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# Report of External Evaluation and Review

New Zealand School of Outdoor  
Studies Limited trading as NZ School  
of Commercial Diver Training

Confident in educational performance

Confident in capability in self-assessment

Date of report: 10 May 2017

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# 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:	New Zealand School of Outdoor Studies Limited trading as NZ School of Commercial Diver Training (NZSCDT)
Type:	Private training establishment (PTE)
First registered:	1992
Location:	Physical address: 63 Rotowaro Road, Huntly, which adjoins the commercial diving practical site at Lake Puketerini.
Delivery sites:	As above
Programmes currently delivered:	Certificate in SSBA Construction Diving to 30m (Level 4)  Certificate in SSBA Construction Diving to 50m (Level 5)
Code of Practice signatory:	Yes
Number of students:	(2016) Domestic: 26 enrolments at level 4, 16 enrolments at level 5, with 62 enrolments across all programmes and training schemes.  Approximately one-third of students enrolling are Māori. A small number of Pasifika students enrol.  11 students including one international student were enrolled at the time of the on-site visit.
Number of staff:	10 full-time equivalents, one part-time
Scope of active	As per programmes delivered above, and:

accreditation:

- ADAS Diver Part 1 (Training Scheme) (Level 4)
- ADAS Diver Part 2 (Training Scheme) (Level 4)
- ADAS Diver Part 3 (Training Scheme) (Level 5)
- ADAS Diver Medical Technician (Training Scheme) (Level 6)
- Certificate in Construction Dive Management (Level 6)

Distinctive characteristics:

The commercial diving industry is covered by standards AS/NZS 2299.1 2015 Occupational Diving Operations and by AS/NZS 2815 Training and Certification of Occupational Divers. NZSCDT has representation on the committee informing the maintenance of this standard, which applies to the conduct of occupational diving operations at depths not exceeding 50 metres (165 feet).

At an international level, the school engages with the Australian Diver Accreditation Scheme (ADAS). As an Approved Training Establishment, NZSCDT incorporates the requirements of ADAS certification into its level 4 and 5 programmes. It also offers ADAS-recognised continuing professional development courses. ADAS conducts on-site audits of the training provided at NZSCDT. The most recent two-day process occurred in December 2016 and found that resources, systems and teaching were appropriate to the certifications being delivered.

On 24 May 2016, ADAS stated that: 'as part of our incident reporting process, the ADAS Board reviews all incidents reported to ADAS [which identified] that NZSCDT has established, and is maintaining, a commendable culture of incident reporting and the board felt that [this] should be acknowledged'.

Recent significant changes:

The current college director was appointed in January 2016, a new operations manager was appointed in October 2016, and the senior tutor was appointed in May 2016. These staff have been employed by the PTE for three years and two years respectively.

NZSCDT's parent company, Intueri Education

Group, was selling the PTE at the time of the on-site visit for this external evaluation and review (EER).

Previous quality assurance history:

In November 2014, as part of a quality review process, the PTE owners uncovered anomalies with student enrolment records and issues with programme delivery in relation to NZQA approval. These matters related to the period of previous ownership of the school. Intueri subsequently submitted programme changes which aligned all delivery to approvals, effective January 2015.

Intueri notified the Tertiary Education Commission (TEC) about these anomalies, which may have led to inaccurate funding being received. Intueri also contracted Ernst & Young to conduct a review and agreed the terms of reference of that review with the TEC. The PTE also had a standard TEC audit in 2015, after which the TEC commissioned Deloitte to complete a deeper-level review. Overpayment of funding reported in the Ernst & Young report was confirmed by Deloitte and funds have been repaid to the TEC.

Other:

Intueri Education Group purchased the PTE in March 2013. As part of the purchase agreement the previous owners/managers ran the school until early April 2014. On 28 April 2014, there was a fatal accident involving an international student during an initial assessment dive. NZQA, WorkSafe and the New Zealand Police investigated the incident. WorkSafe subsequently laid charges against the school and a contractor. WorkSafe completed its investigation in February 2016. Intueri pleaded guilty to one charge under the Health and Safety in Employment Act 1992 pursuant to sections 16(2)(b)(i) and 51(a) and was fined \$53,625 plus \$125,000 reparations and costs of \$25,610. The contractor pleaded guilty to one charge under the Health and Safety in Employment Act 1992 pursuant to sections 50(1)(a) and was fined \$10,000.

In mid-November 2016 Intueri received notification from the coroner that the family of the deceased were seeking further answers, and hence the coroner was considering whether to reopen the

original enquiry which was suspended due to the WorkSafe charges.

