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External Evaluation and Review Report

Fruition Horticulture (BOP) Limited

Date of report: 15 February 2023

About Fruition Horticulture (BOP) Limited

Fruition Horticulture (BOP) Limited (Fruition) is a horticulture consultancy and private training establishment (PTE), providing training and industry expertise throughout New Zealand.

Type of organisation:	Private training establishment
Location:	150 The Strand Extension, Tauranga
Code of Practice signatory:	No
Number of students:	Domestic: year to September 2022 – 620 students (45.85 EFTS – equivalent full-time students). Not disaggregated for Māori, Pasifika and/or disability as yet. 2021: 898 students (56.1 EFTS); Māori 173 students, Pasifika 488 students, students with disability: nine International: nil
Number of staff:	14 full-time, 22 part-time
TEO profile:	See Fruition's provider page on the NZQA website Before the previous EER, Fruition delivered: <ul style="list-style-type: none">• Individualised foundation-level training (the Vakameasina programme) to Pacific Islanders brought to New Zealand under the Regional Seasonal Employment Scheme• A Foundation Learning for Employment Level 1 Certificate• Teaching and assessment for the Primary Industry Training Organisation (ITO) on Level 3 and 4 Certificates• Teaching for Lincoln University on their Level 5 Diploma.

Since the previous EER, Fruition has gained approval and accreditation to deliver a Level 2 New Zealand Certificate (2019) and Level 6 New Zealand Diploma (2021), as well as continuing to deliver increased occurrences of Vakameasina, the Primary ITO courses, the Lincoln diploma, and providing short-duration, bespoke horticultural skills courses. The new programme additions were in response to a need in the industry and to attract Tertiary Education Commission funding. Both programmes have resulted in increased administration, programme and compliance accountabilities with the level 6 requiring a much higher level of academic oversight and responsibility than previously experienced.

Last EER outcome:

In 2018, Fruition was Highly Confident for both educational performance and capability in self-assessment.

Scope of evaluation:

- Tū te Wana: Foundation for Employment to Horticulture (Level 2) [ID: 124809] leading to the award of 2218: New Zealand Certificate in Primary Industry Skills (Level 2) with optional strand in Self-Management and Employability Skills (hereafter to be referred to as Tū te Wana)
- Fruition Diploma in Horticulture Production (Process Improvement) (Level 6) [ID: 126345] leading to the award of 2667: New Zealand Diploma in Horticulture Production (Level 6) with strands in Process Improvement and Product Development Agriculture Environmental and related studies (hereafter to be referred to as Level 6 Diploma)

MoE number:

7804

NZQA reference:

C50678

Dates of virtual EER visit:

11-13 October 2022

Summary of results

Regular analysis and use of stakeholder feedback, information drawn from industry interactions and achievement data has led to effective self-assessment, resulting in improving outcomes and programme review. There are opportunities to develop level 6 programme self-assessment activities. The increasing technology resources are on track to provide greater insight and information for closer management of accountabilities.

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| Highly Confident in educational performance | <ul style="list-style-type: none">• Regular analysis of feedback and achievement data enables effective decision-making which has improved or maintained course and qualification completions. Life and work-related skills and knowledge are seen as equally important as academic achievement and are actively fostered.• Regular interaction with industry and use of tutor and student feedback mechanisms provides an understanding of the value of outcomes for the stakeholders. Formal capture of anecdotal feedback and the alignment of skills and knowledge to the graduate profile outcomes (GPOs) will strengthen current self-assessment and review. |
| Confident in capability in self-assessment | <ul style="list-style-type: none">• Regular interaction with all stakeholders ensures Fruition's programmes remain relevant, current and able to meet emerging needs. Academic standards and integrity are maintained through making assignments real-work related.• Robust moderation and ratification processes ensure assessments remain valid and consistent. Feedback to students is monitored to ensure it remains timely and instructive. Matters arising are responded to through analysis of the information available.• Early and regular interaction ensures Fruition staff know what support best meets their students' needs. They actively work to provide opportunities to enable students to remain engaged with their learning. Self-assessment of feedback and listening to students and staff in forums influences change at Fruition. Adjusting the questions asked to reflect the |

differing environments and experiences within each programme could strengthen understandings currently gained.

