

Report of External Evaluation and Review

Global Education Group Limited
trading as North Shore International
Academy

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 4 August 2016

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Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	Global Education Group Limited trading as North Shore International Academy (NSIA)
Type:	Private training establishment (PTE)
First registered with NZQA:	October 2002
Location:	100 Symonds Street, Auckland
Delivery sites:	In addition to the location above, NSIA delivers courses at 171 Hobson Street and 3 Wakefield Street.
Courses currently delivered:	<p>Cookery and Culinary Arts</p> <p>Diploma in Culinary Arts (Level 5) which leads to the following qualifications:</p> <ul style="list-style-type: none">• New Zealand Certificate in Cookery (Level 4)• New Zealand Diploma in Cookery (Advanced) (Level 5) <p>The following programmes are being phased out as a result of the Targeted Review of Qualifications:</p> <ul style="list-style-type: none">• Diploma in International Cookery and Patisserie (Level 5)• Diploma in International Culinary Arts (Level 5) <p>The following programme was approved by NZQA in May 2016:</p> <ul style="list-style-type: none">• New Zealand Certificate in Baking (Generalist) (Level 4)

Hospitality Management

- Diploma in Hotel, Hospitality and Management (Level 5)
- NSIA Diploma in Hospitality Management (Level 5)

English

- Elementary ESOL Training Scheme (Level 1)
- Pre-Intermediate ESOL Training Scheme (Level 2)
- Intermediate Training Scheme (Level 3)
- Exam Preparation ESOL Training Scheme (Level 4)

Code of Practice signatory: Yes

Number of students: **International**

Over 1,300 international students – around 40 per cent Chinese; 30 per cent Indian, 10 per cent Korean, with the remainder as nationalities

Domestic

Around 50 domestic students; some are student achievement component (SAC) funded by the Tertiary Education Commission – currently there are three students identified as Māori and six students identified as Pasifika

Number of staff: 79 full-time and four part-time staff

Scope of active accreditation: In addition to courses currently delivered, NSIA also holds accreditation to deliver the following programme:

- New Zealand Certificate in English Language (Academic) (Level 4)

Distinctive characteristics: NSIA specialises in training programmes in cookery, culinary arts and hospitality management, primarily targeting the international education market.

NSIA also runs an English language school to support its international students as a pathway to NSIA's programmes, to other programmes offered by the Intueri Education Group and to other TEOs outside of the Intueri Education Group. NSIA provides continuing language support to NSIA

students.

Recent significant changes: NSIA was sold to the Intueri Education Group in February 2013. Prior to that, the academy was run and operated by the former owner/director and had a presence on Auckland's North Shore.

The Albany campus has been closed and the academy now concentrates its delivery in Auckland Central and has grown its roll by over 30 per cent.

NSIA has developed new programmes for the newly listed New Zealand qualifications in cookery and culinary arts. These programmes were approved and accredited by NZQA in 2015 and delivery has now commenced.

Previous quality assurance history: The previous external evaluation and review of NSIA was conducted in October 2011, with the final report published in July 2012. NZQA was Confident in both the educational performance and capability in self-assessment of NSIA.

NSIA met the requirements for national external moderation, as conducted by the industry training organisation, Service IQ, in early 2016.

NSIA did not meet all the requirements for national external moderation conducted by NZQA in 2015, for standards relating to the business and management aspects in workplaces (see Findings 1.4).

Other: NSIA is part of the Intueri Education Group (<http://www.intueri.co.nz/>).

2. Scope of external evaluation and review

Governance, management and strategy is a mandatory focus area. Other focus areas selected were:

- International students

Most enrolments (around 98 per cent) are from international students.

- Level 5 Cookery and Culinary Arts programmes

Eighty per cent of NSIA students are enrolled in one of the cookery and culinary arts programmes. The remainder are spread across hospitality management programmes (10 per cent) and English language training schemes (10 per cent).

NSIA is in the process of transitioning to new programmes under the newly listed New Zealand qualifications. The evaluation team selected all level 5 cookery and culinary arts programmes as a focus area to ensure a comprehensive review of NSIA's operations.

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 external evaluation and review was originally scheduled for November 2015. Self-assessment materials were delivered to NZQA to inform scoping decisions. NZQA met with NSIA's and Intueri's representatives in October 2015 to agree on the focus areas and logistics of the on-site visit. Due to events beyond NZQA and NSIA's control, both parties mutually agreed to defer the on-site visit to 2016.