## 2. Scope of external evaluation and review

### Focus areas and rationale for selection

**Certificate in SSBA Construction Diving to 30m (Level 4).** This is the entry-level qualification offered under ADAS accreditation, covering Parts 1 and 2 of their certification levels. This 66-credit programme is taught over 12 weeks. On completion of this qualification, graduates will hold the internationally recognised Australian Diver Accreditation Scheme Part 1 and Part 2 Commercial Diver accreditation and Diver Alert Network Oxygen Supply and First Aid certifications, thus meeting the requirements for initial award of a Department of Labour Certificate of Competence. Graduates are able to work as construction divers to a depth of 30 metres using Surface Supply Breathing Apparatus, can safely conduct construction and commercial diving tasks at depth with a range of equipment, and can effectively manage the risks inherent in these activities.

**Certificate in SSBA Construction Diving to 50m (Level 5).** This is the higher-level qualification offered under ADAS accreditation, providing a pathway from the level 4 programme, and covering Part 3 of the ADAS certification levels. This is a 44-credit programme taught over eight weeks. Graduates are able to work as construction divers to a depth of 50 metres using Surface Supply Breathing Apparatus and can safely conduct advanced construction and commercial diving tasks at depth. They can also work in and from a wet bell, use a compression chamber for their own decompression in offshore diving operations, and operate a compression chamber.

Both certificates involve theory classes, practical activities including dives to prescribed depths, and competency-based assessment. Together, these programmes cover all full-time Student Achievement Component funded domestic students enrolled at the PTE, and also covers the content taught to international students. (International students may be enrolled in these certificates or one of the various NZQA-approved training schemes on offer.)

### 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.*

A pre-scoping meeting was conducted at NZSCDT before the on-site visit. Two evaluators conducted the on-site enquiry over two days. The evaluators met with or interviewed by phone:

- The interim chief executive of Intueri Education Group, the college director and the new operations manager of NZSCDT, Intueri's director for academic quality, the office manager and the recently appointed senior tutor. A contract tutor was also interviewed. For all NZSCDT staff interviewed, this was their first EER; apart from a few staff, all had joined NZSCDT since the previous EER.
- Stakeholders contacted included WorkSafe, ADAS, Royal New Zealand Navy and the Association of Diving Contractors. The evaluators interviewed a group of current students and observed practical dive training from barges stationed in Lake Puketerini for another group of students. These interviews were supplemented by information from graduate surveys, one-to-one meetings with students, and student survey data gathered by the PTE.

The evaluators considered various documentation as part of the evaluation:

- A self-assessment summary and data on training activity and the volume of training and success rates across courses since the previous EER.
- Components of the quality, safety and procedures manual and strategic planning documents, surveys, analysed patterns of course results, meeting minutes; course outlines (including NZQA approval records), training materials, website and written guidance material.

A significant proportion of the documentation viewed was selected at random based on reference by staff to key tools and processes during the interviews.

The evaluators were also shown the facilities used by staff and for training including classrooms, the dive barges and ancillary specialist equipment.

# Summary of Results

## Statements of confidence on educational performance and capability in self-assessment

NZQA is **Confident** in the educational performance, and **Confident** in the capability in self-assessment of **New Zealand School of Outdoor Studies Limited trading as NZ School of Commercial Diver Training**.

The reasons for this confidence can be summarised as follows.

The school's focus is to prepare work-ready graduates for the occupational diving workforce. NZSCDT is the only school in New Zealand doing this training, and over 90 per cent of students achieve the pass requirements for the ADAS accredited courses each year.

There is a close connection between skills taught and current occupational diving activities which adds value to both the training and the industry more broadly. NZSCDT has a good and well-documented understanding of the industry internationally and within New Zealand, and is suitably connected to provide credible training.

Graduates from the PTE have reportedly gained employment across all areas of commercial diving, although the documentation of this is relatively unstructured and more specific detail on graduate outcomes is warranted. Stakeholders confirmed that graduates are well represented across the industry.

Teaching occurs at a modern, comfortable training venue adjoining a deep lake where diving equipment is located on two interconnected dive barges. Equipment is in good order, and there has been significant investment in resources since 2013.

Training materials and assessments are prepared and moderated by ADAS. These are of high quality and are complemented by impressive and continuously updated physical resources to support safe diver training geared towards industry requirements. There is external oversight of the courses, and suitable industry-endorsed standards are being maintained. The knowledge, skills, qualifications and experience of current staff meet WorkSafe regulatory and ADAS accreditation requirements.

Review practices range from strategic and annual plans at management level through to daily and weekly review meetings and documented briefings pre- and post-dive, as well as student surveys and one-to-one documented meetings with each student. Self-assessment occurs at all levels of the organisation, and has led to better alignment with stakeholder expectations, particularly compliance responsibilities. That said, there have been significant issues in the between-EER period, and there are some areas noted in this report that require strengthening. However, at the current modest level of operation in terms of student numbers, NZQA can express confidence in the PTE's performance and self-assessment.



# Findings<sup>1</sup>

## 1.1 How well do students achieve?

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

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

The school states that the key focus is to prepare the students to be 'ready to work' as soon as they complete their programme, having passed the necessary practical and theory tests. This goal is being achieved for almost all students. Over 90 per cent of students achieve the pass requirements for the ADAS-accredited competency-based courses each year.<sup>2</sup> Assessment guides, marking schedules and tests are prepared and moderated by ADAS. These are high-quality materials. There is external quality oversight of the courses, and suitable industry-endorsed standards are being maintained.

The context of this achievement is one in which students come from a variety of educational backgrounds and employments. Not all have prior diving experience. The programme is structured to rapidly develop a broad skill-set for use in commercial diving: for example, safety, correct use of equipment, teamwork, diver communication protocols, basic metal fabrication, welding, and related skills. Students are also encouraged and supported to develop and maintain an appropriate level of physical fitness and to pass drugs and alcohol tests, as is appropriate to entering a high-risk and demanding industry.

Individual student achievement is known to management and staff, and the PTE records programme intakes and pass rates to enable comparison across years. With the current relatively small numbers of international students, achievement and outcomes are reasonably well known, particularly on a case-by-case basis. Analysis of data sufficient to readily identify any patterns within that performance was limited. Examples of non-achievement by some of these students was mentioned, and this is notable in light of the circumstances around the accidental death of an international student. Regardless, there are processes in place to capture the data for analysis and use in self-assessment should these numbers grow.

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

<sup>2</sup> Course pass rates: 2013, 99 per cent; 2014, 99 per cent; 2015, 93 per cent; 2016, 90 per cent (interim results). Pass rates for priority group students (Māori, Pasifika and under-25s) are similar.

## 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 **Good**.

Graduates of the PTE have achieved internationally recognised diver certifications used widely in occupational diving. According to the school's own research, corroborated by WorkSafe New Zealand, which has regulatory responsibility for the industry, there are approximately 1,000 people working in commercial diving roles in New Zealand. They work in areas including marine farming, salvage, dam, pipeline and ship maintenance as well as the oil and gas industry. Graduates have reportedly gained employment across all of these areas. Numerous cases were cited by management and tutors, although the documentation is relatively unstructured. Rates of pay and types of employment may vary – from day rates for one-off jobs to full-time permanent work for specific roles in industry. Earnings can be lucrative, and the school is contacted regularly by industry for potential employees. The evaluators observed that it would be useful and more transparent to be able to provide prospective students (as well as NZQA and the TEC) with more concrete and quantitative information on patterns of graduate achievement. Diving is one of the more expensive programmes available at a PTE. Therefore, it is reasonable to expect the PTE to provide evidence that graduates obtain the financial and career benefits sought.

Some graduates of the school are now in leadership and training roles at NZSCDT, and their industry experience is both extensive and recent. One example is a tutor who worked extensively on the *MV Rena* salvage operation off the Bay of Plenty coast. There is a close connection between skills taught and current occupational diving activities, which adds value to both the training and the industry more broadly. NZSCDT has a good understanding of the industry internationally and within New Zealand, and is suitably connected to provide training which is credible. Stakeholders confirmed that graduates are well represented across the industry.

Other aspects of value include the school's role in providing industry with new staff who are initiated into the safety protocols that should be applied in the workplace. WorkSafe has been working with the industry to achieve stronger compliance with health and safety regulations as they apply to occupational diving. PTE graduates are on a pathway to achieving the WorkSafe Certificate of Competence,<sup>3</sup> a 'ticket'

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<sup>3</sup> A Certificate of Competence will be issued when the applicant has obtained the required diving medical clearance and has completed the relevant training for the category of diving in which he or she intends to work. As evidence of experience, the applicant will need to provide their dive log book showing the number and types of dives completed. The minimum number of dives required to obtain a Certificate of Competence is 100. Currently Certificates of Competence for occupational divers are listed in the following categories: construction; scientific; instruction/tutor; tourism; aquaculture; film and photographic. The certificate remains valid for five years provided the holder has an 'in date' medical clearance to dive. (Source: WorkSafe NZ)

widely recognised in the industry. With their ADAS certifications and suitable work experience, graduates can and do work internationally as well-paid commercial divers.

NZSCDT also provides benefits to the navy and police by means of maintaining availability of their specialist training and related facilities, which now includes a containerised SSBA dive supervisor simulator, one of only two in the world. The school's resources are of value to a wider group of industry and public sector stakeholders. In addition, the school collaborates with the Waikato District Council and participates in formal meetings relating to the water quality and shared use of the unique Lake Puketerini amenity.<sup>4</sup>

### 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**.

Programmes are designed and delivered based on a foundation of quality standards ([AS/NZS 2815.6](#) and [AS/NZS 2299.1](#)), related ADAS accreditation, and the skills and experience of the tutors. All these elements clearly shape the course content, safety protocols, teaching and assessment at NZSCDT. The PTE teaches the underpinning theory as well as group and hard skills on land. It then provides a controlled environment and context for students to apply the skills, knowledge, and safety protocols during practice dives which are continuously monitored by tutors using CCTV.

Programme timetables, lesson plans, tutor and student workbooks, procedural checklists, structured assessments, and student work sighted by the evaluators indicated that a suitable curriculum is in active use. Current students described some glitches with the new online delivery and test resources, but conceded that these were new tools and they did not seem hindered by them. Online tests require a 'key code' and are conducted under tutor supervision. Students are given step-by-step, dive-by-dive feedback on their progress by the tutors and management.

The previous EER report recommended that the PTE 'seek to further develop its teaching workforce and facilitate professional development opportunities in relation to adult education strategies'. While the evaluators note that the recently appointed senior tutor has completed a relevant diploma, they believe this is still a relevant recommendation. Furthermore, developing methods whereby tutors can get critical and independent feedback (i.e. not from peers) on their teaching style is also

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<sup>4</sup> The lake is a former open-cut coal mine, thus the suitable depth for dive training.

warranted. That said, tutors have impressive and recent industry experience which – in conjunction with the equipment used – adds value to the realism of the training.

NZSCDT has an established industry steering group which exchanges information about training and industry trends and how the school can match industry needs. In addition, the school is recognised as the qualification developer by NZQA and has been leading the process for development of New Zealand qualifications which are at the approval stage. These connection points are an integral part of the self-assessment practices of NZSCDT.

The addition of the PADI Open Water Diver course – which provides initial scuba diving certification from 2016 – is a useful recent development.

#### 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**.

Students appreciate the personal approach of the tutors, and benefit from a 'coaching towards competence' model of teaching which is flexible to each student's learning needs. Small cohorts are taught in a direct and intensive manner, and this is an important factor in student retention and success. Some students have not had positive educational experiences previously, while others have. These differences seem well catered to. Where students struggle in a specific skill such as welding or, for example, lack confidence with the maths required in dive table calculations, there was strong evidence that staff go out of their way to support these students with additional coaching. Some additional online resources are becoming available for self-directed use, reflecting improvements based on review. This combination of factors contributes to the pass rates discussed under Findings 1.1.

Anonymous student survey findings captured from online surveys indicate student satisfaction with the training and facilities. Low response rates suggest that other, more direct approaches to obtaining critical feedback from students may need to be considered.

Low-cost dormitory-style accommodation is available to students in Huntly, and a longstanding mutually beneficial relationship exists between the facility and the school. Staff and students agreed that there are genuine benefits in having students share accommodation as it mirrors the circumstances likely to be encountered within industry. Other facilities such as a gym, swimming pool, library and other amenities are available in Huntly and are used by some students. That said, the accommodation sounds satisfactory only – and the school is considering options for developing on-site accommodation.

Reflecting industry requirements and protocols, students are subject to daily alcohol testing and randomised drug testing conducted by PTE staff. Clear

information is provided to students on this, and examples described to the evaluators indicated fair processes and sanctions are being applied as and when required.

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

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**.

The current governance and management structure of the PTE is appropriate and there is clear and decisive leadership occurring, based on quality assurance principles (AS/NZS 2119.1 for example) and a shared set of agreed Intueri values. The working environment, staff morale and student experience at the Huntly site are positive. There is a clear sense that the organisation has safety and accuracy (the 'always do the right thing' value statement) at front of mind.

Since the previous EER there has been considerable investment in and development of resources at NZSCDT:

- A second fully outfitted diving barge has been positioned on the lake, extending available facilities and improving mooring for safe all-weather usage.
- Ancillary equipment such as compressors on the barges have been updated, and new tools and hardware are being used by students during their dives. All compressors and winches are now driven electrically, which is both safer and quieter than the previous diesel-powered plant.
- The school has moved into modern, spacious facilities which overlook the lake.
- A dive supervisor simulator has been leased and transported from Australia.

The recent attendance by two tutors at ADAS supervisor training in Melbourne also reflects investment in human resources, and this ongoing connection helps with quality benchmarking by exposing trainers to a wider scope of training.

The PTE has struggled, particularly in 2016, to achieve their target number of students, and conceded that marketing and recruitment must improve. Review has led to the development of an 'onboarding' process for applicants<sup>5</sup>; there is an extensive list of prerequisites (including an online literacy and numeracy test) and a dive medical. These procedures need to be completed before students commence training. This new process has yet to be implemented. Students reported some

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<sup>5</sup> 'Onboarding' refers to the process from the student's initial enquiry through to induction.

disruption to their programme timetable this year due to issues caused by other students and the timing of their medical test results.<sup>6</sup>

## 1.6 How effectively are important compliance accountabilities managed?

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**.

Of most relevance to this EER, NZSCDT has important compliance accountabilities in respect to TEC for funding rules; NZQA for registration and programme approval rules; WorkSafe New Zealand for regulatory responsibility for the industry; and to ADAS as an accredited provider of certified diver training.<sup>7</sup>

As noted under TEO in Context, there have been significant lapses in the PTE's compliance with both TEC and NZQA requirements early in the between-EER period. What is evident now is that the PTE, guided by the owner Intueri, has been proactive in addressing these gaps and is now compliant as far as can be determined. As has been noted by NZQA, 'It seems that prior to 2015 the [occupational diving programmes were] not being delivered as approved but that Intueri recognised that change was needed and sought a Type 2 change in late 2014'. The self-assessment capability of the PTE is very effective in relation to this evaluation question, as illustrated here.

Copies of internal reviews of compliance with the Education (Pastoral Care of International Students) Code of Practice 2016, and preceding versions, were supplied to the evaluators. These show that small changes and amendments in information have been made as required. The PTE teaches small numbers of internationals. They are integrated into the same training as domestic students. In the main, international students return home to work in diving-related employment. Over the last few years, these destinations have been predominantly Asian countries, but now also include Europe and the Middle East. They do not seek employment in New Zealand during the course. Ensuring that students have a single designated point of contact at the PTE would be helpful based on enquiries made on-site by the evaluators and discussed with management. A contractual

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<sup>6</sup> 'The school wants to get...more of the right students. 30% of enquirers don't have the pre-requisites'. (Source: NZSCDT self-assessment summary)

<sup>7</sup> NZSCDT also has an extensive list of codes and standards to adhere to, such as: OSH Guidelines for Occupational Diving 2004; Defence and Civil Institute of Environmental Medicine Diving Manual (DCIEM) – Air Decompression Procedures and Tables; Australian/New Zealand Standards Association: AS/NZS 2299.1.2015 Occupational Diving Operations Part 1: Standard operational practice; Activity Safety guidelines (Diving) Worksafe NZ: 2015. Evidence provided to NZQA by the school, and interviews with key stakeholders indicate that the PTE is proactive in complying with these codes and standards.

issue with an agent which arose after the accident involving an international student has now been resolved, according to Intueri.

(In relation to critical safety risks and compliance, refer to both TEO in Context and footnote 6.)

## Focus Areas

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

### 2.1 Focus area: Certificate in SSBA Construction Diving to 30m

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

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

### 2.2 Focus area: Certificate in SSBA Construction Diving to 50m

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 NZSCDT:

- Implement a more in-depth approach to monitoring and measuring the achievement of the international students enrolled.
- Develop a more effective methodology for following up graduates to determine the course outcomes, and gather feedback on (for example) factors supporting transfer of safe use of skills into the workplace.
- Continue to further develop tutors through professional development opportunities in relation to adult education strategies and approaches to competency-based training for high-stress, physically demanding, high-risk occupations. Ensure a clear and well-documented plan is developed, and a comprehensive hand-over occurs relating to academic quality assurance and ongoing compliance with NZQA and TEC requirements, should the PTE be sold as planned.

# 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](http://www.nzqa.govt.nz)).*

*The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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