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External Evaluation and Review Report

VisionWest Community Trust

Date of report: 20 December 2021

About VisionWest Community Trust

VisionWest Community Trust (VisionWest) is a sizeable not-for-profit organisation offering community services throughout New Zealand. It also owns and operates a small PTE, known internally as the Education and Training Centre (ETC) which operates from their Glen Eden site. ETC offers foundation education in hospitality, retail, literacy and numeracy as well as a literacy tutor qualification.

Type of organisation:	Private training establishment (PTE)
Location:	95 Glendale Road, Glen Eden, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 37 students were enrolled at the time of the external evaluation and review (EER) 16 funded, and 12 unfunded equivalent full-time students (2019) ¹ Students are mainly under-25, Māori and/or Pacific students i.e. Tertiary Education Strategy priority learners ²
Number of staff:	Full-time equivalents: four teaching and seven support staff; part-time equivalents: two teaching staff
TEO profile	VisionWest Community Trust
Last EER outcome:	At the previous EER, conducted in September 2019, NZQA was Confident in VisionWest's educational performance, and Not Yet Confident in their capability in self-assessment.
Scope of evaluation:	There are two focus areas: <ul style="list-style-type: none">• The Tertiary Education Commission (TEC) funded New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5) (ID: 122591)

¹ Annual Fee form information, as submitted to NZQA August 2020.

² [The Statement of National Education and Learning Priorities and Tertiary Education Strategy 2020](#)

Referred to within as NZCALNE.

- The TEC-funded Youth Guarantee programme offering students flexible study pathways, including the New Zealand Certificate in Retail (Customer Service and Sales Support) (Level 2) (ID: 121615); New Zealand Certificate in Hospitality (Level 2) (ID: 119202); and the Vocational Pathway (NCEA Level 2) (ID:115554)

MoE number: 7944

NZQA reference: C45313

Dates of EER visit: 17 (on site) and 25 (virtual) August 2021

This evaluation was interrupted by the sudden Covid-19-related level 4 lockdown of 17 August 2021. NZQA acknowledges the commitment to completing the evaluation visit, albeit virtually, under level 4 conditions by VisionWest staff and students.

Summary of Results

The VisionWest PTE is relatively small but programmatically complex.³ It benefits from close proximity to numerous specialist services. It is meeting a range of important learning and support needs for mostly under-served young people. The menu of programmes, services and activities is effective in engaging and supporting students to discover new directions and achieve educationally. The Adult Literacy and Numeracy programme is well run and has strong support from the funder, stakeholder tertiary education organisations (TEOs) and students. Self-assessment has improved – in particular the analysis of student achievement – but there are opportunities to further strengthen it. Compliance management is still an area of weakness.

Confident in educational performance

Governance and management value and support the work of ETC. Changes are made taking into account student and stakeholder needs. Policy, planning and review activities are all suitably documented.

One-to-one student mentoring, employment-focused guidance, workplace skills training and intensive literacy and numeracy support are contributing to a well-engaged student group and improving rates of achievement and further outcomes.

Confident in capability in self-assessment

Funder delivery requirements and performance targets are being met, as evidenced by the expansion of funding sources and programme pathways.

The facilities and resources available to students for their learning and socialisation needs are of high quality.

Self-assessment improvements are apparent. A systematic plan for improvement, catalysed by the last EER outcome, has been actioned with further self-identified developments well underway.

Data awareness and representation of evidence for use in team meetings and performance discussions has markedly improved, but still has some limitations.

³ ETC is delivering programmes from a range of funding sources, including the TEC (x2), Ministry of Social Development (MSD) (x2), Te Puni Kokiri (x1), and Ministry of Education (x1). These run simultaneously but in a complementary way, offering learner pathways.