A new evaluation team was subsequently appointed due to unavailability of the original team. The new lead evaluator met with NSIA's and Intueri's representatives to review the scope of the evaluation, as the academy commenced delivery of new programmes in cookery and culinary arts. As a result, changes to focus areas were agreed and the agenda refined to reflect the update in focus area selection.

The evaluation team comprised two evaluators. The on-site visit lasted three days and was conducted at NSIA's main campus at 100 Symonds Street, Auckland. The evaluation team interviewed the academy's director, the operations manager, the education manager, four team leaders, six cookery and culinary arts tutors, two internal moderators, the head of international recruitment, the career services team leader, the student services and administration manager, the student services team leader, four student services officers, 11 cookery and culinary arts students (nine international and two domestic), five graduates and six stakeholders from the hospitality industry.

The general manager organisational capability and the academic quality assurance support director of Intueri Education Group were also interviewed. The evaluation team toured the Symonds Street campus and observed four classes – two theory and two practical, each for approximately 15 minutes. A range of documents and records were sampled and reviewed. The Tertiary Education Commission, Service IQ (the relevant industry training organisation) and City and Guilds were contacted for their opinion on NSIA's performance.

Summary of Results

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

NZQA is **Highly Confident** in the educational performance of **Global Education Group Limited trading as NSIA**.

NZQA is **Highly Confident** in the capability in self-assessment of **Global Education Group Limited trading as NSIA**.

- Highly satisfactory course completion rates of around 95 per cent are achieved by international students, a group accounting for about 96 per cent of NSIA enrolments (see Findings 1.1).
- An average of around 65 per cent of graduate destinations are known to NSIA through various means, with an average of 85 per cent of the known destinations being employment within the hospitality sector. Among other services, NSIA runs a very effective career support division ('Connect') which contributes to the exemplary employment outcomes (see Findings 1.2).
- Sector engagement is frequent and meaningful in ensuring the relevance of course content, as well as for gathering intelligence of market trends and demands. As a result of input from the industry, programmes are restructured and the content rationalised, and advanced skills that are in demand are piloted and added (see Findings 1.3).
- The support services division is efficient, highly effective and described as 'going the extra mile', so that the academic staff and students can focus on teaching and learning respectively. Admission criteria are administered responsibly, sufficient oversight is applied to overseas agents, the Code of Practice for the Pastoral Care of International Students is adhered to, and self-review is ongoing, comprehensive and effective (see Findings 1.5).
- Governance and management is strong in supporting educational achievement and employment outcomes. The academy successfully navigated through initial difficulties when ownership was transferred in 2013. A reflective, open, sharing culture is now well-embedded. NSIA demonstrates strong internal capability in managing its operations and operates a highly coherent, comprehensive and robust self-assessment system which is able to self-identify issues and concerns, leading to continual organisational improvements (see Findings 1.6).

While a self-identified issue with moderation practice remains to be resolved completely, NSIA graduates are clearly in demand by the hospitality industry. The fact that employers continue to approach NSIA (via Connect) is a testament to its graduates possessing the required technical skills and desired employment attributes. This in turn shows that the concerns around moderation are more a risk that is being managed than an issue that invalidates achievement at the academy.

Findings¹

1.1 How well do learners 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 **Good**.

Completion rates are very high at NSIA (see Tables 1 and 2). This is made possible by the all-round support provided to students to ensure their achievement. For example, attendance is closely monitored, with absences promptly followed up; free language support is available through the English department; and students are guided to achieve through additional remedial work where necessary.

Students acquire relevant, current cookery skills from basic to advanced levels, which are in demand in New Zealand. Students also develop attributes desired by employers in the hospitality industry, such as punctuality, teamwork and communication skills.

Table 1. Course completion rates for international students at NSIA, 2013-2015

	2013	2014	2015
Diploma in Professional Cookery (Level 5)	97%	98%	N/A
Diploma in International Culinary Arts (Level 5)	95%	100%	97 ²
Diploma in International Cookery and Patisserie (Level 5)	90%	96%	93%

Data source: NSIA

Table 2. Course completion rates for domestic students at NSIA,³ 2013-2015

	2013	2014	2015
Diploma in Professional Cookery (Level 5)	98%	91%	80%
Diploma in International Culinary Arts (Level 5)	100%	100%	95%
Diploma in International Cookery and Patisserie (Level 5)	International students only		

Data source: NSIA

Students have the opportunity to gain City and Guilds qualifications, whose course content is embedded in NSIA cookery and culinary arts programmes. In 2015, students had the option of voluntarily taking City and Guilds qualification examinations. From 2016, NSIA changed to an 'opt-out' principle where students pay for City and Guilds examination fees in advance, but are able to opt out at a

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 No new enrolments in Diploma in Professional Cookery.

³ Completion figures have not been further broken down by ethnicities, due to the very small roll of domestic students

later date with no financial repercussions. This is effective in delivering additional value to students through internationally recognised and transferrable qualifications. Table 3 shows a generally satisfactory success rate for City and Guilds examination outcomes attempted by NSIA students since the option was introduced.

Table 3. City and Guilds examination outcomes attempted by NSIA students to date

By number of students	Total	DNA*	Pass	Fail	Success
8065-521 Level 2 Culinary Arts Principles	59	7	43	9	73%
8065-503 Level 2 Food Safety	59	7	45	7	76%
By number of examination occasions	Total	DNA	Pass	Fail	Success
OVERALL	118	14	88	16	75%

*DNA = did not attend

Data source: NSIA

NSIA monitors student achievement and progress rigorously, with weekly and monthly reporting coupled with analysis at all levels across the academy and beyond (to the governance group at Intuери). Successful self-assessment in relation to ensuring achievement is evident in the consistently high completion rates for international students, which account for around 98 per cent of NSIA's student roll. The level of achievement for domestic students dropped for the Diploma in Professional Cookery programme when expressed in percentages. This is probably due to the small number of domestic enrolments on the programme – around 10 domestic students were enrolled on this programme for 2014 and 2015 combined.

NSIA has identified potential risks to the validity of assessments and the overall very high completion rates through its internal moderation system and is in the early stages of addressing them. Although this currently involves a very small number of new tutors, other improvements to the moderation system are being implemented. These are discussed in detail under Findings 1.4.

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

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 value to learners/graduates in terms of relevant employment prospects is clear. Importantly, NSIA equips its graduates with the necessary skills and attitudes to begin a career in the New Zealand hospitality industry. Its qualifications are held in high regard by the sector, as evidenced by how NSIA graduates are sought-after by

29 of the Top 50 Auckland restaurants,⁴ and further confirmed through employer surveys conducted as part of NSIA’s self-assessment.

NSIA effectively tracks its graduate destinations systematically within three to six months of graduation, as well as informally through ongoing connections in a relatively close-knit industry and through positive relationships with learners. An average of around 65 per cent of graduate destinations are known to NSIA by various means, formally and informally, as noted above, with an average of 85 per cent of the known destinations being employment in the hospitality sector.

Table 4. NSIA graduate destinations, 2014 and 2015 cohorts

Cohort intake	Response rate	In relevant full-time employment	Higher studies and/or part-time employment	Other outcomes (not related to studies)
Apr 2014	40%	79%	17%	4%
Jul 2014	69%	87%	9%	2%
Oct 2014	77%	89%	1%	10%
Dec 2014	63%	85%	2%	13%
Apr 2015	65%	91%	-	9%
Jul 2015	73%	79%	8%	13%
Oct 2015	60%	88%	-	12%
Dec 2015	56%	98%	2%	-

Data source: NSIA

The very successful employment outcomes are made possible by a number of initiatives. First, NSIA runs an effective career service division known as Connect, which provides proactive assistance for job search. This includes acting as an employment agent and referring students/graduates to vacancies in the market, as well as sourcing appropriate candidates for employers who approach Connect because of NSIA and Connect’s reputation. Secondly, NSIA has provided work experience opportunities for the past seven years in partnership with a luxury hotel that is part of an international chain located close to NSIA’s main campus, offering 40 hours of highly relevant work experience to an average number of 15 students each month. Thirdly, current students are encouraged and well-supported to find relevant part-time jobs during their studies. Knowledge and skills acquired can be put into immediate practice through industry connections, and the foundations of a career can be developed from an early stage. Fifty-six per cent of current students are in relevant part-time employment – one-third of them with the help of Connect. Fourthly, the academy runs its own café which is open to the general public from 7.30 am to 2.30 pm. Both cookery and hospitality students are given the opportunity to work in the kitchen and front-of-house respectively on a roster basis. These initiatives contribute to maximising the employability of students/graduates, which in turn has led to outcomes of very high value.

⁴ <http://www.metroeats.co.nz/top-50-restaurants/>

1.3 How well do programmes and activities match the needs of learners and other 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 **Excellent**.

One significant change made as a result of the change of ownership in 2013 was in relation to stakeholder engagement. NSIA revitalised its industry advisory group, which is now engaged by the academy more frequently, with meaningful goals of providing market insights, sector trends and the specific training needs of the industry. For example, based on feedback from the industry, NSIA placed a higher emphasis on knife skills throughout its cookery programmes. Another example of responding to feedback was identifying a skill shortage in baking. In response, a bakery programme has been developed in partnership with the baking industry, where the theory component will be taught on campus and the practical component will be conducted in places of production.

Feedback from the industry advisory group and through employer surveys also led to refinements in the balance of theory and practical components. Advanced techniques, such as chocolate work, molecular gastronomy, food blogging and the introduction of culinary fare competition dishes were piloted and added to the practical component of the level 5 culinary arts programme. This demonstrates NSIA's very strong capability in assuring relevance of its programme content through ongoing self-assessment.

Quarterly reviews are conducted at the end of each term to evaluate programme content, teaching practice and learning outcomes. These reviews have been effective in identifying areas of concern and opportunities for improvement. For example, programme content within the existing cookery and culinary arts programmes was realigned into a 'staircasing' structure, progressing from level 4 to level 5 content. This contributed to the improved retention rates of international students (from 85 per cent in 2014 to 93 per cent in 2015), as well as providing a logical exit point for those who wish to embark on their career at the completion of the first year.

NSIA administers the entry criteria to its programmes responsibly. Internal English proficiency tests are conducted by the English department, either on-campus or via Skype, where the identity of prospective students is confirmed through formal identification. The evaluation team sampled a number of student records and found the level of documentation to be comprehensive, both in relation to evidencing the language proficiency requirements, and in providing the educational background information of students.

1.4 How effective is the teaching?

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**.

Teaching is generally effective at NSIA. Staff come from diverse cultural backgrounds, are very experienced in the hospitality industry – minimum requirement for selection is 10 years of experience – and demonstrate passion in passing on skills and knowledge to the next generation of practitioners.

Professional development is supported by NSIA and Intueri. The academy has successfully instilled an open-minded culture of peer observation, where staff are encouraged to observe colleagues' teaching and must do so for at least one hour every quarter. Furthermore, managers also observe teaching periodically unannounced as a mechanism for assuring themselves of teaching effectiveness. NSIA employs and retains some high-performing tutors, who went on and became winners of 2013 and 2015 or finalist in 2014 the Independent Tertiary Education New Zealand Tutor of the Year awards.⁵

A reflective culture is evident among NSIA staff and is being promoted to the students. One of the tools to help achieve this culture is a student reflection booklet, where students record learnings at the conclusion of each practical session. The usage of the booklet varies from tutor to tutor – some set aside time towards the end of the practical class for students to complete their reflection. Some tutors will review the booklet immediately and respond with written comments. However, the evaluation team also observed occasions where the booklet was not filled in until days after the practical session, compromising the value of the tool as well as the effectiveness of imparting the desired reflectiveness to the students.

In relation to the theory components, the approach to minimising plagiarism is to encourage and develop students' paraphrasing and independent thinking skills. While this is certainly an opportunity for further improvement, the evaluation team did not identify plagiarism as an issue within NSIA as all written assignments are followed up with an oral presentation, which confirms the learning.

Requirements for national external moderation conducted by NZQA in 2015 were not fully met for two unit standards. The majority of standards delivered at NSIA are managed by Service IQ and the national external moderation conducted in 2015 and early 2016 by Service IQ validated samples of NSIA's assessments. NSIA has identified issues relating to their internal moderation system and is in the process of addressing them. This includes hiring a second internal moderator and moderating all assessments of new tutors. Experienced tutors, those with high moderation scores are moderated less frequently. No reports of the outcomes of current internal moderation were available. Improvements are at an early stage of implementation and it is therefore too soon to evaluate their effectiveness with regard to teaching practice and assessment.

⁵ <http://www.itenz.co.nz/Awards.htm>

1.5 How well are learners guided and supported?

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**.

As evidenced by the high levels of achievement, students are well guided and supported throughout (and beyond) their studies at NSIA. Some of the mechanisms contributing to the educational achievement and employment outcomes are already mentioned in other sections of this report. Generally, an average of 94 per cent of students achieve an attempted standard at first attempt. Re-sits and 're-dos' are organised with appropriate support, such as extra classes (group or individual). Students are offered additional language support classes free of charge, but there is no analysis on the effectiveness of this initiative.

NSIA operates a very strong and capable support services division, where staff are multi-skilled in all aspects of administration and student services to ensure thorough coverage over the extended hours of operation. Support staff are rostered seven days to accommodate students attending morning, afternoon, evening and weekend classes. Student surveys are conducted regularly. Results are analysed and any qualitative comments are highlighted and responded to. For example, concerns with the changing rooms were addressed, and an issue with temperature control in the kitchens is currently being monitored. However, some of the recurring comments (such as the kitchens being too hot) may be better dealt with by managing the expectations of prospective students, so they can have a more realistic idea of the learning and working environments of their chosen career path. Nevertheless, overall, the evaluation team found the support division efficient and highly effective, and gave evidence of 'going the extra mile' so that the academic staff and students can focus on what matters most – teaching and learning.

The head of international recruitment at NSIA has extensive experience and a background in international relations, having previously worked for a government agency. Overseas agents are visited generally on an annual basis and are carefully selected and monitored. Advertising materials are supplied centrally by NSIA. The evaluation team is satisfied with how the academy manages its agents.

So far as the sampling exercise conducted by the evaluation team can tell, NSIA meets all its obligations as a signatory to the Code of Practice for the Pastoral Care of International Students. The evaluation team sampled student files, including students under 18 years of age, and found all necessary records are well kept and in order. Self-review on compliance with the Code is ongoing and comprehensive and considered to be effective, as confirmed by the evaluation team's sampling.

1.6 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 **Excellent**.

NSIA has a well-defined position and identity in the tertiary education sector, as well as a well-established reputation in the international education market and the local hospitality industry. It has a highly capable and effective leadership team, supported by strong governance from the Intueri Education Group through weekly meetings between an Intueri executive member and NSIA's director. This strong governance is demonstrated by the academy effectively managing the change of ownership after a loss of significant operational knowledge. Prior to the purchase by Intueri, the former owner operated NSIA using a top-down approach and did not openly communicate necessary knowledge to staff members. However, the academy director (then operations manager) stepped up, filled the knowledge vacuum, hand-picked talents internally, and developed a team who went on to successfully address many of the issues identified in the previous NZQA external evaluation and review. NSIA's internal systems and processes improved, transforming the organisational culture – to one that is more open, transparent, participatory, collaborative and engaging with industry – and further grew the academy. Such resilience of the management team is acknowledged.

NSIA has successfully embedded a reflective culture across the whole academy. Self-assessment has improved significantly since the previous NZQA external evaluation and review – it is now a coherent, comprehensive and robust system with evidence that the academy is able to identify issues and areas of concerns in order to drive continuous organisational improvement, in the interest of supporting educational achievement. For example, management directed a gradual phasing out of the study option of attending two and a half days, based on their reflection on the effectiveness of teaching and learning. All new cookery and culinary arts programmes are now delivered across five half-days.

Managing the operations of a cookery academy can be logistically challenging. NSIA demonstrated success in immaculate organisation of its logistics and supplies, as well as the efficient use of kitchens through effective scheduling. The academy has anticipated growth and allocated further resources (both in terms of space and staff) accordingly. NSIA is also well-prepared for change, as demonstrated by being one of the earlier tertiary institutes delivering towards the newly listed New Zealand qualifications in cookery and culinary arts, as well as having work underway to develop new programmes towards the new qualifications in hospitality management. NSIA is also exploring various options in e-learning, to better support teaching and learning in the 21st century.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

The evaluation team elected to give different ratings to this focus area from those under Findings 1.6 because the performance gap in moderation needs to be addressed satisfactorily. This is so, even though the moderation did not invalidate past achievement at the academy (as discussed under Summary of Results, where the evaluation team considered the highly positive employment outcomes as a testament that the achievement is validated). Evidence of satisfactorily bringing the self-identified concerns to resolution needs to be available and a clear directive given from management to ensure assessor judgements are consistent and at the national standard throughout the academy. This should be regardless of staff tenure, experience and standing within the hospitality industry.

2.2 Focus area: International students

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

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

2.3 Focus area: Level 5 Cookery and Culinary Arts programmes

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

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

Recommendations

NZQA recommends that North Shore International Academy:

- Implement the necessary actions required to ensure assessor judgements are consistent and at the national standard throughout the academy, regardless of staff tenure, experience and standing within the hospitality industry.
- Identify ways to better record the uptake and evaluate the effectiveness of ongoing English language support classes.
- Consider the merits of giving further information before enrolment to help better manage students' expectations around the learning and working environments in the hospitality industry.

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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Final Report