- Governance and management provide strong, informed purpose and direction and work closely with their staff towards creating sustainable growth in training. Continuation of current activity to strengthen academic and data oversight will more fully inform academic and accountability decisions. Staff are developed and supported to fulfil their roles.
- Fruition manages its compliance accountabilities and health and safety requirements through regular monitoring and assignment of roles to various staff for oversight. Issues have arisen with credit reporting and confirming programme prerequisite requirements. New procedures have and are being developed to mitigate any future occurrences.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Fruition provides training from level 2 through to level 6 throughout New Zealand. Some of the training (levels 3-5) is delivered on behalf of other organisations, so those students are not Fruition's. Achievement data for the level 5 qualification indicates that students tutored by Fruition staff consistently perform at a higher rate than those students engaging with the same programme with other educational organisations.</p> <p>With two of the three Fruition programmes at foundation level, achievement is not just about completing courses and qualifications. Achieving increased communication skills, confidence and transferable life and work-related knowledge is of equal importance and is actively fostered throughout study.</p> <p>Fruition commenced delivery of the Tū te Wana (Level 2) programme in 2019. Regular analysis of disaggregated achievement data and student feedback has informed annual programme reviews and an increase in qualification completions² from 33 per cent to 68 per cent (year to date 2022) since that first cohort.</p> <p>As Māori students make up most of the student body per intake, it is not unexpected that Māori are achieving with a similar profile to that of the overall figures. Pasifika and students with disabilities are achieving at a similar if not higher rate to those who are not Pasifika or have a disability.</p> <p>The Level 6 Diploma is still within its first iteration, with Fruition having commenced delivery in 2021. For those papers fully completed, completion has been strong³, with students</p>

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

² See Tables 1-4, Appendix 1 for Tu te Wana (Level 2) programme completion data.

³ See Table 5, Appendix 1 for the Level 6 Diploma paper completion data.

	<p>positively attesting to the applicability of the skills and knowledge they have gained so far.</p> <p>Across all of the programmes delivered by Fruition, the reasons for withdrawals are understood and considered when reviewing papers or programmes. Also, an increasing percentage of students on the Tū te Wana programme have been completing⁴ the qualification. Fruition does anecdotally understand the reasons why students do not complete and research is planned to further understand the non-completions seen in the Level 6 Diploma. How the anecdotal knowledge has and will be used to inform the Tu te Wana programme review is not evident.</p> <p>Overall, Fruition is focussed toward reducing the loss of students without qualifications (in particular, those who are Māori or Pasifika) and increasing their understanding of what these students progress to.</p>
Conclusion:	<p>Regular analysis of feedback and achievement data has enabled Fruition to make effective decisions that have improved or maintained course and qualification completions. Solutions addressing the significant number of students not completing courses and qualifications are still to be seen. Life and work-related skills and knowledge are seen as equally important as academic achievement and are actively fostered throughout study.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Regular interaction with industry and use of feedback from students provides Fruition with insights that are used to meet gaps in the industry through the training delivered. Students from all levels have attested to gaining skills and knowledge that they can use either immediately in their current employment or when they enter employment.</p> <p>The Tū te Wana programme provides a vehicle for disengaged learners to be re-engaged with education. Youth-related</p>

⁴ See all tables, Appendix 1 for the data around non-completions.