Key evaluation question findings⁴

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence: (See also Appendix 1)	<p>Youth Guarantee students are gaining confidence and useful vocational knowledge and skills. The course completion target is 75 per cent, and at the time of the EER course completions were 77 per cent. Achievement rates have generally improved, and the gap between Tertiary Education Strategy priority students⁵ and others has reduced. This picture has been impacted by the reduction in student numbers due to the closure of a sizeable construction programme, and some student attrition in 2020 associated with pandemic lockdowns.</p> <p>In 2020, five students achieved the New Zealand Certificate in Hospitality (Level 2), and seven more in the year to date; two students completed the New Zealand Certificate in Retail (Customer Service and Sales Support) (Level 2) in 2020, and three more in 2021. Over 50 per cent of these students had no previous qualification, and a sizeable proportion were not in employment, education or further training before enrolling.</p> <p>Although useful post-training surveys reflect consistently positive student feedback, ETC's self-assessment did not present information on literacy and numeracy gains, or data on NCEA achievement through completions of the Vocational Pathway.</p> <p>Most of the NZCALNE students are currently employed as tutors, and most have a prior qualification. Since the last EER there have been 41 graduates and 31 new enrolments in this 40-week programme, which has rolling intakes. These students affirmed that the programme enhanced their skills and abilities, and the knowledge is being directly applied in their literacy and</p>

⁴ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁵ [The Statement of National Education and Learning Priorities and Tertiary Education Strategy 2020](#)

	<p>numeracy teaching.</p> <p>The number of NZCALNE students enrolled since the last EER has dipped and completion rates have slowed⁶, which gives caution around interpreting the increase in the qualification completion rate. Regardless, the gap between priority group student achievement and other students has reduced based on 2021 year-to-date data, and funder targets and requirements are being met.</p>
Conclusion:	<p>Students achieve well, and analysis and use of data has improved. A stable picture of overall achievement is difficult to establish due to cessation of the largest Youth Guarantee programme, and some impacts arising from the lockdowns. There are still further opportunities to gather and report achievement more robustly (see Recommendations).</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The Youth Guarantee focus area has relevant vocational content for re-engaging young people with formal education. The service sector content provides a good learning medium for developing confidence and other capabilities and has potential transfer into local employment where there are numerous related job openings. Students strongly agree that they have improved their communication skills and cross-cultural knowledge and have gained technical skills and abilities within the topics covered.</p> <p>NZCALNE contributes to addressing the nationwide need for vocational tutors with specific knowledge and skills for meeting literacy and numeracy needs within workplaces or within foundation programmes. This includes applying sector-wide tools such as the adult literacy and numeracy assessment tool and embedding literacy learning into materials for teaching and assessing. The students and graduates report satisfaction with the programme and application of the skills learned. Several commented that their understanding and confidence to use the literacy and numeracy assessment tool and the learning</p>

⁶ Successive Covid-related lockdowns, particularly in Auckland, have led to some student disengagement: they practise their skills in programme settings but also in workplaces and so have had restricted opportunity to interact with students as required by the programme.

	<p>progressions had improved.</p> <p>ETC offers a range of other youth-orientated interventions. These include an alternative education programme; employment of an MSD-funded Youth Justice facilitator and NEETs⁷ mentors, and offering a new Te Puni Kokiri-funded programme, Pae Aronui. The outcomes outlined by ETC to the evaluators within these other programme areas indicate valued outcomes occurring in non-focus areas.</p> <p>Eighty per cent of Youth Guarantee graduates responding to a survey in 2021 had gained employment or progressed to further study at a range of other TEOs.⁸ The reporting of this data had limited narrative and required deeper investigation by the evaluators. Appendix 2 provides a brief profile of two recent students and is illustrative of others described in self-assessment or promotional material made available to NZQA. Handling of outcomes data generally could be better focused.</p>
<p>Conclusion:</p>	<p>Graduate case studies, analysed data extracted from student surveys by ETC, and evaluators' interviews with NZCALNE stakeholders and graduates all support a view that VisionWest is offering needed and high-value programmes. The full extent of that value would require more robust self-assessment and evidence linking needs assessment with achievement and outcomes (aka 'distance travelled') – be they improved wellbeing, further education or employment.</p>

