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Report of External Evaluation and Review

Te Rito Maioha Early Childhood New
Zealand Incorporated

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 21 August 2017

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MoE Number: 9520
NZQA Reference: C24326
Dates of EER visit: 13 and 14 June 2017

Final Report

Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	Te Rito Maioha Early Childhood New Zealand Incorporated
Type:	Private training establishment (PTE)
First registered:	1992
Location:	Level 4, The Thorndon Centre, 191 Thorndon Quay, Thorndon, Wellington
Delivery sites:	National bases are in Palmerston North, Rotorua, Hamilton, Hastings, Nelson, Christchurch, Dunedin, Gisborne, Auckland Whangarei, and Wellington.
Courses currently delivered:	<ul style="list-style-type: none">• Bachelor of Teaching (Early Childhood Education) (Level 7)• Upgrade Programme for the Bachelor of Teaching (Early Childhood Education) (Level 7)• Graduate Diploma of Teaching (Early Childhood Education) (Level 7)• Graduate Certificate in Infant and Toddler Wellbeing and Learning (Level 7)• Postgraduate Certificate in Leadership (Early Childhood Education) (Level 8)
Code of Practice signatory:	Yes
Number of students:	Domestic: 735 (580.7 equivalent full-time students)

	in 2016 (Pakeha 70 per cent, Māori 34 per cent, Pasifika 11 per cent, other New Zealand citizen 15 per cent)
	International: nil
Number of staff:	68 full-time equivalents
Scope of active accreditation:	See http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=952021001
Distinctive characteristics:	<p>The organisation delivers blended (face-to-face and online) programmes to early childhood centre managers/leaders, volunteers and staff. Programmes align with the organisation’s bicultural philosophy.</p> <p>Te Rito Maioha is an Incorporated Society with charitable status originally established as a membership organisation for the early childhood sector. In this role, it provides advocacy services for the sector through its understanding of government policies. Te Rito Maioha also provides workshops and professional development.</p>
Recent significant changes:	<p>A new chief executive was appointed in August 2016 to replace the previous long-standing chief executive.</p> <p>The Bachelor’s programme has moved from a face-to-face to a blended delivery model.</p> <p>Student numbers are decreasing across the early childhood education sector due to funding constraints in the ECE sector and decreasing enrolments in tertiary education across the country.</p>
Previous quality assurance history:	<p>At the 2013 external evaluation and review (EER), NZQA was Highly Confident in Te Rito Maioha’s educational performance and Confident in its capability in self-assessment.</p> <p>Previous NZQA degree programme and postgraduate programme monitoring has resulted in Te Rito Maioha being approved to self-monitor the Bachelor’s programme from 2016. The</p>

postgraduate programme was granted self-monitoring status in 2017.

Other:

The organisation recently delivered an adapted programme to 12 Australian teachers, who are completing the course via distance learning and attended workshops in both New Zealand and Australia. The results are not included in the EER report as the programme is not funded by the Tertiary Education Commission (TEC).

2. Scope of external evaluation and review

The EER evaluated Te Rito Maioha through the following focus areas, which covered the majority of qualifications that the organisation delivers.

Focus area 1: Level 7 programmes, including:

- Bachelor of Teaching (Early Childhood Education) (Level 7)
- Graduate Diploma in Teaching (Early Childhood Education) (Level 7)
- Graduate Certificate Infant and Toddler Wellbeing and Learning (Level 7)

The majority of students are enrolled in the level 7 programmes (674 students, 2016). The scope did not include the upgrade Bachelor's programme because it is a condensed version of the Bachelor's programme.

Focus area 2: Level 8 postgraduate programmes, including:

- Postgraduate Diploma in Leadership (Early Childhood Education) (Level 8)
- Postgraduate Certificate in Leadership (Early Childhood Education) (Level 8)

The postgraduate programmes had 22 students in 2016, increasing to 51 students in 2017.

The scope was selected to enable the EER team to review how the organisation understands teaching effectiveness, monitors student progress, enables research activities, and meets the needs of Māori and Pasifika across its programmes, which cover early childhood education.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

A team of two evaluators visited the head office in Wellington over two days. During the visit, the EER team met with council (governing body) members including the council president, kaumātua advisor, sector representative, and the staff representative. The team also met with the chief executive, senior management, teaching staff, administration staff, and students. External stakeholders interviewed included graduates, The Open Polytechnic library staff, and early childhood education sector managers.

