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Report of External Evaluation and Review

Queenstown Language School Limited
trading as Language Schools New
Zealand

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 28 May 2018

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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:	Queenstown Language School Limited trading as Language Schools New Zealand (LSNZ)
Type:	Private training establishment (PTE)
First registered:	1 April 1995
Location:	Level 3, O'Connell's Shopping Centre, 30 Camp Street, Queenstown
Delivery sites:	As above
Courses currently delivered:	General English programme (including a class preparing students for external English language examinations, Cambridge and IELTS ¹)
Code of Practice signatory:	Yes
Number of students:	Domestic: nil International: 45 equivalent full-time students (10 from Brazil, nine from Columbia, eight from Japan, and the remainder from Europe, Latin America and Asia)
Number of staff:	11 full-time, four part-time
Scope of active accreditation:	Approved to offer a full-time General English Programme.
Distinctive characteristics:	LSNZ is a small English language school, with its sole site in Queenstown. The PTE offers courses to

¹ International English Language Testing System

students which can range from one week to one year. The majority attend for lifestyle English. The outcome is to learn and improve their use and understanding of the English language, whether this is for travel, university entrance or immigration purposes, or to improve their job prospects in their home country.

Recent significant changes: A new manager has been recruited since the previous external evaluation and review (EER), overseeing the operations of LSNZ alongside the acting director of studies (the incumbent director of studies is on sick leave). This arrangement enables the director of LSNZ to strategise and liaise with its COMBO partners (a long-term arrangement with two other language schools based in Wellington and Auckland), agents and marketing.

Previous quality assurance history: NZQA was Highly Confident in both the educational performance and capability in self-assessment of the PTE at the previous EER conducted in March 2014.

LSNZ is a member of the English New Zealand (EngNZ), an association of English Language providers. At the most recent EngNZ audit in 2016, LSNZ met the required standards and the audit noted strengths relating to: the care and support of students, adherence to matters of compliance, and a commitment to quality. Three suggestions were to record staff attendance in professional development sessions, review complaint procedure information, and to use the EngNZ Standards document to do self-audits.

Other: LSNZ's membership with EngNZ and its COMBO partnership supports the school to keep abreast of achievements, changes and challenges affecting language schools and delivery to international students.

2. Scope of external evaluation and review

The scope of the EER included the following focus areas:

General English

This was chosen because most of the students enrol on this programme. The examination preparation class was reviewed within this focus area.

International student support and well-being

This is a mandatory focus area for organisations that enrol international students.

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 LSNZ leadership team consisting of the director and the manager, the acting director of studies. The evaluators also interviewed representatives of teaching staff (five), student support staff (three), and students (nine). Stakeholders, including agents (two), homestay providers (two) and graduates (two) were contacted by phone.

Along with the PTE's self-assessment summary received prior to the visit, the evaluation team reviewed relevant document samples including management, academic and administrative reports and minutes, professional development records, EngNZ audit report, Code of Practice review, student records, self-assessment documentation, student achievement data, moderation and evaluation feedback.

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 fraud²*
- *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.*

² NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Queenstown Language School Limited trading as Language Schools New Zealand**.

The key reasons for this level of confidence include:

- LSNZ is meeting the most important needs of students to improve their English ability by the provision of varied and well-constructed learning opportunities to acquire language skills that are immediately applicable in their daily lives. The curriculum is aligned with the Common European Framework of Reference for Languages (CEFR).
- Students are very satisfied with their study and support at LSNZ. This was affirmed by the results of the i-Graduate survey (English Language Barometer 2016) report that LSNZ was on a par with Global providers and, at 87.5 per cent, exceeded other New Zealand providers for overall learning. At 93.3 per cent LSNZ exceeded both Global and New Zealand providers for overall support.
- Classroom learning opportunities are supplemented by staff after-school activities including conversation classes and a Job Club. Well-organised activities outside of class provide further opportunities to practise and apply their language skills in real-life situations.
- The teaching staff are well qualified and highly experienced, ably led by an acting director of studies who is strengthening processes that underpin delivery and assessment. Through teaching observations and moderation of assessments, she provides ongoing feedback and coaching on their practice, all designed to identify areas for improvement to grow good practice.
- LSNZ is achieving very good results with external examinations by Cambridge and IELTS. The General English programme reports that the students receive at the end of study provide clear statements of current ability which are very useful to the students and stakeholders. Moderation of assessment affirms the academic results achieved.
- The students' individual goals are identified on entry and followed up at exit; achievement is influenced by these results.
- The school has clear leadership and direction. It has long-standing relationships with its homestay providers and agents. LSNZ's partnership with the COMBO group provides strategic alliances for the director and teaching and study options for staff and students. Additionally, as a member of EngNZ the organisation keeps abreast of the changes and challenges that may affect students.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Queenstown Language School Limited trading as Language Schools New Zealand**.

The key reasons for this level of confidence include:

- LSNZ's self-assessment activities include planned and completed reviews (pastoral care, academic, administration, health and safety, agent engagement, Code of Practice) to inform the organisation of ongoing strengths and improvements where required. The areas for improvement are identified and actioned.
- Student progress is monitored weekly through staff meetings and fortnightly testing. The fortnightly tests help teachers assess student readiness to progress through the levels, acknowledged through weekly graduation ceremonies. A sound moderation process verifies these results.
- The organisation gathers and uses data, achievement progress and survey information to understand its performance against indicators. These include external examination results, movement in levels, withdrawals, extensions to study time, goal achievement, and feedback from students and stakeholders.
- While it is clear that LSNZ is focussed on self-assessment to affirm and improve practice, more could be done to ensure a shared, organisation-wide approach. This has been shown in practice to the organisation with the manager's forced absence following an accident and some planned reviews not carried out. The acting director of studies noted that programme review was well overdue.
- There are areas that can be strengthened such as capturing student achievement at a macro level and the value gained from doing so, as well as better defining with students their goals so it is clear which are aspirational and what can reasonably be achieved in the study time. More could also be done to capture confidence indicators from the students' perspective.

Findings³

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 courses available to students can span from one week to one year, addressing a range of student needs including enhanced travel experience and improved English language ability. For those students whose goal is to prepare for external examinations such as Cambridge and IELTS, the preparation classes have led to high success rates. Of the nine Cambridge candidates in 2016, all passed, and of the 12 candidates in 2017, 11 passed. Similarly with IELTS, of the nine candidates in 2016 from the academic preparation class, eight scored 6-8.5, which would enable further tertiary study, and one scored 5. In 2017, the nine candidates (seven academic and two general) scored 6-7.5. These are very good results which speak highly of the candidates' efforts and achievements supported by the teaching and support staff.

For the General English courses, students' progress is monitored and tested fortnightly, and they progress through the levels as and when assessed ready by teachers, and acknowledged through weekly graduation ceremonies. For the longer-term students (more than 14 weeks), data was provided which showed the progress of all 2017 students through the levels, with the majority progressing in at least one level. In addition, a final report acknowledges the start and completion levels aligned with the CEFR 'can do' statements with concluding comments by the teacher. These statements provide clear statements to the student and stakeholders about the current language ability of the student. Students and graduates interviewed attested to their goals being met.

LSNZ also provides study and ski courses which follow the General English progress pathway, and in addition allows for the local culture and flavour to be experienced through outdoor pursuits which appeals to these cohorts. This programme continues to attract the students who want to explore New Zealand life outside the classroom through sporting or cultural activities. LSNZ encourages and facilitates this wider experience by the provision of a school van and a staff member. LSNZ gauges the value of this extra-curricular activity provision as enhanced language learning, growth in confidence, and personal development.

Teachers and the acting director of studies know what students have achieved as class and school numbers are small and they can speak to the patterns that are emerging, for example with different ethnicities. It would be useful to get a macro

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

picture for General English of what students have achieved across the school for reflection. This is especially the case where students might have taken much longer than previously anticipated by the student and school or, conversely, where students have progressed very well and have been advised to move to IELTS or Cambridge classes which has then provided additional value.