⁷ Young people not in education, employment or training

⁸ The PTE surveyed all 59 Youth Guarantee graduates and current students from 2019-21, and this data was extracted from the 35 return responses.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>The focus area programmes are now well established, and aspects of their delivery have been subject to review and adjustment to ensure that student needs are met. One example of this is the change of location of ETC within the VisionWest site, and increased integration into the church community through access to a modern kitchen and cafe area. Students serve refreshments and assist at functions in a way that reflects a hospitality or similar customer service workplace.</p> <p>ETC is delivering a variety of complementary programmes from a range of funding sources, which run simultaneously offering learner pathways, from alternative education for students excluded from school through to workplace-based mentoring. The hospitality tutors intensively work with a small number of students, are suitably qualified and experienced, and have the scope and resources to innovate in their teaching.</p> <p>Stakeholders from two large education providers who supply multiple NZCALNE students and were interviewed by the evaluators stated their satisfaction with the programme, as did the current students and graduates. They endorsed the quality of tutoring and the online delivery platform. Based on survey feedback and evaluator interviews, the tutor provides timely, comprehensive and useful feedback to the students.</p> <p>Assessment uses pre-moderated materials. Internal moderation follows an annual plan. Peer-marking and other validity checks also occur. These practices are fair to students, are transparent and are documented. However, since the last EER, six unit standards have been externally moderated by NZQA, with 10 students' results accepted and seven not accepted by the moderators. Various activities to strengthen assessment quality are occurring. There have been no recently requested ServiceIQ moderation, and no other external moderation activity by TITOs.</p> <p>Advisory group minutes sampled do not indicate deep engagement with industry, and the industry stakeholders contacted were either associated quite closely with the PTE or</p>

	newly engaged. The evidence available here was somewhat unconvincing, although it is apparent that ETC interacts closely with numerous employers in their area, and that graduates do get jobs related to their programme goals.
Conclusion:	Programme design and delivery is highly effective in engaging and supporting the students, many of whom may not have enjoyed formal education previously. Assessment in the Youth Guarantee focus area does not yet meet NZQA moderation requirements. Informal and anecdotal evidence of engagement with service sector employers needs to be supplemented with better evidence of how this shapes programme delivery.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>A key finding in the PTE’s self-assessment is the ‘increased complexity of learner needs [and increased demand for] VisionWest “wrap around” services’. The range of services available to and used by students is holistic and comprehensive.⁹ This support is offered in well-considered ways by experienced and qualified practitioners. It is shaped by the Christian ethos of VisionWest and informed by indigenous concepts of wellbeing including Whare Tapa Whā. Reflection and review of these services and how they are positioned is ongoing.</p> <p>Individual learning plans are used. Tutor logs are also used to record current needs and document referrals to other services. Student learning goals are well understood, and these are carried through to the delivery of learning insofar as this is possible. Tutors provide frequent, useful encouragement and feedback to students on their progress. The learning environment is inclusive. Student voice is heard through regular surveys and forums. Challenging situations are well managed.</p> <p>The PTE’s review of the interim domestic pastoral Code of</p>

⁹ This includes learning support, youth development coaches, counselling, emergency housing, Pātaka Kai (emergency food support), karakia/prayer, social worker assistance with probations and courts, and liaison with various government agencies.

	<p>Practice is progressing, with some aspects requiring coordination with a wider policy review.¹⁰ That said, VisionWest is well advanced in providing student care and support, as the organisation has specialist expertise on staff or on site.</p> <p>Prioritising kaupapa Māori is supported and embraced across the organisation. This focus is strategic and also reflected in practices such as karakia and mihi Whakatu. The environment created is safe and welcoming for all students and cultures.</p>
Conclusion:	<p>Student learning goals and needs are clearly identified, shape course delivery, and are flexible if students reset their goals. ETC benefits from close proximity to a diverse range of specialist support services. Data on support service utilisation, and evaluation of its effectiveness, would strengthen self-assessment under this evaluation question.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The VisionWest chief executive and board have a sound understanding of ETC and consider its needs in their decision-making. The general manager provides them with regular, detailed reports on educational achievement trends, operational highlights and issues. The VisionWest board has appointed specific additional expertise in relation to tikanga/Te Reo and Te Tiriti, and appointed a head of Māori development. These actions also help address some limitations in achievement analysis and evaluative viewpoint identified at the PTE during the last EER. Comprehensive records of decisions are kept.</p> <p>Other actions to strengthen ETC include the refocusing of support from the wider quality and evaluation team; an enhanced working relationship with the business improvement group; and making the difficult decision to suspend delivery of the building and construction programme due to performance issues and an expiring qualification.</p> <p>A Strategic Plan of VisionWest 2021-2026 describes its strategic objectives, one of which is ‘increasing community wellbeing;</p>

¹⁰ VisionWest Education and Training Centre Policy Plan (July 2021) sets out a strategic policy review cycle which will run until at least January 2022.

