Report of External Evaluation and Review

NETCOR Campus (NZ Education and Tourism Corporation)

Not Yet Confident in educational performance

Confident in capability in self-assessment

Date of report: 7 December 2017

Contents

MoE Number: 8433

NZQA Reference: C25167

Dates of EER visit: 6 and 7 September 2017

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:	NETCOR Campus (NZ Education and Tourism Corporation) (NETCOR)
Type:	Private training establishment (PTE)
First registered:	26 August 1997
Location:	State Highway 1, Wairakei Road, Taupo
Delivery sites:	First floor, 1176 Amohau Street, Rotorua (a site not approved by NZQA at the time of the external evaluation and review (EER))
Courses currently delivered:	National Certificate in Mental Health and Addiction Support (Level 4)
Code of Practice signatory:	Yes (no international students enrolled)
Number of students:	Domestic: 21 students (36 equivalent full-time students (EFTS)). Māori enrolments have averaged between 50 and 60 per cent of total enrolments each year over the last few years.
Number of staff:	Three
Scope of active accreditation:	Extensive domain consents to assess in numerous domains and standard consents to assess. NETCOR is accredited to deliver the National Certificate in Mental Health and Addiction Support (Level 4). See: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=843342001
Distinctive characteristics:	NETCOR is an arm of NETCOR Education and Tourism Corporation Limited whose core business

is tourism. NETCOR's current sole delivery is in mental health.

Forty-two per cent of the 2016 graduates enrolled with no previous secondary or tertiary qualifications. Some students, or their families, are tangata whai ora (mental health consumers) and experience related personal challenges. Of graduates surveyed between 2013 and 2016, 9 per cent are tangata whai ora. A further 18 per cent have a disability.

Recent significant changes:	In 2014 NETCOR commenced delivery of the National Certificate in Mental Health and Addiction Support (Level 4), which replaced the National Certificate in Mental Health Support Work. The new qualification requires greater assessment in the workplace, which has had an impact on local placement opportunities for learners who are not in employment. Initially NETCOR found learner recruitment more difficult as it could not compete with the cost of in-house training provided to employers by the industry training organisation (ITO).
	NETCOR stopped its delivery of the qualification from its Tauranga site in 2016 and now employs just one long-standing tutor in Rotorua.
	NETCOR moved to a new delivery site in Rotorua in 2015. Total funded EFTS decreased from 53 to 47 in 2017, with actual delivery to 36 EFTS.
	The academic manager left NETCOR in 2016; an interim academic manager is currently in the role.
Previous quality assurance history:	At NETCOR's last EER in 2013, NZQA was Confident in both NETCOR's educational performance and capability in self-assessment.
	External moderation reports provided by the ITO, Careerforce, from early 2014 to 2016 show that NETCOR mostly met moderation requirements.
	NETCOR did not meet all NZQA national external moderation requirements in 2016 for unit standards delivered for courses separate from the National Certificate in Mental Health and Addiction Support.

NETCOR was exempt from NZQA national external moderation in 2015 and met all moderation requirements in 2014.

2. Scope of external evaluation and review

The National Certificate in Mental Health and Addiction Support (Level 4) was the sole focus area for this EER. It is the only programme currently being delivered by NETCOR.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The EER was conducted by two evaluators over two days. The evaluators visited NECTOR's Rotorua site on day one and engaged with the sole tutor, 18 current and past students, and three key stakeholders. On day two, the evaluators visited NETCOR's head office in Wairakei and engaged with the interim academic manager, student support staff member, and two directors (including the chief executive).

The evaluators reviewed a number of documents including: NETCOR's self-assessment summary, achievement data, the Tertiary Education Commission (TEC) investment plan, a memorandum of understanding covering learner placements, a service provider's handbook, moderation reports, a summary of student evaluation feedback, and course timetables.

Disclaimer

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

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

- *Identify organisational fraud[1]*

- *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.*

---

[1] 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.

