed on CIBT's programmes. Since the release of the previous March 2017 EER report, CIBT has responded to the most serious issues by changing course delivery timetables, implementing better moderation processes, conducting agent reviews, and reviewing its compliance with the Code of Practice. The success of the changes will be evident as they roll out over time.</p>
<p>Supporting evidence:</p>	<p>CIBT conducted a comprehensive review of the Code of Practice for 2016 and 2018. Key staff were involved and there is good evidence of actions being taken to address gaps. Staff also internally audited students' files, checking visa dates, insurance, and English language entry requirements to ensure compliance with the code. An ongoing 2018 internal audit plan shows how the organisation will continue to monitor compliance with the code.</p> <p>Management has also reviewed the number of agents it uses and has increased monitoring of agents' activities. All agents are given the latest student handbook when recruiting for students overseas to ensure programme details are up to date. However, the 2017 cumulative visa approval rate (50 per cent) did not meet the required Immigration New Zealand target of 60 per cent.</p> <p>Ongoing issues identified by external monitoring of the level 7 diplomas in health and business are still being addressed. The organisation has responded by rewriting assessments to provide a variety of assessment tasks, increasing activities to introduce students to New Zealand work environments, and developing assessments for exam re-sits. CIBT has yet to address the issue of learning outcomes for the Cornell Diploma in Business Studies not meeting the required level.</p> <p>The recently formed senior management team has shown a willingness to improve programme quality by recruiting and developing staff capability in teaching and assessment, implementing new processes for performance appraisals and moderation, and monitoring performance. The aim is to reduce non-compliances and embed a culture of quality and transparency.</p>

Focus Areas

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

2.1 Focus area: International Diploma in Food Preparation and Cookery Supervision (Advanced) (Level 5)

Performance: **Good**

Self-assessment: **Good**

<p>Reasons for ratings:</p>	<p>This programme has good outcomes and is well managed. Seventy-five per cent of cookery students passed their courses in 2017, which is consistent year on year. All graduates gained relevant full-time employment.</p> <p>The programme has the highest number of students, which has been taken into consideration when weighing up the overall merit of the organisation's programme delivery and assessment activities.</p>
<p>Supporting evidence:</p>	<p>Learning activities are relevant and students are achieving suitable employment outcomes. There is industry support for the programme, as evident by employer feedback.</p> <p>There were a high number (30) of withdrawals from this programme in 2017. These were a result of changes in Immigration New Zealand policies and students struggling with end-of-year City & Guilds assessments. To address this, the City & Guilds assessment is now optional.</p> <p>The programme manager has re-organised each teaching block by allocating tutors according to their expertise, in order to improve student support as they progress through their studies.</p> <p>Staff are attending workshops to upskill their teaching practice and assessment. Internal moderation is now conducted by an internal team to ensure consistency and provide tutors with more class time, and all assessments and guidelines have been updated. Internal moderation is occurring. Tutors attend assessment workshops and observe each other's assessments to inform practice.</p> <p>An additional set of assessments has been developed for exam re-sits, which was identified as a requirement by Service IQ external moderation. Conditions on enrolment and assessment placed on the previous diploma by NZQA were recently revoked as CIBT now meets Service IQ requirements. The now-optional online City & Guilds assessment has helped to improve students' retention and outcomes.</p> <p>A full annual programme review has not been carried out. This would</p>

	help to ensure the programme is up to date and meets all stakeholder needs.
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2.2 Focus area: Diploma in Health (Applied Management) (Advanced) (Level 7)

Performance: **Good**

Self-assessment: **Adequate**

Reasons for ratings:	There is a minimal educational quality risk given the calibre of the students, most of whom have nursing qualifications from their home country prior to enrolment. The PTE has sufficient current academic processes and evidence of good student achievement.
Supporting evidence:	<p>Eighty-four per cent of students enrolled in the diploma in 2017 completed the qualification. Graduates are highly satisfied with the teaching but have lower satisfaction with the employment outcomes as there is no evident pathway to health management roles. CIBT is seeking to improve graduate outcomes by ensuring that the programme is well grounded in New Zealand practice and context, and by strengthening networks with local healthcare employers.</p> <p>Staffing has stabilised in this area, which was previously notable for high staff turnover and student dissatisfaction with the course organisation and assessment process. New staff employed from July 2017, including the programme manager, are working together well and improving programme delivery and academic standards. The new programme manager has engaged external moderators to review all assessments, and this is on track. The programme provides the mainly Filipino students with relevant information about working in a New Zealand context, with the introduction of more field trips and guest speakers as a result of monitoring reports. The PTE has satisfied requirements set by the programme owner.</p> <p>This programme has yet to undergo a full programme review, using input from the local advisory committee and other stakeholders.</p>