Documents reviewed on site were comprehensive and included surveys, meeting minutes, guidelines, assessment reports, and achievement data and analysis. The team also viewed the online programme showing how students access resources.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance and **Highly Confident** in the capability in self-assessment of **Te Rito Maioha Early Childhood New Zealand Incorporated**.

Te Rito Maioha is helping students to achieve their goals. Student achievement is consistently above funding targets, with around 90 per cent of all students completing their course every year since the previous EER. Where results have been lower, the organisation has conducted considerable analysis to identify the reasons and implement improvements.

A bicultural philosophy is woven into all the organisation's activities. This is apparent in the way programmes are designed and delivered, as well as the staff who demonstrate tikanga¹ within the learning environment. The demand for Te Rito Maioha graduates also confirms that a bicultural approach is highly valued. Students recommend enrolling in Te Rito Maioha programmes because of the organisation's commitment to te reo and tikanga.

The organisation has successfully managed the transition of programme delivery from face-to-face to a blended learning model and has committed additional resources to further embed this model. Key to the success of the transition is the leadership and focus provided by the chief executive, supported by the council. Recently, a restructure created a dedicated, Wellington-based student hub and employed a team of full-time instructional designers to help meet the future needs.

The academic management committee is a key factor in ensuring programmes are up to date. The committee is highly responsive to recommendations arising from external monitors about programmes and ensuring staff are involved in required research activities. The evidence shows that teaching staff are engaging in research, with a steady increase in the number of staff with recognised research work and higher-level qualifications. Staff are contributing to research across a range of communities, both nationally and internationally. This is enabled by the organisation's research fund and the establishment of a research and ethics committee which incorporates the guidelines for Maori research² and for the New Zealand Association for Research in Education.

¹ Tikanga: the customary system of values and practices that have developed over time and are deeply embedded in the social context (Moorfield, J.C. *Te Aka Māori-English, English-Māori Dictionary and Index*. (2011). Longman/Pearson Education New Zealand.

² [Te Ara Tika Guidelines for Māori research ethics: A framework for researchers and ethics committee members.](#)

Te Rito Maioha's advocacy role connects it to its stakeholders, enabling the PTE to understand sector needs and develop programmes that meet those needs. Strong self-assessment is reflected in the organisation's responsiveness to the changing environment, including Education Council requirements and students' needs with the shift to blended learning and the development of new programmes. Overall, there is a comprehensive, transparent analysis of a range of information to understand the educational needs of the sector and provide valued programmes.

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 **Excellent**.

Course completions show stable achievement. The indicative 2016 TEC educational performance indicators (EPIs) for course completion are 88 per cent and 100 per cent for qualification completion (overall 2016 sector results are yet to be released by the TEC). This is similar to the EPI data for 2015, with 90 per cent course completion (sector median 83 per cent) and 100 per cent qualification achievement (TEC 2015 sector medians were 83 per cent and 79 per cent respectively).

Table 1. Te Rito Maioha 2015 and 2016 level 7* and level 8 total programme enrolments and qualification achievement rates, and for Māori and Pasifika

	Bachelor of Teaching (Early Childhood Education) (Level 7)		Postgraduate Certificate in Leadership (Early Childhood Education) (Level 8); Postgraduate Diploma in Leadership (Early Childhood Education) (Level 8)	
	2015	2016	2015	2016
Total enrolled	788	674	46	61
Māori enrolled	33%	34%	50%	11%
Pasifika enrolled	10%	12%	20%	7%
Total qualification achievement	103%	114%	71%	82%
Māori qualification achievement	98%	97%	19%	75%
Pasifika qualification achievement	99%	83%	0	50%

*The graduate diploma is not included as it is a new programme, and the Infant and Toddler Graduate Certificate only has a few students enrolled. Both are included in overall EPI results.

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

Table 1 shows achievement data for the three programmes with the most students enrolled. Most students complete their programme and achieve a qualification. Lecturers and the academic management team review achievement across sites. Their analysis shows that outcomes are similar across sites.

The high qualification achievement for the Bachelor's programme is due to the transition from the diploma to the Bachelor's, resulting in more credits achieved.

The table shows high participation by Māori and Pasifika, but with lower achievement for the postgraduate qualifications. This was due to a cohort that did not complete in 2015 and continued into 2016. The 2017 results are up around 80 per cent. The organisation has also identified Māori and Pasifika achievement of postgraduate qualifications as a key priority, with new strategies in development for Māori and Pasifika to encourage community networks to support students to achieve.

Contributing factors to the achievement are the sound selection and enrolment processes ensuring students are on the right programme, and most students in the postgraduate programmes being over 40 years of age. Non-completion is attributed to work pressures, personal circumstances or medical reasons, which is reasonable, with many students reportedly managing their studies alongside family and full or part-time employment.

Te Rito Maioha has a full understanding of achievement, using multiple analysis of achievement data to identify trends at each site and across programmes and papers, and by ethnicity using grade achievement, EPI data and course reporting. The analysis is reviewed at programme level as well as at council meetings to understand the issues and trends to ensure students are able to achieve their goals.

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

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

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

Graduates have the specialist skills and knowledge for working in early childhood centres, which is the key outcome and seen as providing value to the sector. The bicultural practice of using te reo and support practices demonstrated by Te Rito Maioha graduates – and the modelling and sharing of this knowledge within centres – is highly regarded by early childhood centre employers and managers.

Graduates commented on the diverse skills learned that they could apply in their practice. They said gaining the Bachelor's qualification helped them to quickly progress in their career.

Stakeholders also commented on the organisation's ability to understand the sector and its responsiveness in developing relevant programmes to meet sector needs. Examples of this include the development of leadership programmes tailored to the early childhood sector and the upgrade to the Bachelor's programme for diploma graduates for people wanting to start an early childhood education career, as well as the provision of teacher refresher courses.

The aim of the postgraduate programme is to enhance leadership capabilities for leaders within early childhood centres. The graduate survey responses show that they are advancing their careers and taking on more responsibilities at work. In addition, four of the previous intake are completing a Master's in Education at Victoria University. Te Rito Maioha has memoranda of understanding with four universities, including two in Australia, that recognise the postgraduate qualifications to enable graduates to transfer to the final year of a Master's.

The online learning forums and cohorts of students and graduates are building a community of leadership within the early childhood sector. Employers and/or centre managers commended the organisation's culture of promoting sharing of information and resources by their students and graduates within their own centres.

Staff contribute research to course papers and communities of learning. The Te Rito Maioha publication, *Iti Rearea*, provides a platform for staff to share their research results. The organisation's research strategy, established in 2010, is helping to achieve targets for staff engaging in research, with presentations at international and national conferences as well as an increasing number of articles published in recognised journals. An offshoot of the Australian cohort showed that their own research on indigenous leadership models led to valued outcomes with the cohort now having contact with a local elder. Wider dissemination of staff research would add more value to toddler and infant ECE professionals, as well as to the current programmes. Current staff are undertaking research that will assist in the continuous improvement of the programme, as well as extending their knowledge in this area.

Te Rito Maioha as a membership body keeps its members up to date with changes in educational policy. The PTE submitted feedback during the recent review of Te Whāriki curriculum⁴ and also delivers professional development workshops to the sector, which are highly valued.

Te Rito Maioha gathers a wide range of feedback to gain understanding of its programmes and their value for the sector. This feedback – and student satisfaction surveys – confirms the value of the programmes to students and the sector.

⁴ The national early childhood curriculum.

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 **Excellent**.

Overall, the programmes match the needs of students for knowledge of the curriculum using a bicultural approach. The organisation has a strong understanding of sector needs through its industry connections and lecturers' research activities, centre visits and assessment of students' work. The development of the postgraduate leadership programmes is a concrete outcome of the PTE's analysis of needs. In addition, new bridging programmes and professional development courses show that the organisation can identify sector needs and develop programmes to suit.

Te Rito Maioha has developed a blended learning approach over the last two years. The PTE is updating its programmes so students can study online in their own time, as well as continuing with face-to-face delivery. This has involved significant investment in staff and technology. The transition has been well managed using a structured workflow to ensure that issues are identified and remedied early on. The transition is expected to be completed by 2018. The success of blended delivery is shown in the volume of online interactions and the lecturers' commitment to the development of online resources.

The organisation has well-documented programmes with a sound curriculum, incorporating te reo Maori, noho marae and block courses with guest speakers from relevant areas, such as the Ministry of Education, child mental health and the Pasifika community. Online resources are extensive and include up-to-date readings, research resources and assessment activities. Tutorials are also provided online to help students conduct research and provide academic referencing. The students keep their work in an e-portfolio for their learning reference and to provide a useful record for future employment.