Summary of Results

Statement of confidence on educational performance

NZQA is **Not Yet Confident** in the educational performance of **NETCOR Campus (NZ Education and Tourism Corporation).**

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **NETCOR Campus (NZ Education and Tourism Corporation).**

There is good evidence that NETCOR is meeting many of the most important needs of learners and key stakeholders and of effective processes contributing to learning and valued outcomes. However, NZQA is Not Yet Confident in NETCOR's educational performance at this time due to some important weaknesses over the EER period. The organisation is responding, with some improvement evident, but the needed improvements are not yet fully apparent.

Learner course completions have been variable over the last few years – solid in 2013 and 2014 at around 80 per cent, but declining to around 55 per cent for results reported for 2015 and 2016. As a result, a number of learners have not achieved a positive outcome and performance has been below funder expectations.

Reasons for the decline in completions are several, including the enrolment of students with a passion to work in mental health but who were challenged to complete the study. NETCOR needed to better manage its enrolment numbers following a decrease in work placements available locally, and with just one tutor to deliver the training following closure of the Tauranga site.

NETCOR initially found it difficult to attract new students after the introduction of the level 4 qualification in 2014, as it was unable to compete on costs with the in-house training delivered by the ITO. Whereas the ITO delivered to those already in employment in mental health, initially NETCOR's main pool of learners did not have employment in the sector.

It has taken NETCOR a while to respond, but in 2016-2017 there has been a closer focus on better managing student numbers, enrolling students likely to succeed academically, and management's closer monitoring of results. An interim academic manager is currently in place and has demonstrated that close monitoring of learner achievement is occurring, with close follow-up if learners do not complete assessments, unit standards and modules. Positively, unit standard and module completion results are showing an improving trend for students with a 2017 completion date or who enrolled in 2017. It is important that NETCOR continues this trend.

Educational oversight and processes could have been stronger when the programme was being delivered in Tauranga. There have also been some very

recent gaps in knowledge about NZQA processes or in meeting NZQA requirements – for example, although NETCOR began delivery from a new site in Rotorua in 2015, it did not notify this to NZQA until 2017.

Notwithstanding these issues, NETCOR is meeting an important need as the sole local provider of a qualification essential to the mental health worker role. Face-to-face delivery is an important contributor to the success of learners who enrol without previous qualifications.

NETCOR's sole tutor has knowledge of the mental health sector and excellent relationships with local employers. This ensures the needs of employers are well met, and they contact NETCOR about placement and employment opportunities.

NETCOR's graduates bring to their employment appropriate knowledge and skills. Key outcomes of the learning include core knowledge about the service worker role – including a practical understanding of relevant legislation, decision-making, risk management, and boundaries of responsibility.

The quality of teaching is highly regarded and learners are strongly supported and involved in their learning through relevant teaching and learning activities and individualised guidance and support.

NETCOR has well-established self-assessment to assure the quality of its educational processes and to understand the outcomes of training. These processes have been sustained despite academic management changes and reduced delivery. Resulting data has produced a good evidence base to understand the impact of training over time. Some strong aspects of educational performance leading to important outcomes include:

- Learners gaining key foundational knowledge to work in mental health.

- Nearly half of graduates surveyed who gained a placement have gone on to obtain employment in mental health.

- Some learners continue to pursue higher education.

- Local employers actively seek NETCOR graduates for employment and are readily offering learner placements where possible. Many examples show that graduates do well in their careers.

NETCOR's sole tutor is key to the strong aspects of the PTE's performance. The challenge now is for NETCOR is to achieve certainty of direction at the governance and management level and to sustain strong organisational oversight.

Findings[2]

1.1 How well do students achieve?

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

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

Course completion results over the EER period are variable. For 2013 and 2014, course completions were 82 and 81 per cent respectively, but decreased to around 55 per cent in 2015 and 2016, well below the TEC's funding expectations.

NETCOR demonstrated a solid understanding of the reasons underlying declining results. These are linked to the transition to the new qualification in 2014, and particularly the impact on delivery of the qualification, learner recruitment, and the availability of local work placements for learners.

Initially learner recruitment was adversely affected by NETCOR having to compete against the ITO's training in the workplace. NETCOR's main pool of learner enrolments did not have prior employment in mental health and/or did not have secondary or tertiary qualifications. NETCOR was enrolling learners who were challenged to complete the study. NETCOR's recruitment process is now more focused on understanding, as far as possible, a learner's likelihood of success to complete the qualification. In addition, more learners with employment in mental health are now enrolling with NETCOR.

Higher non-completions by learners at the Tauranga site and some issues of academic oversight also had a negative impact on completion results. NETCOR has since ceased its delivery from Tauranga.

During this period, NETCOR was able to maintain solid retention results overall (between 72 and 75 per cent), reflecting the strength of the learning environment. Learner attrition is affected by ill-health and personal finances – for example, learners' lost earnings when changing from a job-seeker to a study allowance, and taking up employment to support family. While these factors are largely outside of NECTOR's control, staff support the learners to seek financial support from external agencies. The tutor also provides learners with one-to-one support and facilitates peer study groups (see Findings 1.4).

Positively, NETCOR's data for students enrolled in July 2016, and with a 2017 completion date, show`s some improvement in completions, with 14 out of 21 learners completing the qualification, though all seven who have not completed are Māori (16 of the 21 learners enrolled identify as Māori). Also, of the seven learners

---

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

who did not complete, three have extended their enrolment. Three learners did not complete because of work commitments, and one for ill-health.

NETCOR identifies that improving results are due to smaller enrolment numbers and a closer pre-enrolment process, and tracking of individual unit standard and module completions (occurring at a teacher and management level). Learners are followed up in a timely way if they do not attend or do not complete or pass assessments.

Looking forward, NETCOR is focused on maintaining reduced learner enrolments. It believes that this will provide the tutor sufficient time, including to liaise with service providers on placement issues more frequently, and so that increased support can be provided to support students with low performance. Reduced enrolments will also place less pressure on service providers for student placements.

Learners and stakeholders interviewed for this EER consistently identified the qualification as providing a foundational understanding of mental health, addiction and support, and knowledge core to the mental health worker role. Even learners who have been employed in the mental health area for some time commented on the value of this knowledge. Learners enhance their confidence, achieve an understanding of relevant legislation, and learn about risk management and boundaries of responsibility.

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

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

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

Achievement of the qualification is a minimum requirement for support workers in the mental health and addiction field. Enrolment in the programme with NETCOR has enabled students to gain placements in the mental health sector which lead to employment. For example, of 92 graduates surveyed for 2013-2016, 65 gained a placement during their study, with 28 (43 per cent) of these graduates subsequently gaining employment in mental health.

NETCOR is the sole provider in Rotorua offering face-to-face delivery of the programme, and this has been one key factor supporting learners to complete the qualification. This is particularly the case for learners who do not have previous secondary or tertiary qualifications (14 of the 2016 graduates came to NECTOR with no previous tertiary experience, with 10 having no secondary school qualification). Thus, for some learners, this is the first time they have gained a formal qualification.

The learning experience at NETCOR is contributing to enhancing students' self-belief, confidence and wellbeing in alignment with the organisation's values such as 'whakamana' – a learning experience of empowerment and respect. Student course evaluations have provided NETCOR with evidence to show that students

change preconceived ideas around mental health, learn about organisations in their communities, and are better empowered to get a job in the industry. This was confirmed during student interviews for the EER.

Through placement experience, students are mentored, learn about professionalism and work culture, work in mental health, gain skills and experience in teamwork, develop risk assessment, decision-making and boundary-setting skills and knowledge, and obtain employment. For key local employers interviewed for this EER, providing student placements and employment to NETCOR students enables them to give back to their communities. These employers value students' contribution to new ideas and perspectives, workforce rejuvenation, additional human resources, and the likelihood that local employees will be retained. Several examples were provided of NETCOR graduates progressing to key roles within their employment and succeeding.

Achievement of the qualification is a stepping-stone to further education, inspiring learners to feel confident in the ability to pursue higher-level study. Around five per cent of students enrolled between 2013 and 2016 progressed to higher study, and about one-quarter of the 13 students interviewed for this EER indicated an interest in pursuing higher study.

Thus, the outcomes for those learners who complete their studies at NETCOR are very strong. The main reason that the value of outcomes have not been found exemplary is because of the number of learners who have not completed their studies and therefore have not achieved a positive outcome. That result has not met the funding expectations of the TEC.