A new student management system is in place to manage and improve reporting mechanisms including the new reporting requirements for unfunded international providers for use by the Ministry of Education, Education New Zealand and NZQA. The student management system has only been in place for three months and its full reporting benefits are yet to be realised including the collation of data across classes and the school over years. Additionally, LSNZ is considering how it can better evidence and define IELTS goals for tertiary study when students return to their home countries, as these IELTS levels may differ from New Zealand expectations.

Student satisfaction and their achievement of goals are the key indicators LSNZ uses to gauge its success. While students' survey results in these areas are consistently positive each year, LSNZ has reviewed the information collected and is trialling a rating system (poor, satisfactory, good, very good, excellent) for 2018. This improves the survey from a yes/no response to one which enquires about 'how well the service has been provided' with provision for commentary. This improvement is expected to provide more defined and useful comments for follow-up by staff seeking assurance that the students' learning experience is optimised.

Speaking tests demonstrate the lift in student confidence levels. Some activities are videoed to show students the progress they have made compared with videos from week one. LSNZ is also considering how it can better seek students' perspectives on confidence gains through the graduation evaluation form.

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 **Good**.

LSNZ has identified its range of stakeholders and how its programme outcomes provide value. The key valued outcomes for students include gaining meaningful skills and knowledge and developing their cognitive abilities. These needs were being met by the range of programmes offered, where learner capability is measured and monitored. The results of the external examinations reported previously under 1.1 also support value gained. The language skills acquired are immediately applicable in the students' daily lives and are aligned to their individual goals as identified on entry.

In addition, student and graduate feedback, provided informally in discussions with staff and more formally through the six-weekly and graduation evaluations, attest that students value their learning experience at LSNZ. The feedback is very positive –

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where issues arise they are attended to and addressed promptly. LSNZ provided the evaluators with the action plans and resolutions to issues raised which showed how important this feedback is to provide opportunities for ongoing improvements. The 2018 change to evaluation forms to provide ratings will add more useful and defined information for use by the staff to ensure this positive experience continues. The 2016 i-Graduate English Language Barometer organised nationally by EngNZ reported that, at 87.5 per cent, LSNZ was on a par with Global providers and exceeded other New Zealand providers for overall learning. At 93.3 per cent, LSNZ exceeded both Global and New Zealand providers for overall support, two key contributors to successful teaching and learning.

Value for stakeholders such as families, agents, prospective employers and other training institutes is provided with the individual student reports that show progress of the students through levels and against acknowledged CEFR 'can do' statements and where applicable, successful achievement of IELTS and Cambridge exams. This is also important as successful delivery and achievement along with satisfied students assures agents that they are recommending students to a school that will provide credible programmes and a positive learning experience. This in turn adds value to quality English education in New Zealand. LSNZ contributes to the cultural diversity of Queenstown and its economy with students studying, working part-time, residing in an arranged homestay or other accommodation and accessing outdoor pursuits.

The Queenstown Resort College has provided a pathway to higher tertiary study for LSNZ graduates and is still an option. However, the entry requirement previously based on internal 'mock' exams has from 2018 been changed. Entry is now based on IELTS achievement; the impact of this change on enrolments will be monitored. This is timely as a consultation process is underway to determine whether tertiary education organisations can continue to use internal tests for entry to tertiary study. More than 90 per cent of students return to their home country post-study. They value their improved levels of English which makes them more competitive in their employment and improves quality of life. LSNZ staff know anecdotally how students are using their improved language abilities post-course and are exploring ways, including through social media, to collate and affirm this information.

More than 95 per cent of students say they would recommend LSNZ to friends and family which indicates the potential benefit to Queenstown and New Zealand of increased numbers of international students.

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**.

LSNZ programmes are well designed and delivered to match the needs of the students and stakeholders. The range of programmes suits the different student requirements. The school's strategy for identifying the student's starting level (elementary, pre-intermediate, intermediate, upper intermediate) is the Oxford placement test supplemented by a goal-setting interview and a writing test. This strategy appears to be effective in correctly placing students, and initial level decisions are settled within the first week.

Each unit of work enables individualised learning progression so teachers can support each student's needs, goals and ability. Teachers are well-qualified and experienced and use a wide range of course books and materials to keep content relevant, current and motivating, supplemented by resources according to individual teacher interests and strengths. Through a planned professional development programme, both internal and externally, LSNZ ensures that teachers remain well-informed and are self-reflective of their teaching practice. Teachers are encouraged to lead internal professional development sessions according to their strengths. They identified role-play, games, information technology, grammar, and Cahoot quizzes as examples. Examples of external professional development included attendance at the EngNZ conference where staff return and share their learning with colleagues.

Small classes enable individual attention, and teachers get to know their students well, providing an atmosphere of genuine care. Examples were provided to demonstrate how teachers have proactively made improvements to continue to meet student needs.

The teaching of the different levels is rotated to motivate and challenge tutors and to share practice and ideas collegially; again, students benefit from these changes. The quality of teaching is monitored through regular observations by the acting director of studies, as well as through peer observations with constructive feedback and ongoing teacher self-reflection and professional development centred on issues relating to good teaching practice.

A sound moderation system is in place to check the validity and consistency of assessments which includes blind marking by the acting director of studies. Any differences in assessments are discussed and actions recorded. The evaluators discussed with LSNZ the viability of including the COMBO partners in external moderation.

The COMBO partners provide opportunities for tutors and choices for students who are enrolled in the longer-term courses. A COMBO enrolment enables a student to

flexibly move from one partner organisation to another. A Super Combo arrangement enables enrolment consecutively at each of the three organisations in Auckland, Wellington and Queenstown. One of the students interviewed for this EER was a Super COMBO enrolment.

The acting director of studies noted that the last programme review was conducted prior to the previous EER and is well overdue. While some changes have been made to the programme and resources, a complete programme review is necessary.

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**.

LSNZ effectively supports students to be involved in their own learning. The PTE does this by supporting students to choose the course that will suit their goals. In some cases, where General English students have shown aptitude to do so, they have been encouraged to enrol in the examination classes. Graduates interviewed appreciated this encouragement and direction and the additional one-on-one support the acting director of studies provides to overcome any study concerns.

The learner-centred, communicative approach that teachers use helps students focus on, use and extend what they are learning in a way that is purposeful and relevant to them. This extends to using practical exercises linked to everyday activities of banking, shopping and dining which all encourage ongoing use of language. Students invite peers and guests to dinners at the LSNZ student accommodation, providing additional opportunities to meet, mingle and practise their language abilities.

Six-weekly feedback surveys and final student evaluations confirm that the students are very happy with the programmes, teaching, resources and support provided to help them achieve their goals. They feel they are making, or have made, progress and that their teachers understand their needs. Students interviewed commented that they feel supported both academically and with pastoral care, and that the welcoming, friendly atmosphere in the school is conducive to learning. They feel listened to and that their concerns are addressed. Two staff members are available to provide 24-hour emergency services. Students appreciate the support they receive on their graduations, during evaluations, and for graduation speeches. LSNZ take a personal interest in the students and is quick to notice when issues may be arising. A Job Club is available which supports students to prepare for part-time work. A conversation club is arranged outside class times as required to provide additional use of language practice. The evaluators were provided with numerous examples that endorse these practices.

LSNZ's homestay service is appreciated by students. Most homestays have been providing services long-term and the service suits both parties. Annual checks are

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compulsory for homestays to remain in the system, with three-yearly checks of the home, unless they are homestays that host students under 18 years – this check is done more frequently throughout the year. Police checks are required and completed for all homestays who take students under the age of 18. Enrolment procedures for students under 18 are more extensive than standard student enrolments, absenteeism is followed up daily, and communication and reports are provided to parents of student achievement and any other matters that may affect student wellbeing. In addition, LSNZ ensures that parents or guardians of students under 18 receive regular reports on the student's achievement and wellbeing. While LSNZ has long-standing arrangements with its homestay providers, consideration should be given to more frequent visits than the current three-yearly cycle as changes can quickly affect the quality of provision.

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**.

A strength of LSNZ is its small size, with staff working well as a team. The leadership team offers regular support and direction to support achievement. The director ensures that all aspects of the business are running smoothly, with devolved responsibilities to the acting director of studies and the manager.

LSNZ works closely with its COMBO partnership group to share strategic planning, marketing and travel and agent knowledge. This also provides opportunities for flexible enrolments and programmes for students. Membership of EngNZ provides feedback biannually by way of audit of a number of standards, including staff qualifications and experience, curriculum and course delivery, assessment processes, resources and student support.

The manager has initiated several reviews in areas such as pastoral care, management, administration, academic systems, and professional development opportunities to strengthen process and practice. Some improvements were already visible such as the strengthened processes around agent referencing and engagement, improved evaluation forms, and the improved ways of providing information to and engaging with homestay families. One homestay family who provides homestay services to other schools commented that improved information on the LSNZ website set it above others as it made it easier to plan availability of accommodation. These are useful improvements as the recruiting of students, their satisfaction and accommodation, are all important components of successful study and retention.

LSNZ meets the EngNZ standard concerning self-assessment activities, and they continue to explore how they can improve and strengthen their own processes. Appointment recently of a manager and acting director of studies has provided

further impetus to do so. LSNZ acknowledges the need to ensure there is back-up support and responsibility should one of these key personnel not be available. This was shown by the absence of the manager (following an accident), and scheduled reviews did not take place during that time. A more comprehensive and shared, school-wide approach to self-assessment could mitigate against any repetition.

The director keeps abreast of resource needs including a new student management system and improved IT equipment and resources. In addition to homestay and rental accommodation provision, LSNZ owns a property that accommodates some of its students. This has been useful for those students who do not want homestay accommodation, giving them time to settle and make friends before seeking alternative rental accommodation. LSNZ is considering purchasing additional student accommodation to counter increasing Queenstown rental costs. The director is currently sourcing an alternative delivery site as the current site is to be closed for renovations mid-2019. Student numbers range from 40-80, and the programmes are fully student funded.

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 **Good**.

LSNZ has processes in place to manage, monitor and review compliance. This includes an accountabilities matrix which identifies compliance requirements, staff responsible for actions, and timeframes. The manager gets matrix alerts a month in advance which has been sufficient to signal requirements. The membership with EngNZ and the COMBO partnership also proactively keep LSNZ apprised of changes and challenges that might impact compliance.

When the Education Code of Practice 2016 (Code) was updated, LSNZ comprehensively reviewed the operations manual and made updates according to changes in the Code that affected LSNZ policies and procedures. This review continues to be discussed by staff at six-monthly intervals. The EngNZ audit reflected how the continued involvement of staff in the ongoing revision and information sharing of the Code was a strength.

The evaluators found sampled student files for under-18-year-olds for the period 2016-18 were compliant, all containing the required information. For the same period, one file in the 18+ sample showed an anomaly in the insurance period. The student enrolled for an extension of study and the agent organised another period of insurance, but missing a day so the cover was not continuous. LSNZ has committed to strengthening this process. Attendance expectations as they relate to programme success and visa rules are actively managed. Students are followed up by staff and warnings and sanctions are applied when student attendance falls below 80 per cent.

Management has ensured that the delivery hours and programme outcomes align with the programme requirements as approved by NZQA, and with the information provided to the students.

The Christchurch site is no longer used and LSNZ will check all information to ensure this is clear to students and stakeholders.

Focus Areas

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

2.1 Focus area: General English

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

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

2.2 Focus area: International students: support and wellbeing

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

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

Recommendations

NZQA recommends that Queenstown Language School Limited trading as Language Schools New Zealand strengthen its self-assessment practices by:

- Implementing a more comprehensive and shared, school-wide approach to self-assessment so practices are not affected by key personnel absences.
- Extending data used for analysis to provide an overall view of achievement over time.
- Continuing to trial and review recent developments for defining goal-setting and achievement including the IELTS requirement in the relevant home country, improving the response rate to homestay surveys and 'rating' changes on the student evaluation form.
- Improving the verification of insurance arranged by agents to ensure compliance with the Code.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

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

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