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# Report of External Evaluation and Review

Palmerston North School of Design

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 26 February 2018

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MoE Number: 9429  
NZQA Reference: C26909  
Dates of EER visit: 12 and 13 December 2017

*Final Report*

# Purpose of this Report

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

## Introduction

### 1. TEO in context

Name of TEO:	Palmerston North School of Design (The Design School)
Type:	Private training establishment (PTE)
First registered:	1 December 1993
Location:	Level 1-12 The Square, Palmerston North
Delivery sites:	Level 1-12 The Square, Palmerston North 60 Robert Street, CBD, Whangarei Manawatu Prison, Camp Road, Palmerston North
Courses currently delivered:	<ul style="list-style-type: none"><li>• Vocational Pathways National Certificate in Education Achievement (NCEA) (Level 2)</li><li>• Foundation Skills in Design (Level 2)</li><li>• Certificate in Drawing and Design: An Introduction to Today's Technology (Level 4)</li></ul>
Code of Practice signatory:	No
Number of students:	Domestic: 115 equivalent full-time students – Māori: 50.1 per cent; Pasifika: 6.35 per cent; under 25: 61 per cent  International: nil
Number of staff:	10 full-time equivalents, one part-time
Scope of active	<a href="http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=942981001">http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=942981001</a>

accreditation:

**Distinctive characteristics:** The Design School delivers entry-level programmes which provide skills for students to progress to higher levels of study in the various fields of design, or to enter the industry as junior designers or assistants.

**Recent significant changes:** Changes since the last external evaluation and review (EER) include the provision of NCEA (including to prison inmates from Manawatu Prison) and Dual Pathways programmes for secondary school students. This has led to an increase in staff and student numbers. Additional sites at Whangarei and Gisborne were established in 2015; the Gisborne site has since been closed.

**Previous quality assurance history:** At the previous EER in 2014, NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of The Design School.

The PTE has participated in other external quality assurance processes including a Tertiary Education Commission (TEC) audit and industry training organisation (ITO) external moderation. The TEC recommended strengthening student enrolment eligibility and The Design School has acted on this recommendation. ITO reports affirmed that moderation requirements have been met.

There was a marked improvement by The Design School in NZQA-managed external moderation from 2015 to 2016. Only one of seven unit standards sampled did not meet requirements. The provisional report for this unit standard sampled again in 2017 notes that this standard is now met.

The Design School has lodged a course approval application with NZQA as it transitions to new New Zealand qualifications.

## 2. Scope of external evaluation and review

The EER included the following focus areas selected in discussion with the organisation:

- Certificate in Drawing and Design: An introduction to Today's Technology (Level 4)
- Foundation Skills in Design (Level 2)<sup>1</sup>

The Dual Pathways programme was not considered as a focus area as this programme, which is delivered to secondary school students, was due to end before the EER visit.

## 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 evaluation team comprised two evaluators who worked on site for two days. During the EER visit the evaluation team interviewed the management team consisting of the managing director and the national manager. The evaluators interviewed the teaching staff (10) across all three sites, and representatives of students across two sites, Palmerston North and Whangarei (18), and graduates from level 2 and 4 programmes (six). The team also interviewed a number of stakeholders representing industry, schools, Māori liaison and the community. Email comments were received from the Department of Corrections, university liaison and the Pasifika liaison.

Along with the PTE's self-assessment summary received prior to the visit, the evaluation team reviewed relevant documentary samples including management, academic, administrative reports and minutes, student records, self-assessment documentation, student achievement and graduate outcomes data, external moderation and evaluation feedback.

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<sup>1</sup> This programme leads to a qualification that will be discontinued at the end of 2017. TDS intends applying for approval to deliver a replacement programme as it transitions to the new New Zealand qualifications.

## *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<sup>2</sup>*
- *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.*

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<sup>2</sup> NZQA and the 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 **Highly Confident** in the educational performance of **Palmerston North School of Design**.

The key reasons leading to this level of confidence include:

- The Design School provides varied learning environments and programmes that match the most important needs of the students. This includes providing for those students who are re-engaging in education, those who are studying within the confines of the Department of Corrections, and those who at level 4 are extending their foundation skills. The Design School provides well-constructed learning opportunities to acquire relevant industry skills that are immediately applicable.
- Achievement is solid across The Design School's three programmes. The Youth Guarantee students have averaged 69 per cent course completions over the last two years, remaining above the TEC national medians. Likewise, the level 4 students have remained above the median, averaging 87 per cent course completions. The level 2 programme has averaged 71 per cent course completions for the same period, slightly below the median. However, remedial actions have seen provisional achievement results improve for the Youth Guarantee and level 2 programmes and the level 4 students.
- Māori student participation has increased to 50 per cent of enrolments, with course completions comparable to all students in some programmes. Māori students have not fared as well in qualification completions, which continues to challenge the organisation.
- The learning distance travelled by graduates is monitored and the very positive outcomes show Dual Pathways and Youth Guarantee students have successfully progressed to level 4 internally and higher study externally.
- The Design School has tracked destination data over the last eight years, recording progress to employment, further study and overseas travel. Successful destination outcomes rise to 85 per cent four years after graduation, which links to graduates who have then completed higher study and have moved to employment (45 per cent), overseas travel (5 per cent) and further study (35 per cent).
- A strengthened enrolment process readily identifies the students' individual goals and support needs on entry, which are reviewed at six weeks and then as required. Tutors respond to students' needs and goals throughout the programme to promote student success.

- The programmes are project-based. Students develop their own interpretation of the project brief and seek individual guidance and tuition for meeting their own objectives within the curriculum framework. Throughout this process, opportunities for the delivery of personalised education are used to fulfil students' needs. Strong reciprocal engagement with community groups provides real-world project opportunities for students to apply and showcase their design skills. Students also grow in independence and better manage their own learning.
- Most teaching staff are highly experienced industry practitioners, ably led and mentored by the management team, which ensures that strong processes underpin delivery and assessment.
- The Design School has strong leadership. The managing director's community and sector membership and leadership ensures strong knowledge of sector needs and corresponding organisational responsiveness. The organisation has a clear direction and its strategy is clearly defined and communicated to staff.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Palmerston North School of Design**.

The key reasons leading to this level of confidence include:

- Self-assessment is embedded within The Design School with practices that systematically review most aspects of operations and programmes. Weekly staff meetings and reports provide useful information to inform the organisation of ongoing strengths and improvements where required. The areas for improvement are identified and the actions are monitored until their resolution.
- The organisation effectively gathers and uses data, achievement progress, satisfaction rates, attendance and stakeholder feedback to understand its performance against indicators such as course and qualification rates, withdrawals, graduate outcomes, external moderation and feedback from students and stakeholders.
- The Design School is responsive to findings from external review, such as NZQA external moderation reports and TEC audits, and has worked diligently to address these.
- Students' progress is monitored daily through project management and formative testing and reported weekly. Ongoing feedback by tutors prepares the students well for summative assessments.
- The Design School has tracked destination data for eight years, and is looking at how to expand the detail of this data.



While there is no marked difference in the performance between the Palmerston North sites and the Whangarei site, the evaluators noted inconsistencies between the two sites including the collation and analysis of student evaluations, tutor professional development and appraisals. The Design School acknowledges that this is an area requiring further action.

# Findings<sup>3</sup>

## 1.1 How well do students achieve?

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**.

The Design School continues to perform well, taking into account its growth (increased delivery sites and changes in student demographic) since the last EER. The organisation benchmarks itself against the TEC educational performance indicators and reports that in 2016 overall achievement fell as a result of the fall in level 2 outcomes. The Youth Guarantee programme results remain above the TEC national median, with 68 per cent for course completions and 58 per cent for qualification completions. Provisional achievement data for 2017 shows a further improvement in course completions to 77 per cent, and a similar qualification completion rate of 58 per cent. In addition to these very positive achievements, the Youth Guarantee programme reports an 81 per cent retention, which is a very strong result as it includes the Not in Education, Employment and Training (NEET) demographic.

The Design School has experienced challenges with the level 2 programme as one of its new sites includes Manawatu Prison and the organisation's first experience working within the confines of the Department of Corrections. The organisation also extended its delivery to include Dual Pathways, where secondary school students have a shared enrolment between their local school and The Design School. Course and qualification completions (65 per cent and 52 per cent respectively) dropped below the median for 2016. However, the provisional achievement data for 2017 shows an upward trend (67 per cent course completions and 57 per cent qualification completions). This improvement has followed strategies The Design School put in place to improve achievement. These strategies included the comprehensive review of all course delivery material and teaching plans to ensure delivery and student expectations were matched across all sites; and achievement reporting at weekly staff meetings.

Results for the level 4 programme continue to remain above the TEC national benchmarks, with 86 per cent course completions and 79 per cent qualification completions. Provisional achievement data for 2017 is reported to be 85 and 68 per cent respectively. Outcomes for this programme are very positive as graduates who go on to further tertiary study cope very well.

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<sup>3</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Other factors affecting achievement included late notice of funding, which had an adverse impact on lead-in and preparation time for delivery and recruitment; and increased Māori (more than 50 per cent of the student numbers) and Pasifika participation. As shown in the achievement tables in Appendix 1, Māori student achievement has been variable depending on the programme. For 2016, Māori achievement was respectively 2 and 6 percentage points below their level 2 and 4 peers, but 5 percentage points higher than their Youth Guarantee peers. However, Māori students did not fare as well in qualification completions. The Design School is continuing to work through these challenges. Pasifika student achievement improved markedly from 2015 to 2016, but the numbers are much smaller.

In addition to the completion of courses and qualifications, students gain relevant industry skills including the art of applying design and aesthetics to clothing and accessories and computer graphics, web development, photography, and interior, furniture and industrial design.

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

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

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

The Design School has tracked destination data over the last eight years, recording progress to employment, further study and overseas travel. Successful destination outcomes rise to 85 per cent four years after graduation, which links to graduates who have then completed higher study and have moved into employment (45 per cent), overseas travel (5 per cent) and further study (35 per cent). These are very good outcomes for these graduates as they also reflect the corresponding reduction of dependence on Work and Income support.

The Design School has tracked the learning distance travelled for students from entry to graduation as follows: level 2 students who enter with level 1 NCEA or less and who have progressed to level 4; notably 2015 (75 per cent), 2016 (79 per cent), 2017 (86 per cent). Additionally, The Design School has identified very positive improvements in confidence and well-being including:

- Students who enrolled with marked anxiety and social issues (including requiring a minder to attend class with them) now attend on their own, engage confidently with peers, staff and management, and have made good progress.
- Growth in student pride as parents are seeing potential and talent for the first time.
- Students are producing high quality work and are succeeding in higher study.

- Students planning their projects, self-reflecting on progress and developing and honing their project management skills, and becoming more independent students.

Tutors showed evidence of the distance students have travelled, including examples of students who enrolled in Dual Pathways (school and The Design School) and have progressed through the levels and are now enrolled at university.

In addition, The Design School students contribute to local community projects. Three such projects include the Tour de Manawatu, Clefs and Friends, and Daffodil Day (Cancer Society) which benefit both students through real-world work experience, and the community through designing booklets, pamphlets and signage, and art work. Stakeholders attested to the significant contribution The Design School makes in accommodating secondary school students with specific needs, encouraging them to take part in community events, and collaborating with the Department of Corrections to provide programmes that meet inmates' needs.

The Design School has benchmarked and graphed student progress and destination data and can explain the data. The PTE plans to expand its analysis to provide a fuller picture of graduate destinations.

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

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

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

The programmes are of high relevance to students, the community and stakeholders. As reported in 1.2, stakeholders interviewed attested to the reciprocal value of The Design School programmes for students and the community.

The suite of programmes provide a pathway for students from the level 2 foundation skills certificate to a level 4 certificate which includes an introduction to the latest design tools and technology. Stakeholders representing schools also noted that The Design School foundation programme filled a void in local college art programmes. Evidence was provided of graduates enrolling at polytechnics and universities and succeeding. Graduates return to access ongoing mentoring which they appreciate and in turn share experiences with current students.

Students are prepared for both employment as a graphic or fashion designer and as lifelong learners. The Design School uses commercial-style projects, including critiques and professional etiquette (including work-readiness skills) to prepare students for progression from the course to either advanced qualifications or the workplace.

The programmes are project-based. Students develop their own interpretation of the project brief and seek individual guidance and tuition for meeting their own objectives within the curriculum framework. Throughout this process, opportunities for delivery of personalised education are used to fulfil students' needs. Students also grow in independence and better manage their own learning.

The project-based approach works well with assessment and assessment feedback as project components are assessed and discussed with students before they move on. The low student-to-tutor ratio enables 1:1 tuition and the opportunity to discuss any issues that might have an impact on the learning.

Most staff are experienced facilitators with industry experience/design qualifications supplemented by teaching qualifications, especially at the Palmerston North site. The newest tutor recruit (2017) at Palmerston North is expected to begin an adult education and teaching qualification in 2018. Whangarei tutors are yet to complete the teaching qualifications expected by organisation policy.

The Design School has made a concerted effort to improve moderation practice and outcomes, with positive provisional NZQA national moderation results for 2017. These practices were strengthened by blind marking checks for Whangarei and prison site assessment marking carried out by the managing director and senior tutoring staff. External moderation reports by Competenz ITO show their requirements have been met.

Since the last EER, a rigorous and collaborative effort has been made to review and improve teaching programmes and resources. Examples include the move to bring more structure to the creative process to guide students, rather than the more self-guided process, and the compilation of programme tool kits. Both management and teaching staff commented that this has led to improved delivery and assessment and also better assures consistency across the three delivery sites. These are important reviews as some unit standards and qualifications have expired or are expiring affecting The Design School's current delivery offerings. The Design School has lodged a course approval application with NZQA as it transitions to new New Zealand qualifications.

The Palmerston North and prison tutors have benefited from ongoing professional development from a Massey University professor of education, which has helped to fine-tune programmes and pedagogical techniques. Management is considering providing a similar service to the Whangarei tutors.

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

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

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

The Design School uses robust enrolment processes including an interview, an essay about what the student wants to achieve, and a literacy and numeracy assessment to ensure the student is enrolling in the appropriate programme. Tutors have found these processes also useful in determining needs, which are then included in an individual learning plan.

The TEC literacy and numeracy assessment tool is used in all courses. The Design School has integrated the learning progressions into assessment processes to help identify areas where students need specific assistance. Additional resources have been developed to improve student results in the areas of literacy and numeracy and general employability skills. An example is the very successful first design project (black and white design project), which sets the foundation design skills for both fashion and graphic design.

There is an effective pastoral care plan in place at Palmerston North, with a staff member responsible for these actions, including attendance monitoring. The plan extends to providing food, housing support, personal health products, access to helpful agencies, and help with preparing for employment including personal presentation advice and mock interviews. This support staff member also services students from Manawatu Prison. Strong community student support services are provided in Whangarei which are equally effective.

The project management-style delivery matches industry projects, and students add their individual interpretation. Students use 'couch korero' to present their work, and for collaborative learning and to participate in safe critiquing. This form of self-reflection also matches industry practice and shows students what to expect in the workplace.

Six weeks following enrolment, all students are interviewed to discuss their progress and to ensure they are on track to complete. Continuous support includes ongoing reflection on flexibility to accommodate student needs, and minimising barriers to learning such as collecting children from childcare. Students can use Fridays to make up time as set out in their individual learning plans.

Students participate in mid- and end-year reviews to comment on their programme and tutor. The comments are generally very positive and those students who had not achieved well said it resulted from their own distractions or personal problems. There was no formalised feedback from Whangarei students. A useful alternative evaluation form was used in 2015 and work is ongoing in this area. Gaining feedback from Department of Corrections students is seen as challenging as

evaluation forms cannot leave the premises. However, the PTE's management visits from time to time to gauge satisfaction.

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

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

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

The management team is experienced and effective in supporting achievement. They have a clear purpose and their direction is clear. In order to adapt to and manage the growth since 2014, The Design School put in place a number of developments to ensure consistency of delivery and assessment and to support achievement. These included:

- all material digitised, and a central online resource established to ensure all staff had access to the same material and management could access records from any location
- digital tools developed for recording project grading and assessment, attendance, individual learning plans, student progress, planning and delivery
- all course delivery material reviewed and reformatted to make it consistent and easier to follow
- teaching plans extended to ensure delivery and the expectations of students matched across all sites and that teaching notes, exemplars, material lists, and resources were all collated
- strengthened internal moderation of grading and assessment, including blind marking between sites
- implementation of a strengthened pastoral care plan.

Further, provision at the additional sites has also been supported by providing industry-qualified staff using duplicate, well-resourced industrial standard equipment in fashion and graphic design to support learning and teaching. All processes and procedures were monitored closely throughout the expansion and adapted as necessary.

The managing director of The Design School has taken part in a number of high-level programme reviews with NZQA and the Ministry of Education. This work has provided The Design School with a high-level understanding of the needs and future direction of students working towards employment in this sector. The Design School is currently seeking approval and accreditation to offer New Zealand qualifications, beginning with the level 3 New Zealand Certificate in Graphic Design.

Management maintains oversight of delivery and tutor performance at the three sites through weekly site reports, regular visits and monthly Skype meetings. However, tutor appraisals have yet to be conducted at Whangarei and there has not been systematic student feedback on the tutors' performance.

## 1.6 How effectively are important compliance accountabilities managed?

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

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

The Design School has systems and processes in place to provide assurance that compliance accountabilities are managed. The Design School identifies organisations with direct compliance requirements including NZQA, the TEC, Ministry of Social Development, Inland Revenue Department, Department of Corrections and local councils. A work list for each organisation is timetabled as part of annual planning processes including but not limited to the TEC and Ministry of Education reporting dates, NZQA deadlines, GST due dates, financial and audit due dates. This system has proved effective in managing compliance accountabilities and The Design School plans to extend this system to include site operational accountabilities such as tutor appraisals.

Additionally, staff subscribe to a number of organisations that identify any changes to compliance and remind staff of reporting requirements as they occur. These strategies have been very helpful in ensuring that The Design School is proactive in meeting compliance requirements.

The Design School has conducted a review of its programmes which included matching teaching hours to the programme approval documents. The individual learning plans ensure all students meet the learning hours required, with an opportunity for additional 1:1 tuition time if required.

The Design School has demonstrated that it treats seriously any lapses to requirements, addressing these in a timely manner such as addressing the one unit standard assessment that did not meet NZQA external moderation. The TEC audit in 2017 raised a recommendation to strengthen enrolment eligibility and The Design School quickly rectified this.

The Department of Corrections has its own set of rules and regulations. Because lapses at other prisons can lead to a response and actions nationally, The Design School has to continually adjust as required. In turn, The Design School has changed aspects of delivery over time to ensure compliance with the rules and requirements of the Department of Corrections.



In conclusion, The Design School management has provided the evaluators with assurance that its policies and practices are legal and ethical and that it has effective compliance management processes in place.

## Focus Areas

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

### 2.1 Focus area: Certificate in Drawing and Design: An Introduction to Today's Technology (Level 4)

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

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

### 2.2 Focus area: Foundation Skills in Design (Level 2)

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

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

# Recommendations

NZQA recommends that Palmerston North School of Design:

- strengthen systematic processes for gathering self-assessment evidence to understand the effectiveness of teaching in the different delivery sites and to inform staff of their effectiveness. These processes should include staff appraisals, gathering student feedback in Whangarei, consistent professional development for Whangarei staff, and staff actively completing the teaching qualifications as per organisation policy.
- upscale their knowledge of programme approval requirements in the post-Targeted Review of Qualifications (TROQ) environment.

# Appendix 1

**Table 1. The Design School achievement data 2015-2016: all programmes**

2015			2016		
All levels	CC*	QC**	All levels	CC	QC
All	78	49	All	71	58
Māori	77	45	Māori	67	50
Pasifika	63	52	Pasifika	93	95
Under 25s	77	43	Under 25s	71	58
Level 4	CC	QC	Level 4	CC	QC
All	88	47	All	86	70
Māori	87	37	Māori	80	42
Pasifika	72	67	Pasifika	100	100
Under 25s	94	46	Under 25s	85	65
Level 2	CC	QC	Level 2	CC	QC
All	77	50	All	65	52
Māori	75	46	Māori	63	49
Pasifika	56	39	Pasifika	91	72
Under 25s	70	33	Under 25s	64	54
Youth Guarantee			Youth Guarantee		
All	71	53	All	68	58
Māori	66	56	Māori	73	65
Pasifika	-	-	Pasifika	-	-

Source: The Design School

\*Course completion; \*\* Qualification completion

The data differs slightly from the TEC table below as different formulae are used in the calculations. The TEC data reports higher achievement.

**Table 2. Achievement data sourced from TEC reports**

2015			2016	
	The Design School all levels	All PTEs	The Design School all levels	All PTEs
QC*	85	65	62	66
CC**	80	83	71	82
	The Design School level 4	All PTEs	The Design School level 4	All PTEs
QC	83	74	94	75
CC	85	83	86	83
	The Design School levels 1-3	All PTEs	The Design School levels 1-3	All PTEs
QC	86	59	56	64
CC	77	81	65	77

\*Qualification completions; \*\*Course completions

# Appendix 2

## 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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