As indicated by the data referred to in this section, NETCOR has effective self-assessment to understand learner outcomes, including student course evaluations and destination surveys conducted with graduates by telephone six months post-completion. Regular engagement with local stakeholders is authentic and focused on understanding and ensuring their needs are well met and that graduates progress to employment with the knowledge and skills required to work in a mental health support role.

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

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

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

Programme relevance is maintained and supported through the tutor's strong sector relationships and knowledge. Stakeholders interviewed for this EER value that the tutor understands their needs and has strong knowledge of the mental health sector and practice, and local knowledge.

The tutor is in regular contact with employers to ensure the programme is matching their needs. Engagement genuinely seeks to identify ways to improve the programme, and feedback is taken on board and incorporated into the programme context and structure.

Strong reciprocal relationships with employers support relevant work placements for learners. The tutor works hard to ensure the appropriate matching of learners to specific placements. Stakeholders value this as evidenced by ongoing placement provision and employers contacting the tutor when employment opportunities arise. A further indicator of matched needs is employers enrolling their staff with NETCOR, including managers. Stakeholders interviewed for this EER valued the benefits that come from the educational provision by a local-based provider.

Learners experienced delays accessing placements in 2015 and 2016 after the requirements of the new qualification added increased learning and assessment time in placement. Employers had to give more time per placement which reduced the number of placements available. Some local services also permanently closed at that time. NETCOR has recently responded by managing enrolments more closely, including delivery to a smaller student body.

Learning environments are planned and structured for the benefit and needs of individual learners. For example, individual needs are identified at the outset through goal-setting and individual learning plans. The tutor adapts learning activities to suit learners' different needs and taking into account learners' levels of employment experience and academic backgrounds, and an assessment of their preferred learning styles.

The face-to-face delivery and individualised learner support (sometimes intensive) is matching the needs of learners, and in particular learners who do not have strong academic backgrounds. The tutor's commitment to supporting learners at an individual level is important to the confidence-building, self-belief and success of learners who come to NETCOR with vastly different backgrounds and personal and academic experiences. Also important are learning activities such as presentations, group work and guest presenters, which foster these skills and knowledge.

Moderation of assessment confirms that assessment is valid and fair. NETCOR has an established internal moderation process in place. External moderation reports provided by the relevant ITO show that NETCOR mostly met external moderation requirements between early 2014 and 2016. However, it was not possible to discuss those results with management during the EER because past moderation reports could not be accessed from the previous academic manager's records.

Opportunities for the tutor to attend ITO peer moderation workshops are valued for their contribution to practice, especially now that the tutor is the sole staff member delivering the level 4 qualification. However, the tutor has not been able to attend the last two peer group moderations due to demands on her time and a late scheduling notification.

NETCOR has an established process for gaining student feedback on the quality of the programme and programme delivery. Evaluations are conducted twice a year with the feedback used for improvement. For example, timetabling changes were made in response to learner feedback about the relevance of specific knowledge in advance of placements. Feedback is usefully summarised and collated so that feedback, conclusions and recommendations are easily tracked.

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 **Good.**

While the certificate is an open-entry programme, the PTE engages with potential learners before they enrol to seek to understand their ability to succeed. This includes a written test to gauge the learners' literacy and writing abilities. This focus has increased of late in response to declining course completions. Information such as personal challenges, the extent of available support networks, and availability for placement are considered, as are learners' motivations and levels of commitment.

Students' goals are identified at the beginning of the programme and inform individual learning plans which are regularly reviewed, as is progress towards goals. Desired employment goals are considered by the tutor in guiding learners to consider different placement options or potential future employment. Guest speakers provide another perspective on working in the sector. The tutor's strong knowledge of local services and the mental health sector ensures the provision of relevant and accurate guidance to assist learners to pursue desired pathways. Pathway support also includes assistance to learners to help them complete a curriculum vitae and to apply for jobs.

Learners are assisted with wellbeing needs to minimise barriers to learning, including support to apply for loans, housing, and to be aware of and able to access community agencies. Learners with experience of mental illness are encouraged to use the Workwise referral protocol and eligibility criteria to be connected to a supported employment agency.

Non-attendance and non-completions of assessments are now more closely followed up with the learners, and one-to-one support is readily provided to learners to support them if they require additional learning support or fall behind. Students are supported to engage in peer and group learning and to establish study groups outside of class to foster academic support networks. Some examples showed the value of that activity.

Feedback on assessments is in-depth and timely with a two-week turn around expectation on marking. Learners have many opportunities to apply their

knowledge and skills acquired through their placement experiences and employment. A high proportion of learning is assessed in those contexts.

Internal moderation, tutor feedback from observations of teaching, and student evaluation feedback provide the tutor with information for reflection on her performance, and this information is used in the annual appraisal process.

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

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

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

NETCOR has a clear kaupapa and organisational values evident in the delivery of the level 4 qualification. NETCOR is currently reviewing its delivery scope and priorities, impacted somewhat by uncertainty around ongoing TEC funding, but driven by the identification of community and local needs. As such, NETCOR's direction is currently in development rather than clearly defined.

NETCOR's educational achievement fell with the introduction of the new level 4 mental health qualification in 2014. NETCOR took some time to respond to challenges relating to learner recruitment and reduced work placements. This seems to have placed increasing responsibility on the sole tutor (exacerbated by the transfer of some learners from Tauranga to the Rotorua site). A continuing reduction in learner numbers aims to address this. Student evaluation feedback during this time, and stakeholder comments, suggest that a greater level of operational support would have benefited the tutor. Oversight of learner recruitment and educational delivery from the Tauranga site was not strong, and there has been an inability to access some records held by the previous academic manager (e.g. external moderation results). This situation is reflected in the 2015 and 2016 course completion results.

Achievement results for learners with a 2017 completion date, and those enrolled in 2017, are showing an improving trend. This likely reflects the closer and more regular scrutiny of learner results by management – alongside reduced EFTS – and strong needs assessment at enrolment. It is important that strong oversight is sustained.

At the same time, and despite the challenges, NETCOR maintained effective self-assessment to understand learner and stakeholder needs and satisfaction, and graduate outcomes. The resulting data has been collated and genuinely used over time to ensure that the important needs of learners and stakeholders have mostly been met.

1.6 How effectively are important compliance accountabilities managed?

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

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

Management of key compliance activities has been inconsistent. During the change of academic manager it is not clear how effectively important compliance accountabilities were managed or that there had been systematic management of compliance. There have been some gaps in knowledge relating to some NZQA accountability requirements, or a lack of attention in this area. For example:

- NETCOR changed delivery sites in 2015, but information on the new site was not notified to NZQA until 2017.

- NETCOR's self-assessment summary for the EER was based on superseded key evaluation questions.

- NETCOR did not meet all NZQA national external moderation requirements in 2016.

Conversely, NETCOR has demonstrated some effective processes to ensure compliance:

- Memoranda of understanding have been signed with placement providers which make clear the responsibilities for student safety and wellbeing on site.

- The staff member responsible for student support systematically keeps up to date with ITO changes and regularly reviews unit standards and resources.

- The tutor demonstrated a solid understanding of expected programme delivery hours, and requirements and classes are timetabled in line with expectations for face-to-face delivery for the different unit standards.

- There is a process in place for incident reporting, with just one incident having ever been identified. That incident appears to have been responded to appropriately. The interim academic manager is continuing to think about health and safety protocols for a sole tutor environment.

Focus Areas

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

2.1 Focus area: National Certificate in Mental Health and Addiction Support (Level 4)

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

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

Recommendations

NZQA recommends that NETCOR Campus (NZ Education and Tourism Corporation):

- Sustain effective pre-enrolment processes aimed at ensuring the enrolment of learners likely to succeed academically.

- Continue to carefully manage enrolment numbers (including with reference to likely placement availability).

- Sustain recent increased tracking of learner progress and achievement and close review of achievement results.

- Ensure sustained academic management of programme delivery.

- Regularly review the appropriateness of tutor support.

- Review the breadth of management of key compliance activities to ensure all key requirements are understood and are up to date and their ongoing review appropriately planned for.

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/.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz