External Evaluation and Review Report

Gisborne Development Incorporated

Date of report: 13 January 2021

About Gisborne Development Incorporated

Gisborne Development Incorporated is a longstanding charitable organisation providing pre-trade training to mainly second-chance, disengaged young people to provide greater opportunities for employment.

Type of organisation:	Private training establishment (PTE)
Location:	161 Carnarvon Street, Gisborne
Code of Practice signatory:	No
Number of students:	Domestic: 38 equivalent full-time students
	Māori students: 29, Pasifika students: one
	International: nil
Number of staff:	Five full-time staff, two part-time staff
TEO profile:	The Gisborne Development Incorporated page on the NZQA website
Last EER outcome:	At the last EER (2017), NZQA was Confident in both Gisborne Development's educational performance and capability in self-assessment.
Scope of evaluation:	• New Zealand Certificate in Automotive Engineering (Level 3) (ID: 123429)
	• Pathway to Building, Construction and Allied Trades Skill (BCATS) (ID: 126764) and Building and Construction Level 3 (ID: 126685) and Pathway to Construction Industry (ID: 116056)(Retired) (hereafter known as the Building programmes)
MoE number:	9660
NZQA reference:	C45383
Dates of EER visit:	19 October 2021 on site, 21 October 2021 online

Summary of results

Students achieve work and life-related skills, enabling a high percentage to progress to employment or remain in further study. Current and relevant programmes are delivered in a highly supportive environment. Further training and capture of feedback will allow for more effective use of data in self-assessment.

Confident in educational performance

- Achievement ranges from the acquisition of life and work-related skills, through to course and qualification completions and providing further opportunities for employment. Course and qualification completion rates remain lower than those set by the Tertiary Education Commission (TEC), but increased achievement is occurring.

Confident in capability in self-assessment

- A very high percentage of retained students progress to employment or to further training with Gisborne Development or other local training establishments. This is of value to whānau, community and local industry. Self-assessment could be stronger here.

- Newly developed, higher-level programmes of study and funding have allowed Gisborne Development to offer qualifications that serve a wider sector of the community, and are current and relevant.

- Delivery provides individualised and group learning opportunities that meet the needs of the students. Work experience and practical projects provide real-world experience. Assessment occurs when students show readiness. Mainly positive moderation validates that assessment is valid and appropriate. Formal capture of feedback received from stakeholders, and Gisborne Development's resultant actions, should strengthen further review.

- The PTE's purpose and direction is embedded in the daily operation of the organisation. The recruitment of industry-experienced tutors with a passion to support their students provides a whānau environment for the students. Appropriate adult

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teacher training would ensure tutors have the skills to use support tools to the students' best advantage.

- Compliance accountabilities are generally met in a timely manner.

Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	The context in which Gisborne Development delivers training needs to be understood when considering the achievement of the students. In a region currently experiencing a buoyant employment environment, Gisborne Development provides training to second-chance learners, primarily under the age of 19, who experience a variety of pressures which have adverse effects on their learning. Gisborne Development students achieve and celebrate first, the consistent application of life and work-related skills and/or attributes, and then course and qualification completion. Feedback from students and industry attest to this being a valued approach.
	Annually, about a quarter of the students who are enrolled withdraw, and a number of the remaining students do not attend their courses on a daily basis. This has resulted in delayed completions and decreasing course and qualification completions[2] that, though increasing again, are below TEC expectations and the national average. The reasons for withdrawals and non-attendance are understood anecdotally, and Gisborne Development has introduced processes to address those aspects they feel able to influence. Documentation of the effectiveness of these processes would strengthen reflection and review as the organisation continues to address reducing completion rates.
	Māori students make up about 80 per cent of Gisborne Development's student population. Overall, they are achieving similarly to non-Māori students. In comparison, Pasifika make up a very small percentage and, while they have not achieved

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

[2] See Appendix 1 for the 2018-21 Gisborne Development enrolment, withdrawal and completion figures.

	any qualifications, they have been retained and have progressed to employment (see Appendix 1).
Conclusion:	While course and qualification completions do not meet funded targets, students achieve life and work-readiness skills that assist them in gaining employment. Documentation of intervention effectiveness may assist Gisborne Development when reviewing programmes.

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

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	For each year since the last EER, most, if not all[3], students moved into employment (industry or other) or further training (with Gisborne Development or other providers). Moving into employment is aided by students undertaking work experience, when deemed ready, each Friday during their training. Documenting the relationship between this and gaining employment in a relevant industry would strengthen self-assessment.

The training hours each week are designed to provide students with a simulated work environment, complemented by the students completing a small number of community projects. This enables students to develop routines that assist them in meeting the expectations of potential employment. Feedback from students and anecdotally from work experience hosts, graduates and whānau attests to students feeling supported, gaining confidence, being ready and having the right skills, knowledge and attributes to undertake employment. Formal capture of the extra feedback received would also strengthen the self-assessment occurring.

Training advisors for the transitional industry organisations (TITOs) and other industry stakeholders indicate that Gisborne Development is well supported and respected by a range of local industries. They are seen as an important contributor to the ongoing labour supply. |

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[3] See Appendix 1 for the 2018-21 Gisborne Development employment, further training and NEET figures.

Conclusion:	Most students gain a form of employment or remain engaged in training. Information is gathered from students, graduates, whānau and industry (including work experience hosts) through a variety of mechanisms. As most feedback is anecdotal in nature, formal capture of this would enable its use in reviews as they occur.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Tutor industry experience, the regular visits from TITO training advisors, and interaction with work experience hosts ensure the programmes remain current, relevant and meet the needs of stakeholders. Advisory groups are called together as needed, as with the recent rewrite to provide higher-level programmes and pathways of study through to apprenticeships and higher-level training at other education organisations, or employment. Capture of the information gained through these interactions may strengthen self-assessment.

Small class sizes and an appropriate mix of theory and practical work provides students with the ability to work individually and in groups on real-world activities. Weekly work experience also supports work-readiness. Formally structuring work experience agreements, capturing support visit observations, and getting end-of-placement feedback will ensure good practice.

Gisborne Development's understanding of the reasons for students not attending has led to the practical-theory delivery mix in order to keep students engaged. Adding campus-wide social and/or community activities, and considering a student 'pick-up' service may, for example, assist engagement and attendance. What the PTE is currently doing does not seem, by itself, to be enough.

Academic standards and integrity are monitored through the daily one-to-one interactions among tutorial staff, and managerial oversight. Work experience is also monitored by staff on a regular basis. |

	Theoretical assessment can occur when a student completes the relevant workbook. To ensure fair and valid assessment, a check for assessment readiness occurs and resits are completed using alternative assessments. Pre-assessment, internal post-assessment and external moderation occur regularly. Most moderation has been positive, and feedback received is discussed with and actioned through the programme developer. However, capturing the effectiveness of actions taken would provide quantifiable input into this organisation's reviews.
	Gisborne Development's response to the 2020 Covid-19 lockdown indicates an understanding of the students' situations. As devices and connectivity were unavailable, hard copies of assignment work were provided to the students, with tutors monitoring completion and providing support via social media. Work completion was limited over this time period. Understandings gained from the 2020 experience were unable to be employed during the 2021 lockdown due to the limited warning.
Conclusion:	Regular industry interaction and an understanding of students' needs enables Gisborne Development to provide engaging programmes that are relevant and current. Comprehensive moderation assures that assessment is valid and consistent. Additional self-assessment could strengthen the current practice and processes.

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

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Students are interviewed on application by the tutors. Generally, all students are accepted; however, this is an opportunity for tutors to become more aware of student needs. On arrival, a student is made aware of relevant rules and regulations and will undertake the online reading and numeracy assessments to gauge capability in these areas. The results of these assessments are given to the tutors. However, use of the information as a tool for learner support is not readily apparent. Professional development for staff in the use of this tool may enable more effective use of it in learning support.

	Students work at their own pace when in the classroom, gaining one-on-one tuition as needed with their tutors. Tutors actively foster close, supportive relationships with the students, the success of which is attested to by the students and graduates who say Gisborne Development is like a whānau. This feeling of connectivity continues after graduation, with graduates speaking of continuing to keep in contact with Gisborne Development and each other both professionally and socially.

A wall chart in the theory classroom charting each student's progress – mirroring in-workbook checklists – provides students and tutors with constant updates. Attendance is also monitored daily; however, students are only contacted after a few days of absence. Consideration of the effectiveness of this procedure may assist in addressing this persistent occurrence.

For students needing more assistance, a student action plan is created with progress meetings held as needed. If further learning assistance is required, an arrangement with another local PTE gives access to literacy and numeracy capability.[4] Arrangements with other external support agencies, and undertaking relevant staff professional development could aid the organisation in identifying and meeting other emerging student needs.

The organisation completed an interim domestic Code attestation but still needs to complete the full self-review in order to self-identify gaps and develop action plans to address these. |
| Conclusion: | Highly individualised support from tutors enables prompt response to emerging needs. Completion of the interim domestic Code self-review process, relevant tutorial professional development, and further external support agreements could further strengthen the support provided. |

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[4] Until 2020, a Turanga Ararau literacy and numeracy tutor provided classes one day per week. This was well received. After the 2020 Covid lockdown, this arrangement was replaced, with Gisborne Development students needing to go to Turanga Ararau to gain this support.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Since the last EER, Gisborne Development has faced a number of challenges[5] that have required sustained periods where only routine operations occurred. Despite this, the organisation's purpose and direction has remained clear and embedded in daily operations. The organisation has successfully gained and retained new funding and developed new programmes supporting employment and apprenticeship pathways. The Board meets and visits the organisation regularly to support the chief executive in meeting the goals set for the organisation from the beginning. Completing strategic planning for 2021 and future years[6] will support the new changes in operation as well as those needed to meet the changing environment brought about by more employment opportunities and the pandemic. Consideration of the sustainability of the combined management-administration position is also needed, particularly as the PTE needs to meet new funding conditions, and allowing for sufficient time for effective self-assessment. The understanding displayed by staff supports that data is collected and analysed in some areas. The documentation of resultant actions arising is patchy and needs improvement. Resources and teaching materials are updated regularly through daily staff meetings and consultation with the relevant development training organisations.[7] Changes to assessment and teaching materials are made by the relevant organisation,

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[5] There have been a number of resignations among senior staff, health issues requiring long absences, rising mental health concerns among the student body, regular Covid-19 lockdowns, and the merging of the chief executive and administration roles since the last EER.

[6] The evaluation team acknowledges the recent health and personal issues that have been faced by Board members and Gisborne Development staff which have delayed the completion of normal processes.

[7] Gisborne Development Incorporated works with the relevant TITO material and assessment for construction and engineering. For the automotive delivery material and assessments, Gisborne Development worked with consortium partners GH Training and Fairview Education Services. Fairview Education Services updates the material and assessments for the consortium.

	and resource update requests are considered by management and the Board as needed.
	Staff are recruited for their industry experience and their passion to work with underprivileged persons. Relevant adult teaching training is started soon after recruitment. The small number of staff enables the chief executive and the longer-serving tutors to provide support as needed. A documented professional development schedule updated during staff appraisals would support professional development decisions made.
Conclusion:	The organisational purpose and direction remains clear despite the multiple challenges faced by the organisation. Formal documentation of strategic planning, self-assessment actions and staff professional development would strengthen and support current and future decisions and activities.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	The experienced chief executive (a former tutor at the PTE) of Gisborne Development manages the organisation's compliance accountabilities. Overall, the majority of compliance accountabilities have been managed in a timely manner. The late reporting of credits that occurred over 2019-20 have been investigated and the reasons for the occurrence understood. A new process of monthly unit standard reporting has rectified the issue. Compliance management would be strengthened by a more rigorous and connected alignment to compliance oversight by the Board, and embedding routine monitoring of this.
	A recent TEC audit has found that systems, processes and practices are acceptable despite there being several non-conformities during 2019-20. The use of a new student management system and a response from the organisation indicates that understandings have been gained and appropriate actions taken.
	Recent new funding through the Ministry of Social Development, and a health and safety audit, have led to new policies and procedures being written and added to the quality management system. The recommended completion of the

	interim domestic Code self-review could also provide the organisation with guidance in formalising more in-house practices as policies and procedures to enable consistent practice and guidance for all staff members.
Conclusion:	The management of compliance accountabilities and completion of compliance activities is based on the knowledge and experience of the chief executive. Formalised scheduling and regular self-review of policies and procedures may enable more consistent practice.

Focus areas

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

2.1 Focus area: The New Zealand Certificate in Automotive Engineering (Level 3) (ID: 123429)

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	The availability of a large number of projects and a highly supportive, whānau-like environment fostered by the current tutors has improved attendance and, by default, course completions.[8] Attrition is still high at around a third of students enrolled; as an organisation, Gisborne Development is working on this trend. Progression into employment or further training has remained close to 100 per cent annually.
	Gisborne Development considered industry feedback and developed the higher level 3 automotive programme to provide an educational/employment pathway to apprenticeship. A small increase in offered apprenticeships has been seen in 2021. An understanding of what has contributed to this to guide future review is recommended.
	The tutors recruited have an extensive history within the industry, but also with working with students with literacy and learning difficulties. Further professional development in adult teaching and training will build on this.

2.2 Focus area: •Pathway to Building, Construction and Allied Trades Skill (BCATS) (ID: 126764) and Building and Construction Level 3 (ID: 126685) and Pathway to Construction Industry (ID: 116056)(Retired) (The Building programmes)

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	The building and associated trades classes have small student numbers, mostly Māori. The completion of a garden shed for sale and small community projects supplement the practical component of this course. Course completions are

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[8] See Appendix 1 for course completion, qualification completion and destination data.

| | strengthening, though an understanding of potential causes was not provided. As with the rest of the organisation, most students progress into employment or further training. However, a small number of students on these programmes have withdrawn and are no longer in education or employment (NEET).[9]

The higher level 3 building and associated trades programme was developed using BCITO[10] material and assessments on expiry of the level 2 national certificate. The level 1 and level 2 New Zealand certificate programmes have recently gained approval, providing students with a pathway of qualifications through to apprenticeship in a number of associated trades. The effectiveness of this suite of programmes providing a pathway of study is still to be determined.

For a significant period in 2021, these programmes did not have a tutor. Allocation of the engineering tutor to oversee the theoretical component of the programmes has resulted in a new approach to inducting and progressing students through the courses. Rather than providing all of the programme's written material initially and overwhelming the students, a task-by-task approach has been adopted, enabling increased completion of courses.

The period of reduced coverage also exposed another area where continued action is recommended. Over half of the students enrolled stopped attending class and, at the date of programme review, had not returned. Follow-up on lack of attendance was not completed. |
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[9] NEET = not in education, employment or training. Three students have become NEET statistics since the last EER. Of these, two were building students – one in 2018, the other in 2020. The reasons for these students becoming NEET are known.

[10] Building and Construction Industry Training Organisation

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Gisborne Development Incorporated:

- Update and add policies and procedures supporting students to attend and achieve in a safe and supportive environment.

- Reinstate the work experience documentation and procedures to enable use of appropriate feedback to further support student progress.

- Formally capture stakeholder feedback for use in review and improvements over time.

- Document and review the effectiveness of measures taken to improve student attendance and course and/or qualification completions.

- Create moderation and compliance management schedules to ensure all accountabilities can be met consistently when required. Inclusion of responsibilities to the interim domestic, and the incoming tertiary and international Codes of Practice should be incorporated.

- Complete the strategic plan for 2021 and future years. Consider the sustainability of amalgamating the chief executive and administration roles and the ramifications of staffing shortages.

- Explore the role of the online literacy and numeracy assessment tool as well as professional development provided to staff to enable appropriate use within support and delivery.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix 1

Table 1. Overall student data

Student enrolment, withdrawals, completions and outcome data for 2018					Student enrolment, withdrawals, completions and outcome data for 2019				
Number of students	**All students**	**Māori**	**Pasifika**	**Non-Māori**	**Number of students**	**All students**	**Māori**	**Pasifika**	**Non-Māori**
Total enrols	40	34	2	4	**Total enrols**	30	22	1	7
Apprenticeships gained	1 (2%)	1 (3%)	0	0	**Apprenticeships gained**	4 (13%)	3 (13%)	0	1 (20%)
Employment	15 (37%)	11 (32%)	0	4 (100%)	**Employment**	11 (36%)	7 (31%)	0	4 (57%)
Further training	22 (55%)	17 (50%)	2 (100%)	4 (100%)	**Further training**	15 (50%)	12 (54%)	1 (100%)	2 (28%)
NEET	2 (5%)	2 (6%)	0	0	**NEET**	0	0	0	0
Early withdrawals	7 (17%)	5 (15%)	0	2 (50%)	**Early withdrawals**	9 (30%)	7 (31%)	0	2 (14%)
Course completions	1396 (56.5%)	1017 (34%)	50 (3)%	329 (23%)	**Course completions**	953 (38.6%)	602 (63%)	19 (2%)	332 (34%)
Qualification completions	16 (39%)	11 (32%)	0	5 (42%)	**Qualification completions**	6 (20%)	5 (22%)	0	1 (14%)

Student enrolment, withdrawals, completions and outcome data for 2020					Student enrolment, withdrawals, completions and outcome data for 2021 to date				
Number of students	**All students**	**Māori**	**Pasifika**	**Non-Māori**	**Number of students**	**All students**	**Māori**	**Pasifika**	**Non-Māori**
Total enrols	45	35	0	10	**Total enrols**	38	29	1	8
Apprenticeships gained	3 (6%)	1 (3%)	0	2 (20%)	**Apprenticeships gained**	4 (10%)	4 (13%)	0	0
Employment	22 (48%)	18 (51%)	0	4 (100%)	**Employment**	13 (34%)	7 (24%)	1 (100%)	5 (62%)
Further training	19 (42%)	15 (43%)	0	4 (40%)	**Further training**	-	-	-	-
NEET	1 (2%)	1 (3%)	0	0	**NEET**	-	-	-	-
Early withdrawals	12 (26%)	10 (28%)	0	2 (50%)	**Early withdrawals**	9 (23%)	8 (27%)	1 (100%)	3 (37%)
Course completions	998 (30.7%)	705 (70%)	0	293 (29%)	**Course completions**	1039 (23.8%)	827(79%)	0	212 (20%)
Qualification completions	3 (6%)	1 (3%)	0	2 (20%)	**Qualification completions**	4 (10%)	3 (10%)	0	1 (12%)

Data set 2. Automotive student data

	2018	2019	2020	2021 (incomplete)
Enrolled: All (Māori, Pasifika)	24 (17,2)	19 (12,1)	26 (18, 0)	24 (18, 0)
Withdrawn: All (Māori, Pasifika)	8/33% (7,0)	4/16% (3, 1)	9/34% (8, 0)	9/37% (9)
Course Completion: All (Māori, Pasifika)	50% (77%, 3%)	64% (36%, 2%)	46% (54%, 0)	73% (73%, 0)
Qualification completion: All (Māori, Pasifika)	4/16% (3, 0)	1/5% (1, 0)	3/6% (1,0)	4/10% (3, 0) (to date)
Employment: All (Māori, Pasifika)	8/33% (5, 0)	6/31% (4,1)	13/50% (10,0)	7/29% (5,0) (to date)
Apprenticeship: All (Māori, Pasifika)	0	1/5% (1,0)	1/4% (0,0)	3/8% (2,0) (to date)
Further training: All (Māori, Pasifika)	14/58% (10,2)	12/63% (7, 0)	12/46% (8,0)	TBC
NEET: All (Māori, Pasifika)	1/4% (1,0)	0	0	TBC

Withdrawals due to family and finance-related reasons, employment before qualification completion and, in recent years, Covid-19-related issues.

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Data Set 3. Construction student data

	2018	2019	2020	2021 (till October 2021)
Enrolled: All (Māori, Pasifika)	8 (7,0)	8 (7,0)	10 (9,0)	9 (9,0)
Withdrawn: All (Māori, Pasifika)	1/12.5% (0, 0)	2/25% (2, 0)	5/50% (3, 0)	3/33% (3, 0)
Course completion: All (Māori, Pasifika)	18% (97%, 0)	17% (53%, 0)	20% (82%, 0)	31% (100%, 0)
Qualification completion: All (Māori, Pasifika)	4/57% (4, 0)	3/37% (2, 0)	0	3/33% (3,0) (to date)
Employment: All (Māori, Pasifika)	2/25% (2,0)	3/37% (3, 0)	4/40% (4, 0)	1/11% (1,0) (to date)
Apprenticeship: All (Māori, Pasifika)	1/12.5% (1, 0)	3/37% (2, 0)	2/20% (1,0)	1/11% (1,0) (to date)
Further training: All (Māori, Pasifika)	3/42% (3,0)	2/25% (2,0)	3/30% (3,0)	TBC
NEET: All (Māori, Pasifika)	1/14% (0,0)	0	1/10% (1,0)	TBC

Withdrawals due to family and finance-related reasons, employment before qualification completion and, in recent years, Covid-19-related issues.

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Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

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

- *Identify organisational fraud[11]*

- *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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[11] NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

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

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

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*

- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*

- *maintaining training scheme approval for all TEOs other than universities.*

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

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/, while information about the conduct and methodology for external evaluation and review can be found at https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/.

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