	<p>nurturing and supporting tamariki, rangatahi and adults in educational and employment aspirations'. There are clear, well-articulated goals and ETC is a key service provider within the larger VisionWest organisation. Staff are valued and have opportunities for professional development, and also to move within a variety of roles across the wider organisation.</p> <p>There seems to be an improved or at least more intentional integration of ETC with the wider entity. The impacts of this are as yet modest, and some components such as using the recently identified 'indicators' and 'data points' to allow better monitoring and measuring of outputs and outcomes are still formative. Nevertheless, the capability is now in place, and an intent to more powerfully measure and report data is evident. This improvement has been realised to some extent in improvements to performance data (see 1.1) and, significantly, a lift in the EER statements of confidence from this evaluation.</p>
Conclusion:	Governance and management value and support the work of the PTE, monitor achievement and plan for improvements, and provide financial and other resources. Changes are made while considering student and stakeholder needs. A weakness in compliance management is described in 1.6, which also undermines ratings for this evaluation question to an extent.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Performance and self-assessment in compliance management have been patchy, with some examples of strengthening compliance processes and the impacts of work by new staff with compliance aspects within their role. The wider VisionWest organisation has established a new team to ensure compliance in all areas, and to ensure that legal requirements are consistently met. A new position of operations and compliance manager in 2020 is focused solely on the PTE. These are needed changes.</p> <p>Programme delivery appears, as per the last EER, to meet NZQA approval. The PTE indicates that 'hours and mode(s) of delivery are monitored by tutors through class attendance registers, and according to the programme design schedules', which are centrally managed and monitored. Engagement with</p>

	<p>NZQA national external moderation systems is as required (performance is patchy as described under 1.3). Tutors conducting assessments meet consent and moderation requirements.</p> <p>A TEC audit in 2019 was largely positive. The PTE was deemed 'low risk' financially. Six audit areas complied with TEC funding rules, two required improvement, and one non-compliance was detected because of a late report. Overall, the systems and practices were acceptable, with few non-conformities.</p> <p>In 2020, results for 60 students (76 per cent of students who had results to report) were reported to NZQA outside the required three-month timeframe, almost twice the number reported late in 2019. This late reporting had decreased to 25 per cent (as at 27 June 2021, for seven students) and there were no outstanding student results at the time of the EER visit.</p> <p>There have been governance and management changes since the last EER, but no submission of the required documentation to NZQA. The PTE attended to this lapse as soon as it was pointed out (see Requirements section below).</p>
<p>Conclusion:</p>	<p>VisionWest seems to continue to lack a comprehensive NZQA compliance schedule or process to ensure all registration requirements are met in a timely way, leading to lapses. The new operations and compliance manager has already made various improvements.</p>

Focus Areas

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

2.1 Focus area: New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5)

Performance:	Good
Self-assessment:	Good

2.2 Focus area: Youth Guarantee programmes

Performance:	Good
Self-assessment:	Good

A note on the PTE's pandemic response

The pandemic, and in particular the successive lockdowns it has led to, has been challenging to both the learner groups and to the staff at VisionWest. During the initial impact (2020) and the flow-on from this event, ETC worked closely with all students, multiple local stakeholders and their funders to provide support. The tutors have used Google Classroom and phone calls as a means of staying in touch with the students. Learning packs were carefully delivered to those without access to technology.

The lockdowns amplified existing disadvantage and have presented challenges to the mental wellbeing of sometimes quite vulnerable young people. As a community service-oriented organisation, most VisionWest services were deemed 'essential' under government criteria and continued to operate in line with guidelines. The constructive and agile ETC response is summarised on page 46 of a comprehensive review report produced by VisionWest – *Our Covid Story Tā Mātou Mate Karauna Kōrero*.