	<p>government agencies, families/whānau and local secondary schools have fed back positively about the changes seen in their students. In 2021, 80 per cent of the level 2 students who qualified moved into higher-level study or employment. Formal capture and recorded understanding of the progression of the significant number of students who do not complete the qualification would further support self-assessment and review.</p> <p>Tū te Wana students attest to gaining skills and knowledge such as capability to work as a team, a feeling of empowerment, financial literacy (through paid work experience) and driver's licences that support them into continuing with their education goals or into employment. Feedback gained through course evaluations and the post-graduation support helps Fruition's understanding of the value of the outcomes. This would be further strengthened through formal capture of:</p> <ul style="list-style-type: none"> • anecdotal feedback gained from graduates, employers and industry • the use of skills and knowledge outlined in the graduate profile outcomes (GPOs) in employment or higher-level study. <p>As most of the Level 6 Diploma students are employed in horticulture, the value can be seen in the students' strengthened knowledge base and confidence. At the time of the EER, there were no graduates. Fruition has plans to gather employer and graduate to inform subsequent self-assessment.</p> <p>Fruition is engaging with iwi in the Hawke's Bay region which has informed its reviews, particularly around the Tū te Wana programme. Tutors have strong connections within local iwi and the organisation has longstanding and memorandum of understanding relationships with iwi-run businesses. Formal capture of feedback from these iwi bodies could strengthen the current self-assessment completed.</p>
<p>Conclusion:</p>	<p>Fruition's regular interaction with and responsiveness to industry, use of work placement and student feedback mechanisms gives an understanding of the value of the training outcomes for stakeholders. Formal capture of anecdotal feedback and graduate and employer feedback using questions aligned to GPOs will strengthen current self-assessment and review.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Fruition ensures relevant programmes that meet the emerging needs of stakeholders in a number of ways: its own consultancy arm; access to the latest national and international research; a regular presence on industry groups; attendance at sector workshops and conferences; and use of snapshot forms, forum questions and course evaluations from tutors and students.</p> <p>Regular review of delivery and assessments alongside student, tutor and stakeholder feedback has prompted both minor and significant changes to programme design and delivery. The 2022 change of unit standards delivered in the Tū te Wana programme – which has allowed better meeting of needs and has contributed to the increase in successful completions – is an example of the deliberate nature and effectiveness of programme review undertaken.</p> <p>Programmes are delivered using a variety of activities designed to use the insights and experiences brought by each student within a class group. Regular discussions and group-based work meet different students' learning needs and keep them engaged. Authenticity of work is maintained through working with students to show their understanding or using naturally occurring evidence, areas of interest and own reflections as the basis of project work.</p> <p>Assessment occurs when students are ready. Marking rubrics ensure consistency of marking throughout the delivery sites, with rigorous internal moderation and results ratification ensuring consistency. Annual external moderation confirms this. Moderation results are mainly positive, and any feedback is actioned and used for self-assessment and review purposes.</p> <p>With 16 assessments occurring over the 16-week programme, Tū te Wana tutors provide feedback quickly so that students can continue with their learning informed about their progress. Feedback to the diploma students had been timely, but during 2022 has slowed down (though still within policy guidelines). Peer observations and student feedback has been used to understand the issue and rectification is occurring.</p>

Conclusion:	Through regular and rigorous interaction with all stakeholders, Fruition ensures its programmes remain relevant, current and able to meet emerging needs. Robust moderation and ratification processes ensure assessments remain valid and consistent.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Applicants and students have multiple ways of accessing information and advice about their study. They are supported by having close access to and relationships with their tutors. Having an initial interview with whānau and support persons present ensures students' needs, environment and goals are identified prior to training.</p> <p>Tutors monitor attendance and the students each time they engage with them, to inform their understanding of each student's emerging needs. Contact with whānau, adjusted delivery or accessing appropriate external assistance are ways that Fruition staff provide individualised support. Progress charts and the halfway checkpoint⁵ during the programme are further mechanisms used to enable students to gauge their progress and have conversations about any concerns currently held. Students attest to feeling supported and understood throughout their studies.</p> <p>Multiple mechanisms, such as providing transport and food and an online learning platform that mirrors the on-site, are examples of Fruition's considered approach to minimising barriers to learning. Capability assessment and embedding of literacy and numeracy in daily learning activities further strengthens students' engagement with their studies. Fruition's identification of the need for a more rigorous application of the programme's entry</p>

⁵ The Level 6 Diploma programme had one checkpoint scheduled for halfway through the programme. This provided these students with a dedicated chance to discuss pastoral and learning issues additional to discussions with tutors. This mechanism has proven so effective, checkpoints are now provided one time per paper rather than once during the two-year programme.

	<p>requirements has reduced previously unforeseen barriers to success.</p> <p>Through understanding the different academic levels of students engaged with, Fruition actively supports inclusivity. Team-building activities, group work and class groups on social media sites provide students with avenues to engage with each other and develop academic, professional and social networks. Student representatives from around the country and from each programme also attend student forums. Students appreciated the chance to interact with students outside of their programmes, and there is evidence that this has provided unexpected networking opportunities.</p> <p>However, as with the course evaluations, a need to nuance the questions asked to reflect the different experiences and needs at each level of training would strengthen the information currently gathered. Likewise, training students in their roles as a student representative and providing the questions to be discussed prior to the forum could ensure the voices heard reflect the whole student body.</p>
Conclusion:	<p>Fruition is aware of what support best meets their students' needs and actively works to provide opportunities to enable students to remain engaged with their learning. Self-assessment influencing change is evident; however, adjusting the questions asked of students to reflect the environment and experiences within each programme would enable more targeted self-review .</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Fruition's organisational purpose and direction is clear and informed regularly through board, management and staff engagement, internally and externally with industry. The board focusses on long-term strategic planning informed through international and national activity, while management and tutorial staff set, work towards and report against annual goals.</p>

	<p>Initiatives such as snapshots⁶ and annual educational hui inform the setting of the annual goals and contribute to the organisation’s philosophy of continuous improvement. The industry advisory role of the academic committee provides valuable insights into programme content.</p> <p>Fruition plans to establish an ethics committee to enable learners to expand their current study to include social research that protects privacy, shows awareness of personal, professional and social sensitivities, and addresses the principles of mātauranga Māori.</p> <p>An increase in management roles is supporting sustainable growth for Fruition. Investment in technology resources allowed Fruition to:</p> <ul style="list-style-type: none"> • pivot quickly during Covid, supporting continued delivery • develop equivalency between modes of delivery. Seamless and frequent movement by students between on-site and online learning occurs, and students attest to and appreciate the flexibility and support. The teaching and learning experience, specifically facilitation of class discussions, is not equitable and could be improved. <p>Adoption of a new learning management system is now allowing for data to be used in increasingly more sophisticated ways. This potentially supports increased informed understanding, self-assessment and meeting of compliance accountabilities such as reporting of credits as per the NZQA requirement.</p> <p>Staff are employed for their experience and qualifications that relate to the roles they undertake in the organisation. Annual observations and regular team and management meetings inform feedback into practice and professional development. Annual education hui provide professional development opportunities where all staff require the same training (Mental Health 101, understanding the new Code of Practice). This does not preclude individuals developing their tertiary training or horticulture skills and knowledge as needed. Staff attest to</p>
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⁶ Snapshots are questionnaires given to tutorial staff to gauge their knowledge and understanding against the external evaluation and review (EER) key evaluation questions (KEQs) and tertiary evaluation indicators (TEIs). These questionnaires are completed individually or in group settings to provide insight into self-assessment practices, professional development and organisational goal-setting. Rephrasing/nuancing the KEQs and TEIs in the context of Fruition and its operations could extract more insights for managements use in strategic planning.

	feeling supported as for example the Tū te Wana tutors who are provided regular clinical supervision to ensure their personal wellbeing.
Conclusion:	Strong, informed governance works closely with Fruition staff towards sustainable growth in training. Instituting further academic and data oversight will more fully inform academic and compliance management decisions. Staff are developed and supported to fulfil their roles.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Fruition manages the meeting of its compliance accountabilities through the use of a compliance calendar and particular staff allocated with the responsibility for monitoring and meeting certain requirements. During the EER, the Fruition procedure for reporting credits after completion of a programme was discussed and the NZQA expectation for reporting within three months of assessment clarified. The data management staff member discussed new mechanisms that were being and would be used to rectify the significant issue of late reporting of credits. The short duration of the Tū te Wana programmes has meant that, to date, no students had reported being unduly affected by their credits being reported late.</p> <p>Regularly updated policies and procedures occur either every two years or as needed with programme review and evaluation. Measures that will allow for stricter adherence to the entry requirements set by Fruition in the Level 6 Diploma programme documentation should ensure student success potential is improved.</p> <p>Health and safety activity, monitoring and maintenance is highly important in a sector where serious injury can occur. Rigorous mechanisms are used to ensure a high degree of health and safety on site and when visiting industry. A new role is being developed to increase oversight of this area and to manage the comprehensive risk register that is kept.</p> <p>Students and staff are informed of their rights and the expectations through the website, the online student portal,</p>

	<p>contract memorandums of understanding, student handbooks and notifications/reminders on the walls of each teaching space. Fruition has and continues to analyse its activity against the requirements of the Pastoral Care for Tertiary Students (International and Domestic) Code of Practice 2021, including any further actions needed within each annual plan for improvement.</p>
<p>Conclusion:</p>	<p>Fruition manages its compliance accountabilities and health and safety requirements. Some misunderstanding of compliance accountabilities have been recognised by Fruition and they are addressing them. This is reflected in the regular updating of policies and procedures.</p>

Focus areas

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

2.1 Tū te Wana: Foundation to Employment in Horticulture [ID: 124809] leading to the award of 2218: New Zealand Certificate in Primary Industry Skills (Level 2) with optional strand in Self-Management and Employability Skills

Performance:	Excellent
Self-assessment:	Good
	<p>Programme participation, retention and completion rates for 2019-22 have shown consistent growth and improvement as a result of self-assessment bringing about effective programme review. For example, between 2019 and 2022, student completions numbers have grown from 13 to 47, and overall completion rates from 33 to 60 per cent. Capture of the anecdotal knowledge held around the reasons for non-completion would further support the review decisions currently occurring.</p> <p>Design and delivery provides disengaged youth a second chance at education through a focus on skills and knowledge that support them in life and into employment or higher-level study. The use of Te Whare Tapa Wha each day ensures delivery and support are adjusted to maximise learning opportunities and success for each individual.</p> <p>Support begins prior to enrolment and includes external support services and family/whānau, allowing development of proactive, holistic responses to identified needs. Daily and weekly meetings with students, other Tū te Wana staff and management (and if needed, the community) ensure individual goals are worked towards and emerging needs are addressed in a timely manner.</p>

2.2 Fruition Diploma in Horticulture Production (Process Improvement) (Level 6) [ID: 126345] leading to the award of 2667: New Zealand Diploma in Horticulture Production (Level 6) with strands in Process Improvement.

Performance:	Good
Self-assessment:	Good
	<p>This is a new programme of study designed and developed in response to an industry need. It is the first programme that Fruition has developed from inception to delivery at this level of academic study. During this first iteration of delivery, the evaluation team noted that a number of areas have emerged where changes have been made in response to experiences or events. This indicates Fruition engages in self-assessment and programme review. Although Fruition has subject expertise and relations with industry, their understanding and employment of academic processes needs strengthening. These include:</p> <ul style="list-style-type: none"> • continuing in the establishment of an ethics committee to allow learners to expand their current levels of research • more systematisation in the validation of student experience and English language capability in line with what is outlined within the approved programme documentation • ensuring timely marking and feedback is maintained.

Recommendations

Recommendations are not compulsory but their implementation may 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 Fruition Horticulture (BOP) Limited consider:

- For all Fruition programmes, formally capture anecdotal feedback gained from graduates, whanau/families and employers to further inform their self-assessment and review of the value of training and training outcomes.
- Plan for and institute a policy and procedure for gathering destination-related data that demonstrates use of skills and knowledge as outlined in the GPOs for all New Zealand qualification programmes. This will enable Fruition to demonstrate that they are assessing the requirements of the qualification and are prepared for consistency reviews of those qualifications.
- Develop mechanisms that will enhance academic standards, such as showing how students meet the entry requirements outlined in the Fruition Level 6 Diploma programme documentation. This will address support and learning issues that have arisen to date.
- Rephrase the NZQA KEQs and TEIs used as questions into the context of Fruition and its operations to extract more targeted insights for management's use in strategic planning.
- Develop the academic committee to provide the academic insight for the higher-level programmes.

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 Fruition Horticulture (BOP) Limited to:

Accurately report credits for students within three months of assessment as outlined in the Consent to Assess against Standards in the Directory of Assessment Standards Rules 2021, Part 2 13(1)(b).

Appendix 1

Table 1. Overall Tū te Wana (Level 2) achievement data

Data	2018	2019	2020	2021	2022
Total	N/A	39	34	77	69
Withdrawals	N/A	7	3	9	12
Did not complete	N/A	19 (49%)	15 (43%)	27 (35%)	11 (16%)
Programme completions	N/A	13 (33%)	14 (41%)	41 (53%)	39+7 pending (66%) ⁷

Table 2. Tū te Wana (Level 2) Māori achievement

Data	2018	2019	2020	2021	2022
Total	N/A	35	24	61	52
Withdrawals	N/A	7	2	6	10
Did not complete	N/A	15 (43%)	14 (58%)	19 (31%)	7 (13,5%)
Programme completions	N/A	13 (37%)	8 (33%)	36 (59%)	30+5 pending (67%)

Table 3. Tū te Wana (Level 2) Pasifika achievement

Data	2018	2019	2020	2021	2022
Total	N/A	4	3	9	10
Withdrawals	N/A	1	0	3	1
Did not complete	N/A	3 (75%)	0	0	2 (20%)
Programme completions	N/A	0 (0%)	3 (100%)	6 (67%)	6+1 pending (70%)

⁷ If divided between the two intakes per year, the completion rate is 68 per cent per intake.

Table 4. Tū te Wana (Level 2) students with disability achievement

Data	2018	2019	2020	2021	2022
Total	N/A	4	4	10	3
Withdrawals	N/A	1	0	1	1
Did not complete	N/A	0	2 (50%)	4 (40%)	0
Programme completions	N/A	3 (75%)	2 (50%)	5 (50%)	2 (67%)

Table 5. Overall Fruition Diploma (Level 6) Year 1 (3 papers) achievement data

Data	2021 (level 6 = 6.001)	2021/ (level 6 = 6.002)	2021/ (level 6 = 6.003)
Total/per course not year	36	31	27
Withdrawals/per course not year	6	2	1
Did not complete course	8 (22%)	5 (16%)	9 (33%)
Course completions/course not year	22 (61%)	24 (77%)	17 (63%)

Table 6. Fruition Diploma (Level 6) Year 1 Māori achievement data

Data	2021 (level 6 = 6.001)	2021 (level 6 = 6.002)	2021 (level 6 = 6.003)
Total	10	9	6
Withdrawals	0	1	0
Did not complete	3 (30%)	3(33%)	5 (83%)
Course completions	7 (70%)	5 (56%)	1 (17%)

Table 7. Fruition Diploma (Level 6) Year 1 Pasifika achievement data

Data	2021 (level 6 = 6.001)	2021/ (level 6 = 6.002)	2021/ (level 6 = 6.003)
Total	1	1	1
Withdrawals	0	0	0
Course completion	0	0	0

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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. 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 fraud⁸*
- 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.*

⁸ 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.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz