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Report of External Evaluation and Review

Queenstown Resort College (QRC)

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 19 May 2017

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Final Report

Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	Queenstown Resort College (QRC)
Type:	Private training establishment (PTE)
First registered:	18 May 2005
Location:	1 Earl Street, Queenstown
Delivery sites:	7 Coronation Drive, Queenstown 22 Selwyn Street, Paihia 243 Waipapa Road, Kerikeri, Northland
Courses currently delivered:	<ul style="list-style-type: none">• Graduate Diploma in Tourism and Hospitality Management (Level 7)• Diploma of Hospitality Management (Level 5)• Diploma of Adventure Tourism Management (Level 5)• New Zealand Certificate in Cookery (Level 4)• Foundation Studies Certificate (Level 3)
Code of Practice signatory:	Yes
Number of students:	Total EFTS: 267.56 Domestic: 160 EFTS (15 per cent Māori, 1.3 per cent Pasifika, Chinese 2.6 per cent, Indian 3.7 per cent, South-east Asian 3.9 per cent). International: 107.56 EFTS (66 in total). Majority

are from Malaysia (22 per cent), India (22 per cent), China (18 per cent), Korea (7 per cent). Remaining from range of countries, including Russia, Philippines, Great Britain, Thailand, Italy, Sweden, Fiji, Nepal, Sri Lanka).

Number of staff:	25 full-time equivalents
Standard consents to assess	<p>QRC gained consent to assess the following unit standards in November 2016:</p> <p><i>167 Practise food safety methods in a food business under supervision (level 2) (version 8)</i></p> <p><i>4646 Demonstrate knowledge of the Sale and Supply of Alcohol Act 2012 and its implications for licensed premises (level 4) (version 9)</i></p> <p><i>14425 Prepare and serve hot and cold non-alcoholic drinks for a commercial hospitality establishment (level 2) (version 7)</i></p> <p><i>14436 Provide table service for a commercial hospitality establishment (level 2) (version 7)</i></p> <p><i>14466 Demonstrate knowledge of maintaining a safe and secure environment for people in the hospitality industry (level 2) (version 6)</i></p> <p><i>16705 Demonstrate knowledge of host responsibility requirements as a duty manager of licensed premises (level 4) (version 6)</i></p> <p><i>17288 Prepare and present espresso beverages for service (level 3) (version 7)</i></p> <p><i>27955 Apply food safety practices in a food related business (level 3) (version 2)</i></p> <p><i>28145 Interact with customers in a service delivery context (level 2) (version 1)</i></p>
Distinctive characteristics:	QRC provides accommodation for its students in Queenstown and Paihia.
Recent significant changes:	<p>QRC began delivering the diplomas in Adventure Tourism Management and Hospitality Management in Paihia in April 2016.</p> <p>QRC has purchased a site in Kerikeri from which it</p>

intends to deliver a Certificate in Cookery (Level 3) programme.

QRC was recently approved by NZQA to develop the Graduate Diploma in Tourism and Hospitality Management (Level 7). This is being offered at QRC's Queenstown site in term 2 of 2017.

The organisation also gained approval to develop programmes for the following qualifications:

- New Zealand Diploma in Adventure Tourism Management (Level 6)
- New Zealand Diploma in Hotel Management (Level 6)

Previous quality assurance history:

The outcome of the previous external evaluation and review (EER) conducted by NZQA in 2014 was Highly Confident in both the organisation's educational performance and capability in self-assessment.

QRC met external moderation requirements of the industry training organisation, Service IQ. QRC is not assessing NZQA-managed unit standards and therefore is not required to engage in moderation activities with NZQA.

2. Scope of external evaluation and review

The focus areas used to determine overall organisational judgements were:

- Diploma of Hospitality Management (Level 5)
- Diploma of Adventure Tourism Management (Level 5)
- International student wellbeing and support.

The diploma programmes were chosen as they comprise the core teaching activities of the organisation and there is some overlap across the courses. For example, the Managerial Accounting paper and the Organisational Behaviour and Human Resources paper are required for both qualifications.

The level 7 graduate diploma is a recent addition to programmes offered, and the first intake is in 2017. The foundation studies course is a joint initiative with Otago University and does not represent a significant proportion of training. However, the

EER team heard evidence of how the programme is attracting these students to enrol in its other programmes.

Paihia was not chosen for a site visit as the programme was only introduced in April 2016 and has 40 students. The first cohort is not due to graduate until 2018.

International student wellbeing and support was included because this is a compulsory focus area used to evaluate the support and educational outcomes of international students.

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 team visited the Queenstown site over three days. Before the site visit, the lead evaluator selected the focus areas in consultation with the organisation's leadership team made up of the chief executive, academic manager, and a board representative.

Various documents were provided as background to assist with selecting the EER scope, including a self-assessment summary with programme and satisfaction outcomes, and details on student numbers.

Documents reviewed on site were comprehensive and included programme documents, graduate surveys, student satisfaction surveys, industry surveys, pastoral care supporting documents, five-year strategic plan, TEC Investment Plan, board minutes, tutor meeting minutes and internal and external moderation reports.

The EER team interviewed the chief executive, academic manager, quality manager, programme tutors, internship manager, student relationship manager, accommodation manager, international students, students and graduates from both programme focus areas, industry representatives, as well as the representatives of the board including the chair.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Queenstown Resort College (QRC)**.

The key reasons for this level of confidence are outlined below.

- QRC has maintained very high achievement rates consistently over a number of years, with over 90 per cent completing programmes, and over 70 per cent of cohorts achieving a qualification in 2015, and similar calculated for 2016.
- Industry highly regard the quality of the QRC graduates because they show the skills and aptitudes required to work in the hospitality and adventure tourism sectors. This is supported with a very strong graduate employment rate of 93 per cent employed within three months of completion of the programme.
- QRC qualifications provide relevant career pathways for graduates. Programmes are strongly aligned to industry needs as a result of engaging with industry and responding to feedback.
- Programme activities are interactive and designed to ensure students are able to transfer knowledge and theory into practice. Activities include group activities, as well as individual assessment, which are peer moderated to ensure results are valid and students are assessed consistently.
- Success is underlined by the excellent support systems in place for both domestic and international students, from enrolment through to work placements, internship and graduation. This is through provision of accommodation, work-readiness support, academic support and regular individual monitoring of progress towards goals.
- QRC has strong leadership which provides clear direction. Staff are valued and support the organisation's mission and values.

Overall, the organisation is innovative and balances changes within the industry and educational contexts with continuity of quality educational outcomes.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Queenstown Resort College (QRC)**.

The key reasons for this level of confidence are outlined below.

- QRC has systematic collection of data from a range of resources that are reliable and used to inform decision-making.
- Educational achievement data is analysed monthly by the academic manager. The ability to review programmes by location, ethnicity, gender, tutor, and by grades awarded provides a variety of perspectives which are used to inform programme planning and support.
- QRC often seeks information from students using satisfaction surveys, and from industry where it sees an opportunity for improvement. It bases decisions on changes using the analysis of feedback. Any changes made are then followed up to determine whether the changes made a difference, as demonstrated with the re-organisation of work placement blocks and integrating some assessments.
- QRC has a competency-based board which is both business-like and community-minded. Individual members have extensive business expertise, and the board chair, in particular, has experience with higher tertiary education organisations. The mix of capabilities ensures that board decisions are informed by sound business acumen, educational imperatives, and a desire to contribute to the community. The board's commitment to the Queenstown region and the long-term employment needs of the hospitality and tourism industries across New Zealand ensures robust and strategic decision-making.
- The board ensures that the chief executive and management are accountable, by having clear performance requirements that are monitored regularly. These corporate criteria demand high standards of professional behaviour from all stakeholders. This professionalism is underpinned by a warm, caring organisational environment that respects the contribution of all stakeholders to the continued high reputation of the college.
- Regular ongoing consultation with industry informs programme content to enable students to gain the required industry skills. The organisation also gives students a voice through the student council, and monitors feedback using course evaluations and one-to-one meetings to ensure that it is meeting students' needs.

Overall, there is strong evidence that QRC has a culture of continuous improvement where it systematically collects reliable data about student outcomes, and uses this to make improvements.

Findings¹

1.1 How well do students achieve?

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

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

QRC has consistently produced high programme completion and qualification achievement rates overall. The Tertiary Education Commission data for 2015 shows that 92 per cent of students who enrolled in courses completed, with a qualification achievement rate of 73 per cent. This is higher than other providers' programme outcomes. This rate is based on the 2014 cohort of hospitality and adventure tourism students who were expected to complete the two-year programme in 2015.

This reflects the organisation's data used to monitor completion of courses and overall qualification achievement rates (93 per cent course completion and 78 per cent qualification completion). The qualification achievement rate here includes the 3 per cent of students who were expected to complete their final year in 2014, deferring until 2015 to fit in work placement. Deferrals are usual in the industry where students may choose to extend a work placement to gain seasonal experience or to take up further job opportunities and then return to studies once the season is over.

To date, 90 per cent of students have completed a qualification and 98 per cent have completed the internship component, which leads to the final year of study, indicating a higher success rate for the 2016 cohorts.

QRC took its first enrolments at the Tai Tokerau site in Paihia in 2016. Close to 70 per cent of the first cohort of 19 students at this site completed and are on work placements; three withdrew, with another three choosing to defer their studies for a term. One student did not complete due to suspension. Of the 23 students enrolled in the July 2016 intake, 19 are doing work placements, three have deferred, with one withdrawing who wanted to work in a different industry.

QRC has a comprehensive understanding of results due to regular, accurate collection of data. The data QRC collects is used to analyse retention and completions, which shows that, overall, few students withdraw or defer their final year (terms 5 and 6). Achievement data is also monitored to see where improvements can be made. An example of this is where the students'

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

achievement grades lifted from 2015 to 2016 due to changes in delivery. The organisation monitors the students' course results following changes to course structures, to check whether the grade improvements are a direct result of the changes.

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 **Excellent**.

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

There is clear evidence that the programmes are highly valued by the industry the programmes are targeted to. This judgement is supported by the keen interest of employers seeking graduates due to their professionalism and high standard of industry knowledge, and also by employer satisfaction with how the students perform in work placements. The key value QRC provides is connecting employers to students who have basic industry knowledge and demonstrate an aptitude for working in hospitality or adventure tourism.

In addition, over 80 per cent of graduates are working in the industry immediately on completion of their study, with 93 per cent employed within three months. At the end of 2015, 28 per cent of the graduates were employed at the place they completed their work placement, indicating that many employers are happy to employ the students once they graduate. Once in employment, QRC data shows that 36 per cent of graduates were in management within five years, with many others in supervisory or team leadership roles. The data also shows that 60 per cent are promoted within six months of graduating. The employers and graduates reported that the qualification was helpful in influencing the promotions.

Around 17 per cent of 2015 graduates and 13 per cent of 2016 graduates went on to do the degree programme at Otago and sister colleges in Canada, Switzerland, and in Sydney, Australia. Very few end up working in another industry.

QRC has recently conducted an alumni survey, with 180 graduates responding (20 per cent response rate). The survey results show that the overall graduate satisfaction rate is 87 per cent, with 91 per cent saying they would recommend QRC to others. The satisfaction rate is very high for international students as well, with 83 per cent reporting that they were satisfied or very satisfied with the course overall and 100 per cent saying they would recommend QRC. The majority of graduates (70 per cent) agreed that QRC industry connections gave them an advantage over other applicants. Graduates also reported to the EER team that having the QRC qualification gave them an advantage over other applicants with other hospitality qualifications or industry experience. This is supported by industry feedback from interviews and the high rates of employment. The alumni survey is

a useful tool, which when used with the ongoing exit surveys will provide detailed and up-to-date information on graduate outcomes for the organisation.

QRC plays an important role in offering educational pathways that lead to careers in tourism and hospitality. QRC provides a taster programme for secondary school students which gives them information on what jobs are available and the career options. QRC is seeing the students enrol in their diploma courses and going on to have a career in the industry. The recently introduced Graduate Diploma in Tourism and Hospitality Management is designed to assist graduates into senior management roles by providing the appropriate level of training.

The Ambassador programme is an example of another area where QRC is providing value to the community. The programme was developed to give course participants who are visiting or working in the area knowledge about the Southern Lakes regions to explore the area while learning about the local history. The aim is to promote tourism within New Zealand and encourage people to take pride in their region. QRC is working on rolling out the programme to 10 other regions, tailoring each course. QRC is working to digitise some of this programme to make it accessible to more people. The PTE hopes to become a centre for people wanting to upskill within their current roles or looking for employment using the short online courses.

The organisation has a relationship with a Malaysian education provider. QRC takes their tourism students at the end of year one and places them with a New Zealand tourism operator to gain experience to apply to employment in their home country. This has been a successful relationship since it began in 2013.

QRC is able to provide valued graduates through its industry connections and by the recognition of the sector that it is producing graduates trained to a high professional standard. This is supported by the high rate of employment and pathways available that result in QRC graduates working in management, human resources or marketing roles within their chosen sector.

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 **Excellent**.

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

Programmes delivered at QRC are highly relevant to the needs of industry for employees with leadership skills. The qualifications are designed to provide a pathway into management or supervisory roles in hospitality or adventure tourism, with the new graduate diploma catering to senior management positions. The

programmes progress from classroom learning activities to practical workplace experience to a final year learning about specific management skills and practices. Students from both of the programmes evaluated were highly satisfied with the course content because it reflected the industry skills they need to work in management roles in the sector.

There is strong evidence that QRC programmes provide students with comprehensive knowledge and skills to work in the sector. Students spend their first two terms learning the basics about different aspects of their chosen sector. For example, hospitality students complete blocks of work experience in housekeeping or restaurant work to gain experience of working in a hotel. The Adventure Tourism students gain knowledge by completing 'Famils', which are adventure tourism activities. Students then complete an internship where they are applying the skills learnt in the classroom. Employers commented that this was one of the reason they took on QRC internees, as they had some idea of what was required in the job. The students also found that the workplace experience helped them when they returned to the classroom for their final year.

The establishment of a programme in the Northland region of Tai Tokerau arose from an approach from a Māori tourism executive asking about training people to work for a local tourism development. QRC carried out its own needs assessment for the programme from local industry and found that there were many opportunities for hospitality and adventure tourism training. QRC has the support of local employers to provide internship opportunities. The success of the internees is attributed to the PTE's understanding of the local environment and providing support to students to meet local needs.

Each programme takes around two years to complete, with approximately 10 or 12 students deferring terms 3 and 4 to spend a longer time on the internship component of the programme. This demonstrates the programmes' flexibility in meeting students' needs to gain more experience during a busy tourist season, such as the ski season, before returning to complete their studies. Very few students do not return from internships as they understand that the completion of the qualification will help them secure a good job on graduation. Employers support their internees to return to complete, as evidenced by the high number that employ them full-time once they graduate.

The internship manager is responsible for matching students with an employer in the sector they wish to work for. Some of the opportunities are international and the internship manager ensures that the students understand what is required of them and the context in which they will be working before they go. One current student has been given an internship with an international hotel chain in Europe, and other students, including those on the Tai Tokerau programme, are completing internships on island resorts. The students' performance is monitored with a self-report required after three months and at the end of the internship. This includes feedback and ratings on skills from the employer, which the internship manager

checks to see whether their needs are being met. The success of the internships is seen in the positive relationship QRC has with industry employers, the success of students in gaining part-time work while they complete their studies, and in gaining full-time positions on graduation with internship employers.

Tutors are supported in their role with a handbook around the policies and practices and the resources they require. The EER team observed a tight, collegial team whose members supported each other and spoke highly of the support the organisation gave them. Tutors are encouraged to pursue independent professional development activities, such as one staff member who is completing a postgraduate qualification. Another example is where staff were funded to attend external conferences. Tutors' performance is closely monitored using course outcomes, moderation feedback and classroom observations.

Tutors provide a report at the end of each term, reflecting on how well the term went and any issues. This is used to identify changes in the way the programme is delivered or modifications made to content. Multiple examples were provided to the EER team where the changes have led to improvements. One example is the students' feedback leading to changing the workplace learning block in the first year. The students felt that completing a work shift once a week over six weeks was not giving them enough continuity to learn progressively, as they had to start again each week. The decision was made to change this to a week-long workplace block. The students are happier with this as they said it gives them a better understanding of the day-to-day operations of the workplace.

All final assessments are moderated internally. All assessment materials have been moderated to ensure they are valid. Where integrated assessments are used to assess more than one paper, each tutor initially marks the assessment, then both tutors come together to review the weighting and ensure the assessment decisions are consistent. The organisation has recently appointed an external moderator to review all assessments for checking the quality of assessments and for consistency. These practices provide assurance that the assessments are valid and meet the required standards. QRC is not required to engage with external moderation as yet but will once it begins delivering the Certificate in Cookery.

A programme committee reviews the programme structure twice a year using industry advisory group feedback, course results, tutor reports, student feedback, and moderation feedback. Any changes to the programme content or structure are discussed with academic staff. QRC shares information about changes at regular staff meetings.

Overall, QRC demonstrates a continuous improvement culture that is responsive to making changes based on course analysis, feedback and research. It monitors any changes made to ensure it continues to provide relevant, up-to-date programmes for the hospitality and adventure tourism sectors. Ongoing industry support also confirms that the programme and activities are meeting industry 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**.

QRC provides excellent support for its students, as shown in the high achievement rates and student satisfaction (see Findings 1.3). Students are interviewed before they enrol to check whether they would be suited to the industry. This involves checking academic and sporting achievements, and whether they have any experience in the industry or have held leadership roles in school. QRC also meets with parents to provide them with information about what QRC does and the support offered. QRC provides a thorough induction once students are accepted into the programme. Students receive a handbook outlining the programme structure, assignments, exam timetables and assessment requirements. Students also receive contact details and information about using the Moodle online learning platform.

International students are interviewed before they arrive to ensure they will be a fit for the college and have the support they require. International student satisfaction and feedback to the EER team showed that the students found QRC was highly supportive. International students integrate well with the domestic students, which is attributed to the accommodation provided and key support staff available to help the students settle into the college.

All students are able to be accommodated in one of the two lodges owned by QRC in Queenstown, which the majority do because it offers them affordable and convenient accommodation. QRC has chosen to do this as Queenstown is short of clean, safe and affordable accommodation. There is an accommodation manager at each site, as well as two student resident attendants whom students turn to for help if needed. The nature of the accommodation arrangements helps the students get to know each other, and students work together on social activities led by the appointed resident attendants, such as cultural evenings, which also helps integrate international students.

Early on in the programme, students learn more about what part of the sector they want to work in and the internship coordinator uses this to match their expectations with a suitable internship. The coordinator provides support with interview preparation, CV writing and cover letters to apply for the internship. Students said this was very helpful.

Students provide reflections on their internship, which highlights soft skills gained. This is used alongside internship employers' feedback to monitor student progress and their engagement with the learning. Student learning is also demonstrated by student-run events. Each cohort is required to run an event from planning to end to

see them applying skills relevant to the industry. This exercise teaches self-management, teamwork and administration skills.

QRC also provides accommodation for Tai Tokerau students in Paihia. Tai Tokerau students have different needs from those based in Queenstown. In recognition of this, QRC has employed staff with the appropriate skill-sets to support these students with learning, many of whom have not achieved a formal qualification previously. The organisation is successfully setting the boundaries to show difficult students how far staff will go to help them to succeed. This approach is showing success with only one case where a student was suspended. The recent appointment of a husband and wife as accommodation managers was purposeful to reflect the pastoral care approach that was suited to the learners' needs.

The points system is another incentive used to engage students with the learning. Students are awarded points for participating in student events and completing community work, as well as achievement of good grades and an attendance record. The student council has two representatives from each class and includes international students. The council meets monthly to organise events and see where students could receive more support.

The organisation uses information gathered at various stages, from self-reports, student evaluations, points system and exit interviews, to understand how well learners are engaging and to see where they can improve. This is working well to provide the comprehensive support required for students to complete and gain employment within their chosen sector.

1.5 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**.

QRC is well resourced, with strong leadership and direction. The chief executive's previous industry management experience helps to provide credibility to decision-making around educational and organisational direction. The chief executive brings a personable, professional approach which helps to communicate the mission of the organisation to staff and the industry.

The organisation aims to provide quality training to produce highly trained people for the industry. It is achieving this by providing accommodation and qualified staff, and setting professional and academic standards for students. An example of this is the wearing of student uniforms, as many parts of the sector require a high standard of presentation.

The organisation values its staff and supports them with a wide range of resources. The mission and values of the organisation are reviewed by the values committee using staff feedback. The feedback shows that staff are supportive of the mission and believe the values are meaningful.

Educational outcomes are reviewed at all levels, including tutor meetings, academic manager reviews and at board meetings. Any decisions around organisational changes are reported to the governance board of five, including the chief executive, who are involved and passionate about QRC's role in the industry. The board membership covers a broad range of skill-sets, from financial management industry experience to educational management experience, which enables them to make informed decisions around financial planning, risk mitigation and pastoral care.

The board seeks opportunities to give back to the community, as evident with the Ambassador programme, the community work students do as part of their programme, and secondary school career workshops. The board also demonstrated a strong understanding of employers' needs as shown in the high regard the organisation is held by industry. Industry feedback and research is used by the organisation to plan for future learning opportunities, such as new e-learning initiatives and extending educational activities to support industry recruitment.

Overall, the organisation has excellent resources and capability to review educational achievement to continue to produce industry-qualified and desired graduates.

1.6 How effectively are important compliance accountabilities managed?

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**.

There is clear evidence that the organisation is managing its compliance requirements. A key strength is the organisation's comprehensive review of its pastoral care and support of international students using the Education (Pastoral Care of International Students) Code of Practice guidelines. QRC is clearly compliant with the intent of the code in managing educational agents, ensuring students' visas and insurance are up to date and ensuring that the support is appropriate.

QRC has adhered to all NZQA programme requirements and has notified NZQA of any changes, as required. The recent approval for programme development and new accreditation supports that the organisation is complying with requirements.

The organisation has also submitted the required compliance declarations and conflict of interest forms.

QRC has an up-to-date quality management system covering all of its activities, from health and safety, to programme delivery in Tai Tokerau, staff performance appraisals, as well as managing the Malaysian internship component. The quality management system provides clear guidance for staff to ensure they carry out their roles in accordance with compliance requirements. The EER team has no concerns with any aspects of the organisation's ethical or legal practices.

Focus Areas

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

2.1 Focus area: Diploma of Hospitality Management (Level 5)

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: Diploma of Adventure Tourism Management (Level 5)

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

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

2.3 Focus area: International student wellbeing and 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

There are no recommendations arising from the external evaluation and review.

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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