Recommendations

Recommendations are not mandatory, 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 VisionWest Community Trust consider the following:

1. When presenting data internally or externally, practice could be strengthened by routinely stating (for example) the sample size and return rate of surveys; the number of student respondents; and by ensuring that the dates covered for all data presented is explicit.
2. Strengthen the links between reflection and review, and actions taken towards improvement by ensuring that all summary reviews and key decision points assign time-bound, role-holder responsibilities for each identified action or change (as in some existing templates). Including an evidence-based review step or action for each change would also further strengthen self-assessment.
3. Consider new ways of gaining industry input into programmes, and how to better capture evidence of how this is used to shape programme delivery, including content choices and evidence of pathways to work across cohorts.

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.

A requirement to submit a few required [Statutory declaration as a fit and proper person and of conflicts of interests](#) forms was met during the EER process.

This ensures that ETC continues to meet the Private Training Establishment Registration Rules 2021 6.1.1.

Appendix 1

Youth Guarantee – EFTS*, course and qualification achievement (source: VisionWest)

	2019 (17 EFTS)	2020 (6 EFTS)	2021 to date (3 EFTS)
Course completion – all	26%	45%	77%
C/C Māori	25%	39%	71%
C/C Pasifika	46%	72%	82%
Qual. completion – all	75%	21%	50%
Q/C Māori	71%	12%	75%
Q/C Pasifika	100%	50%	50%

*Equivalent full-time students

NZCALNE – Participation and qualification completion (source: VisionWest)

Participation data – enrolments by ethnicity	2019 (67 enrolled)	2020 (58 enrolled)	2021 to date (32 enrolled)
Māori	20%	22%	25%
Pasifika	19%	19%	25%
Non-Māori/non-Pasifika	61%	59%	50%
Qualification completion	2019	2020	2021 to date
Māori	2	4	2
Pasifika	2	2	2
Non-Māori/non-Pasifika	12	13	3
Total completions	16	19	7

Appendix 2

Appendix 4: Our Stories

Participant Case Studies

Steph's Story

Not long ago, Steph was registered with WINZ and looking for a job. Today, she's employed in a role she loves.



"I was registered with Work and Income but needed help with all the things I needed to apply for jobs, so they suggested I go to VisionWest. I turned up and was introduced to Ricky. We clicked straightaway.

"On the MVP programme, Ricky supported me in getting my CV and other things I needed up to date. I came in two or three times a week to check in or update my CV depending on what job I was applying for. Ricky also helped me get my restricted and then my full driver's license, which was awesome.

"I was looking for a job in machine operating and received a call from a construction company about that, but they ended up offering me an administration job. At the time, I didn't know much about admin, but I went for the interview and was offered the role. I took it and I just love it.

"The Visionwest MVP course was so good for me. I have a job, which is so great. I started in basic admin then moved to payroll. Now, I'm getting an interest in the HR side. I'm learning so much. I feel like I'm adding to my skills every day and I know I have a lot more confidence than I once had."

Rachel's Story

When Rachel enrolled in the Visionwest MVP programme, it was obvious that, despite being highly intelligent, she was also overly shy and lacking in confidence to the point where she was unable to contribute during workshops and kept to herself outside of class. Rachel also indicated that she had autism and that this had, in the past, hindered her from gaining employment.



Rachel's life began to turnaround when she met Nora, Visionwest's MVP Workplace Facilitator.

The most obvious transformation was Rachel's growing self-confidence and her willingness to learn. She began to exhibit a newfound resilience and enthusiasm when completing tasks that were set before her and became highly engaged with the training workshops, often leading the discussions.

By the time Rachel completed her work experience, she had a self-belief which translated into an enthusiastic motivation to find permanent employment.

That didn't mean it was easy for Rachel. She was turned down from many job opportunities but kept applying. Eventually she found part-time work with an employer in the horticultural sector. She was delighted to have a job at last and was determined to work hard.

After one month, Rachel is still with the same employer who, in response to her diligence, has increased her hours. She thoroughly enjoys working and has said over and over how appreciative she is to have been a part of Visionwest's MVP programme. Rachel's family are happy too because they have witnessed the positive changes she's made through being encouraged, trained, and mentored through the MVP programme.

Source: VisionWest self-assessment summary

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 fraud¹¹*
- *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.*

¹¹ 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/>.

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