2.3 Focus area: Cornell Diploma in Business (Level 7)

Performance: **Adequate**

Self-assessment: **Adequate**

Reasons for ratings:	Although students achieve high outcomes, concerns about the quality of delivery and assessment in this programme does not give NZQA assurance of the validity of these results.
Supporting evidence:	<p>Enrolments have fallen from 46 in 2017 to 33 in April 2018. due to the previous EER outcome resulting in lower referrals from international education agents.</p> <p>Ninety-six per cent of the business diploma students passed their courses in 2017, and there is evidence of continued high achievement for 2018. There is limited evidence that graduates progress to roles consistent with the stated qualification employment outcomes.</p> <p>Previous lack of oversight has led to serious weaknesses in the programme structure, staff qualifications, sufficiency of assessment and moderation, and learning outcomes matching activities; programme review is also deficient.</p> <p>CIBT actions to date, in response to previous NZQA Monitoring, has been to develop new assessment tasks which have been pre-moderated by external moderators, except for one. The PTE has engaged external moderators to carry out post-moderation of assessment decisions using a moderation schedule that is already underway. The PTE is also rewriting learning outcomes, so they align with the intended qualification outcomes, but these have yet to be approved by NZQA and CIBT may be required to submit a new programme application if there are significant amendments required.</p> <p>With the range and seriousness of gaps identified, it means that until these matters are resolved, the results cannot be validated.</p>

2.4 Focus area: International Students: Support and Wellbeing

Performance: **Good**

Self-assessment: **Good**

Reasons for ratings:	There is an appropriate range of support services for international students. Some areas of compliance with the Code of Practice are still being embedded, such as agent monitoring, student academic support, and English language policies.
Supporting evidence:	<p>Student satisfaction is high regarding the level of support received. The PTE has still to formalise academic writing and English language support.</p> <p>A review of compliance with the Code of Practice has been comprehensive, involving staff and internal auditing of files, with an audit of the cookery files to be completed. Improvement in visa approval rates has been noted for 2018.</p>

Recommendations

Recommendations are not compulsory but their implementation will improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Cornell Institute of Business & Technology Limited:

- Identify how it can further support staff in individual research, while continuing with the current professional development programme.
- Review the quality management system to ensure that sufficient detail is provided to enable staff to carry out procedures correctly, such as for moderation and attendance warnings.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

NZQA requires Cornell Institute of Business & Technology Limited to:

- Implement annual programme reviews for all programmes currently delivered.
- Educate agents to ensure that applicants meet Immigration New Zealand student visa requirements.
- Ensure all staff understand how interim visa requirements apply in relation to the timing of enrolment and insurance cover.
- Gain approval for the changes to learning outcomes of the Cornell Diploma in Business Studies.
- Meet NZQA monitoring requirements for all level 7 programmes, including post-assessment moderation.

Appendix 1

About Cornell Institute of Business & Technology Limited

Distinctive characteristics:

Cornell is one of three tertiary education organisations that are part of a wider education group. The other tertiary education organisations under this banner are:

1. Professional Business & Restaurant School. This PTE has accreditation for similar programmes, such as the International Diploma in Food Preparation and Cookery Supervision (Level 5) and the Diploma in Health Service Management (Level 7).
2. Wilkinson's English Language School.

Recent significant changes:

- A change of ownership, approved in August 2017 to acknowledge company changes from August 2014.
- Decline in student numbers since 2014 (peak = 1,600 students).
- New executive and strategic direction for 2018-2020 with an emphasis on education, student experience, teaching and learning, and capability development.
- Managing director appointed to lead change initiatives.
- Realigned senior management roles, including the appointment of a full-time human resources manager and a special projects manager, director (advisory), and quality assurance manager.
- Established an independent advisory group.
- Developed memorandums of understanding with external moderators.

Previous quality assurance history:

At the previous EER in 2017, CIBT was found to be Not Yet Confident in educational performance and Not Yet Confident in capability in self-assessment.

Recent NZQA monitoring reports show issues with the level of assessment and teaching activities for

the Cornell Diploma in Business Studies. In the past, the PTE has had conditions placed by NZQA on cookery and business programmes. The cookery conditions were revoked in April 2018.

From 2012 – 2015 CIBT's national external moderation results were consistently poor in the Business and Management moderation system.

In June 2016 as a result of its history of poor moderation in the Business area CIBT was required to appoint an assessment partner to verify all assessor decisions for its National Diploma in Business Level 5 and Level 6 students. Following the completion of the last cohort of students in April 2017 CIBT discontinued its delivery of the National Diploma in Business Level 5 and Level 6.

Accreditation for the New Zealand Diploma in Business (Operational Management) (Level 5) with strands was withdrawn by NZQA in 2017 following confirmation of poor assessment practice in this programme. The PTE also voluntarily discontinued two level 5 cookery programmes in 2017.

Cumulative visa approval rates for 2017 were 50 per cent, meaning the PTE did not achieve the 60 per cent target required by Immigration New Zealand.

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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- Identify organisational fraud²
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.

² NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Appendix 2

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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