Programme leaders and lecturers understand the effectiveness of the teaching through assessments and reviewing students' contributions in online discussions. Assessment is based on the students' engagement in forum discussions as well as assignments submitted online. Feedback on assessments is provided by the lecturers online, face-to-face and from peer feedback on online submissions. Students' practical assessment is conducted in the early childhood centre they work for as well as through practicums at other centres to gain wide experience across a range of cultural, socioeconomic and age group settings. Assessment results are provided within a three-week turnaround. The timeliness of lecturers' responses to online requests has been clarified with a 24-48 hour guideline as a

result of the response to lecturers' feedback that they were having to work long hours within the blended delivery mode.

The practical components are assessed in the early childhood centre by visiting lecturers who visit students twice a semester to observe the students' interactions with children. The students are formally assessed using the checklist of Te Rito Maioha 'dispositions' and the Graduating Teacher Professional Standards required by the Education Council for early childhood teachers. Students have an opportunity to discuss their results.

External NZQA and internal moderation reports provide sound evidence of good processes to ensure that assessments meet the required standards and feedback to students is useful. Moderation involves checking that summative assessments are at the required standard before grades are given to students. All activities are checked for accuracy before they are used.

The programme leaders and teaching staff work together in the development of programmes using their subject knowledge expertise as well as specialist external input. Staff have the technical capability, or access to additional support if needed, to update the programme resources online. The lecturers often co-develop and co-teach papers, which provides students with a variety of knowledge and perspectives, and enables consistency in assessment, as demonstrated from a recent moderation activity. The programme leader regularly reviews the courses with lecturers and ensures they are delivering the right blend of learning hours.

The academic management committee is responsible for monitoring the overall quality and rigour of academic processes and outcomes. The committee meets throughout the year to review educational performance including grades, assessment activities, NZQA's external monitor reports, moderation reports, student satisfaction and course design. The committee also uses usage reports from The Open Polytechnic library, which students all have access to during their study, to see which readings students are using, as well as advice from the advisory committee members to inform readings, course design and content.

The programme review reports are made available to staff with recommendations for changes noted. Issues raised by external monitors are responded to. For example, previous postgraduate monitors' reports recommended an increase in the number of staff engaged in research, and that the postgraduate staff disseminate more publications than just conference disseminations and continue to undertake research relating to educational leadership, which the organisation is responding to. As a result, 84 per cent of staff now participate in research, up from 53 per cent two years ago; and 25 per cent of staff have a PhD, compared with only 2 per cent eight years ago. This is supported by the organisation's development of a research strategy, along with a research fund and the establishment of the research and ethics committee, which includes Māori research ethical guidelines, as well as the New Zealand Association of Research in Education guidelines.

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

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

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

Relationships between lecturers and students is a key strength, which is possible with the low lecturer to student ratio (between 1:7-10). The teaching style reflects values of tuakana-teina and tikanga, which were summed up in an interview with a graduate from the Bachelor of Teaching programme: '(the organisation) is teaching us in a way we are supposed to be teaching the curriculum'.

Underpinning the students experience are the values of manaakitanga, whanaungatanga, and kotahitanga demonstrated by staff across the organisation. Manaakitanga is reflected in the positive feedback about the support students receive. There are many opportunities for students to gain assistance, including online help from the e-learning help desk and lecturers at each base. Te Rito Maioha has made a significant investment in reviewing technological resources to ensure they support students, as well as centralising enrolment and administrative support with the establishment of a learning hub at head office. This complements the accessibility of teaching staff at the bases located around the country.

Whanaungatanga principles are demonstrated by the relationship between students and lecturers and the students' mentoring of newer students. Students receive feedback and support from peers and lecturers in the online forum discussions, as well as at block course or noho marae. The principles of kotahitanga are expressed by staff role-modelling the bicultural behaviours expected of students. For example, staff complete a te reo course called He Pataka Reo, which is also a series of papers in the Bachelor of Teaching programme.

The organisation reflects on the best ways to support students. Examples include continuing with the bases to facilitate face-to-face contact with lecturers, arranging block courses to balance assessment workloads, and more structured course guidelines in response to students' feedback.

Overall, the high satisfaction and the continuing high results from the transition from classroom-based to online learning confirms that support is effective.

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 **Excellent**.

The mission statement states that 'Te Rito Maioha is a bicultural organisation committed to advocacy, teaching, promotion and delivery of world-class early childhood education for children, whānau, teachers and ECE services'. Guiding principles support this high-level statement, with a focus on ensuring that people working in early childhood education have access to high-quality teacher education, advice, information and resources. Te Rito Maioha is delivering on its mission and vision with many initiatives designed to meet the future needs of the sector through a bicultural approach.

The organisation is governed by an experienced council with early childhood sector, kaumātua and business expertise and links to the Ministry of Education, which operates within an effective governance structure. The council makes decisions on strategic direction and enables effective recruitment of skilled and experienced staff. The new chief executive has brought the organisation's vision into being with strong leadership and focus. The council is provided with timely, accurate data and reporting, enabling informed decision-making and appropriate use of time.

The successful transition to blended delivery is the realisation of the digital strategy created in 2015. The investment in information communications technology was timely, as the organisation saw the need to cater to younger students comfortable with technology. The chief executive conducted a whole-organisation review, mapping what worked and what has not, to develop an appropriate blended delivery model. As part of the review, the chief executive visited staff at each site to discuss their concerns about blended delivery and to identify staff specialities and any gaps for upskilling. This led to a centralised learning hub and additional staffing to introduce the technology. The organisation did not reduce the number of sites, as this is seen as a strength to reach into communities and provide closer student support. There is a strong emphasis within the e-learning environment to ensure it has the right people in the right role to provide the quality of education to meet the PTE's mission.

Te Rito Maioha has engaged with staff throughout the change process. The Tertiary Education Union was also consulted to ensure that staff rights were protected. The restructure is still in progress and management communicates weekly with staff to ensure transparency is maintained across all sites. The organisation supports its staff and responds to any concerns. For example, a staff survey identified the management of workloads as an issue. The PTE developed guidelines on expectations for online support hours to avoid burnout. The

organisation also provides professional development, and personal projects are encouraged through a research fund.

Te Rito Maioha is reaching a range of stakeholders, from individuals to large corporates within the early childhood education sector in its role as a membership body that advocates for the sector and acts as a forum to support its members. This provides a rich source of information for understanding future direction and whether it can continue to meet stakeholder needs. Te Rito Maioha communicates about current issues to the sector in weekly online newsletters, at the annual conference and with its publication *Iti rearea*. Members are provided links via Te Rito Maioha's updates to information about communities of learning/Kahui Ako, other relevant workshops, curriculum updates and legislative changes on the Ministry of Education's website.

The chief executive is proactive in identifying the needs of the sector and has introduced new programmes to address the falling number of enrolments in response to legislative changes. These removed the requirement for 80 per cent of early childhood education staff to be registered, resulting in less demand for training leading to registration. This is an issue affecting all early childhood education training providers. The organisation acknowledges that the challenge lies in increasing programme offerings, while maintaining the reputation of the organisation and the quality of the students' experience as they move to the blended model.

Currently, each learning base has a kaumātua and kuia, which is contributing to the higher Māori participation and achievement. Pasifika student achievement is falling and is low compared with Māori or overall achievement. The PTE is reviewing the Māori and Pasifika strategy to attract more Pasifika students. Currently, the Pasifika diploma is on hold, as the trend is for Pasifika to enrol in the higher-level degree programme, which also has embedded Pasifika practices and perspectives.

Students are achieving consistent outcomes overall. The council reviews achievement results at each meeting, using metrics such as financial indicators, educational performance indicators, and enrolments. The council also reviews the monthly chief executive reports against the annual plan, and the deputy chief executive progress reports on the implementation of the digital strategy. The governance and management team receives reports on activities and educational achievement to review its effectiveness in supporting achievement and aligning with the strategic plan.

1.6 How effectively are important compliance accountabilities managed?

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

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

The council and the senior management team undertake regular compliance monitoring and manage the PTE's most important compliance responsibilities effectively.

Te Rito Maioha is managing its compliance with Education Council requirements. These include programme approval requirements and undergoing an annual audit for initial teacher education programmes at level 7. Another area of compliance is with the Education (Pastoral Care of International Students) Code of Practice. The PTE does not have any international enrolments, although the organisation may look at enrolling international students in the near future.

Overall compliance requirements, including NZQA rules, are monitored by management, and include annual attestations, compliance declarations and TEC audits. There were no areas of concern around other compliance matters such as programme approval, external monitoring reports and internal programme review documents.

Focus Areas

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

2.1 Focus area: Undergraduate programmes

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

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

2.2 Focus area: Postgraduate programmes

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

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

Recommendations

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

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz