



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

External Evaluation and Review Report

Laidlaw College Incorporated

Date of report: 6 January 2020

About Laidlaw College Incorporated

Laidlaw college (Te Wānanga Amorangi) is an interdenominational Christian tertiary education provider. Laidlaw offers education in theology, counselling, teaching and foundational studies. Laidlaw offers qualifications through a variety of approved delivery modes including face-to-face, blended delivery and distance learning. Approximately 65 per cent of delivery is at degree and postgraduate levels.

Type of organisation:	Private training establishment (PTE)
Location:	80 Central Park Drive, Henderson, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: 767 (420 equivalent full-time students); Māori 12 per cent and Pasifika 20 per cent; 55 per cent are enrolled part-time, and the largest number of students are on the Henderson campus. International: 14 equivalent full-time students
Number of staff:	41 full-time and 46 part-time
TEO profile:	See: Laidlaw College Incorporated on the NZQA website. Laidlaw has approval and accreditation to deliver 12 programmes, including degrees, from levels 4-9. Laidlaw has teaching sites in Henderson, Christchurch and Manukau.
Last EER outcome:	In 2015, NZQA was Highly Confident in Laidlaw's educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Postgraduate Diploma in Theology (Level 8)• Bachelor of Teaching (Primary) (Level 7)• Bachelor of Counselling (Level 7)• Certificate in Christian Ministry - Internship (Level 4) <p>These four focus areas cover the highest level of programmes being offered, and programmes offered at all sites; and cover all modes of delivery</p>

including blended, partnerships and internship.

MoE number: 8563

NZQA reference: C36189

Dates of EER visit: 17-19 September 2019

Summary of Results

Laidlaw's achievement is strong and indicates learning needs are well met. Student pass rates are high, with 90 per cent programme completion over the last two years. Valued outcomes include employment and further higher-level study. The quality of contributing processes is high, with the exception of a weakness in one area relating to systems and processes – enrolment and progression posed some frustration for a small number of students.

Highly Confident in educational performance

Learners are at the heart of this organisation, and dedicated staff align their knowledge and skills that contribute to successful outcomes.

Educational performance since the last EER has been generally strong, and in 2017 and 2018 all groups of students, including Tertiary Education Commission priority group learners, performed above the sector median.

Confident in capability in self-assessment

The relational and integrated nature of the organisation is evident in communication, student support, delivery, assessment, research and academic leadership.

Excellent leadership and open communication contribute to effective decisions informed by data and achieved collaboratively.

The level of performance reflects the way in which programmes match the needs of students and the nature and extent of the support provided.

Māori and Pasifika learner needs are well understood. The encouragement and input of key communities, the learning environments and the organisational support provided ensure the success of these learners.

Staff are engaged in relevant research, with positive acknowledgement of this in the recent PBRF¹ outcomes.

Processes are in place to support students in their

¹ Performance Based Research Fund

learning.

Students are highly engaged in their learning and well supported to succeed in developing their wellbeing, which contributes to and enriches success post-study.

Self-assessment is mostly well developed, systematic and robust in the management and delivery of programmes. There are good examples of self-assessment resulting in worthwhile improvements for learners and other stakeholders.

Failure to identify an issue relating to student enrolment and progression in an expiring programme – and to ascertain the extent and impact on students in a timely manner when requested – indicates a weakness in capability in self-assessment.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>There was good evidence of strong performance across all programmes with the overall programme completion rates consistently higher than the sector rates. Māori currently make up 13 per cent of the student body, and for the last two years have achieved within 5 per cent of the overall completion rate for non-Māori and non-Pasifika students. Overall, qualification completion rates are 9 per cent higher than they were in 2015, and programme completion rates have improved markedly for all priority group learners over that same period (see Appendix 1). Data is systematically collected, analysed and used to improve systems and processes to lift achievement. There is strong alignment of the programmes to good vocational outcomes and sector needs. A high proportion of graduates gain employment, mostly in roles aligned to their qualifications, or pathway to further study, mainly within Laidlaw.</p> <p>As well as achieving skills and knowledge, students improve their wellbeing and develop their talents and strengths.</p> <p>Achievement data is systematically collected and analysed to improve systems and processes to further lift achievement.</p>
Conclusion:	Achievement at Laidlaw is strong, and students not only gain qualifications, pathway to further study and use their study to contribute to their community, but also experience personal growth.

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Sixty-nine per cent of all 2018-2019 graduates are in full or part-time employment. Eighty-four per cent of social practice degree graduates (teaching and counselling) are employed in a wide range of vocations. Forty per cent of these are also in further study, with a large percentage at Laidlaw studying at postgraduate level. Of those not employed, fifty-eight per cent are still studying.</p> <p>Well-established, wide-ranging and supportive relationships with stakeholders, both regionally and nationally, reflect the value of the outcomes for graduates.</p> <p>There is good evidence that the programmes include relevant content and exposure to industry practices. The programmes incorporate career guidance and connections to potential employers and contribute to success post-study.</p> <p>As a non-denominational Christian college, Laidlaw makes an important contribution to wider social and religious debates from a non-sectarian perspective. An example is of a student wishing to research aspects of the Islamic faith being offered relevant external support, including an external lecturer to offer expertise in that faith.</p> <p>Students value being known personally. Laidlaw provides a supportive and responsive learning environment and resources to support the students' studies.</p>
Conclusion:	Laidlaw delivers programmes with positive outcomes which are highly valued by all stakeholders. Graduates have the knowledge, skills and qualifications that link well to employment and to any further study they undertake.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Programme design and delivery, including learning and assessment activities, are currently sound and have a clear relevance and fit to both employment and further study.</p> <p>Delivery models have a good fit with learner and stakeholder needs and include on-site delivery, internships, distance and delivery partnerships.</p> <p>Teaching staff are suitably qualified, undertake professional development, and regularly present their research. Laidlaw staff use their connections with support services/whānau to understand students' histories and meet their needs.</p> <p>Laidlaw is meeting the needs of both domestic and international students through the integrated support systems. Students value the relational model where they are known, accepted and supported. Programmes are designed to meet the needs of diverse cohorts. Indigenous perspectives are acknowledged and integrated into the curriculum and teaching practices.</p>
Conclusion:	Student satisfaction is high, and most participants highlighted excellence in the quality of delivery and in the level of personalisation and responsiveness to identified needs.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students are well supported and are fully involved in their learning. Laidlaw is a compassionate and student-centred PTE that seeks to understand and cater for individual student learning goals. Evidence of this includes the way students who take time out due to personal circumstances are supported to return to and succeed in their studies.</p> <p>Laidlaw fosters inclusive learning environments to meet the needs of the demographics of the different campuses (the Manukau campus has a strong Pasifika focus).</p> <p>Students are supported through various mechanisms:</p> <ul style="list-style-type: none"> • A Pasifika council was established in 2017, and a Pasifika ambassador appointed. This body has overseen the rapid development of Pasifika initiatives at Laidlaw, including a Pasifika staff hub, student committee and lounge space, a calendar of events culminating in an annual Pasifika graduands' dinner, and extensive outreach into the Pasifika community. • Student representation is integrated throughout, supplementing the feedback received through programme surveys, graduate surveys and other student consultation, to ensure responsiveness to the needs and experiences of learners. • Elected student representatives have direct access to every level of the college's academic life, including through an elected board representative on the national governing council and an academic representative on the national academic committee. <p>Students are continually monitored to ensure their involvement in their learning. They are confident in giving feedback and there was clear evidence of extensive responses to their feedback.</p> <p>Online learners have effective follow-up and support to ensure connectivity and make them feel part of the campus community.</p> <p>Specific attention to student support at Laidlaw is also evident in its improved technological space and approach to resourcing,</p>

	<p>academic support, pastoral care and wellbeing support.</p> <p>While there is convincing evidence of strong support for learners, some students in an expiring programme were not provided with timely, accurate information. This resulted in some disruption to study, and in one case withdrawal. Some students were not well supported by a serious error in enrolment administration in 2018.</p>
Conclusion:	Students are mostly well supported, and contributing processes and practices are highly relevant and focused on the individual student and their needs.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The Laidlaw ethos, vision and mission permeate all parts of the organisation.</p> <p>The vision is the driving force for the highest governing body of Laidlaw College, the national conference of the incorporated society that appoints members to the national governing council as well as the national principal.</p> <p>Governance supports strong educational and personal achievement. Wellbeing and engagement are demonstrated and promulgated by the senior leadership team. Staff are valued and many examples were given of effective monitoring and management of staff wellbeing.</p> <p>Engagement with relevant committees, including local iwi and Pasifika groups, is effective. Laidlaw's shows commitment to the Treaty of Waitangi and to the Christian imperative to contextualise the Gospel in Aotearoa New Zealand. An example is the establishment of Te Rūnanga o Te Wānanga Amorangi which operates in partnership with the national governing council and the college. Among new initiatives in 2019 is a cultural audit begun by the rūnanga to consider how Laidlaw can better grow its bicultural and treaty aspirations.</p> <p>The senior leadership team and other key staff meet with the communities they serve, working collaboratively in key committees, advisory boards and reference groups. Stakeholder</p>

	<p>feedback and college impact reporting is responded to and recorded in minutes at governance, leadership and team meetings.</p> <p>The strategic framework is the basis for reporting operational activities to the national governing council and across the governance structure to ensure a shared philosophy and values across the organisation and across all sites.</p> <p>Clarity of vision and purpose links well to organisational expertise, capability and the programmes offered.</p> <p>Management has a clear focus on the future and is proactive in deciding different initiatives, changes and the future direction to ensure the ongoing sustainability of the PTE. This includes site selection and facilities, programme relevance and well-qualified staff. Management has made changes to minimise the issues related to library access for distance students and is also considering extending library holdings to cater for growing demand. Management oversight of enrolments and progressions needs to be strengthened, particularly where they have been notified of programme closures.</p>
Conclusion:	Laidlaw has maintained strong educational achievement across its programmes. Self-assessment involves governance, senior management and staff and covers all areas and sites of the organisation. In most cases, it is comprehensive and effective.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	Laidlaw management is engaging effectively with NZQA and the Tertiary Education Commission and reporting compliance matters to the board. Compliance accountabilities are tracked in a calendar and Laidlaw works to mitigate risk by a risk calendar and contingency planning. Laidlaw meets the professional requirements of the regularly bodies related to many of the programmes. NZQA attestations and returns have been met within required timeframes. Site approvals, partnership memorandums of understanding, and approved programme delivery indicate a capability to monitor and manage compliance

	<p>accountabilities.</p> <p>The 2018 Tertiary Education Commission audit was reasonably positive. Current versions of the qualifications are being offered and programme delivery matches the original NZQA approval. A teaching hour audit also found that programmes are delivered as approved. Laidlaw is engaging with all required external moderation (supported by internal moderation).</p> <p>Code of Practice obligations are understood by relevant staff. The PTE has completed its annual review of the code and review of student files, as well as interviews with the international students.</p> <p>Management of many important compliance accountabilities is consistent. However, as mentioned, inconsistencies in the management of compliance was noted in an expiring programme. The non-compliance was exacerbated by Laidlaw’s inability to gather the relative information in a timely manner.</p> <p>The key issues of the expiry of the qualification were: not informing all students well in advance of expiry dates; not reviewing all part-time enrolments that might not complete in the required time; and not confirming at multiple points during the admissions process that applicants understood that the proposed replacement diploma programme could only be delivered, and enrolment progressed, if approval would be granted by NZQA. Consequently, at least one student left after a year’s successful study without achieving an NZQA qualification, and several had to transfer from a one-year diploma to a three-year bachelor’s programme – incurring greater cost and time commitment.</p> <p>While the current situation is irreversible, Laidlaw has committed to improving enrolment practices and progression monitoring.</p>
<p>Conclusion:</p>	<p>Most compliance accountabilities are well managed. However, a non-compliance around enrolling students who were unable to complete their studies and Laidlaw’s inadequate responses to this have been reflected in the ratings across this key evaluation question and others relating to matching needs (1.3), management (1.5) and student support (1.4). There is a commitment to improving systems and resourcing to ensure more effective management of enrolment and progression processes.</p>

Focus Areas

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

2.1 Focus area: Postgraduate Diploma in Theology (Level 8)

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The Postgraduate Diploma in Theology is offered through block courses, evening classes and tutorials. The programme, which has small numbers (14 students) builds academic rigour and encourages strong critical analysis and inquiry into a broad range of faith perspectives. Students develop their knowledge, understanding and wellbeing, finding the programme fosters personal growth and is lifechanging.</p> <p>Diverse interests, including those of international students, are catered for in the teaching approach. There are effective connections with other similar tertiary institutions to provide supervision where expertise is not held internally, for example Islamic studies. Overseas lecturers tend to visit annually, and their teaching and expertise is used to strengthen the programme.</p> <p>Indigenous perspectives are acknowledged and integrated into students' current denominational toolkits. Māori and Pasifika needs are well considered. All students are supported by centralised services to achieve their academic and personal goals.</p> <p>While moderation of the suite of theology qualifications offered at Laidlaw is occurring, the moderator's report is broadly focused, providing limited information, analysis or critique of this qualification. This could be improved.</p> <p>Laidlaw supports students undertaking research through teaching as well as by offering writing workshops. Students have the opportunity to present their findings and to provide critical comment on the work of other students.</p> <p>All professional and academic requirements, including research</p>

	and teaching hours, are monitored and complied with.
Conclusion:	Students achieve well in this programme, with graduates either gaining employment or undertaking further study. The programme's design and delivery caters for the diverse needs and interests of students. Students are well supported academically and personally.

2.2 Focus area: Bachelor of Teaching (Primary) (Level 7)

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The Bachelor of Teaching (Primary) is delivered from the Henderson campus and, more recently, the Christchurch campus. Students achieve well, with 90 per cent qualification completions in 2019, across all students. Equivalence between campuses is being monitored and communication and interaction between staff is actively encouraged. Additional student support in Christchurch is provided by partnership schools to compensate for some of the centralised services not being readily available.</p> <p>Many students who were at the end of their final year reported feeling confident and competent and therefore ready to move into teaching roles. This programme has strong employment outcomes, averaging over 80 per cent (with some students even having been offered employment prior to graduation), reflecting the reputation of Laidlaw graduates.</p> <p>There is strong support from stakeholders for the programme design, theoretical approach and diversity of skills offered in the qualification.</p> <p>The curriculum design aligns new approaches in teaching using teaching as enquiry as the predominant theoretical basis informing practicum experience. The philosophy and practice of enquiry is infused throughout the programme, with staff using this to measure, reflect on and improve performance. Students said changes had been made as a result of their feedback.</p> <p>Academic quality is supported by robust monitoring and external and internal moderation processes, which has resulted in improvements to delivery and assessment.</p> <p>This programme is meeting the requirements of the professional body and is in line with pending changes – a significant review</p>

	of the programme will be undertaken in 2020.
Conclusion:	This programme has strong employment outcomes, with some students being offered employment prior to graduation, reflecting the esteem with which Laidlaw graduates are held. Self-assessment processes are robust and result in positive change.

2.3 Focus area: Bachelor of Counselling (Level 7)

Performance:	Excellent
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Programme completions dropped significantly in 2017 due to a number of students being encouraged to undertake a lighter study load to improve their likelihood of success.</p> <p>All staff are part-time to enable them to retain their involvement in the field, with all but one currently on contract (adjunct). The majority of adjunct staff have a long-standing relationship and close links with Laidlaw. All staff are experienced teachers and members of the professional body.</p> <p>The growth in numbers over the past three years has been sustained through the employment of contract markers and pastoral support for staff, and centralised learning support for students. The NZQA degree monitor's reports consistently noted staffing issues. These, while mitigated through the use of adjunct lecturers, markers and tutorial staff, are still awaiting a longer-term solution. To this end, Laidlaw will employ an additional permanent staff member.</p> <p>Stakeholders support the programme and noted the depth of knowledge and competence of the graduates in the counselling approaches taught in the programme. Students gain significant practical experience in the workplace throughout the programme.</p> <p>The teaching and counselling approach based on a relational model is well attuned to the needs of Māori and Pasifika students. The programme encourages students to be independent in a well-supported environment.</p>
Conclusion:	The programme meets professional and stakeholder expectations and prepares students well for entering the counselling field. However, self-assessment and reflection,

	including monitoring, of enrolment and progression were ineffective for an expiring programme.
--	--

2.4 Focus area: Certificate in Christian Ministry - Internship (Level 4)

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>This programme has high programme completion across all sites. Students learn to apply their individual skills to their learning, building on their talents and strengths. This reflects the general holistic approach and intention of the programme.</p> <p>Programme content is developed, delivered and assessed by church partnership stakeholders, maintaining the relevance of the curriculum content. Clearly aligned curriculum design and learning outcomes lead to useful qualifications.</p> <p>Teaching and assessment consistency is maintained through the use of the same assessments, marking rubrics, moderation and frequent communication with partner churches.</p> <p>Laidlaw maintains effective partnerships with two key churches to provide practical and contextual experience for the students. The contextual learning is relevant for the students, enabling them to pursue opportunities within their chosen setting. For example, some Pasifika students are going back to their home islands to serve in churches with the new knowledge gained from the qualification.</p> <p>Although much of the support is provided by partner organisations, Laidlaw has effective oversight of this as well as academic integrity and the prescription of teaching and learning activities, ensuring they are fit for purpose.</p> <p>Students interviewed by the evaluators spoke of the transferable skills gained through this programme, and how these could be effectively applied in a number of faith-based and secular settings. Based on Laidlaw’s feedback from graduates, over 90 per cent of graduates continue to be involved in their communities in a pastoral or supportive role. Programme compliance with the curriculum, including teaching hours, is monitored through a process that annually checks programme alignment with the qualification, assessment, teaching hours</p>

	and stakeholder feedback.
Conclusion:	The Certificate in Christian Ministry - Internship is offered through two partner churches and embedded in the real-world context of faith-based organisations. Laidlaw maintains a close connection with these partner churches to ensure the consistency and quality of the provision. Students appreciate the practical nature of the programme and the acquisition of transferable skills. Completion rates are high, with most graduates continuing to be involved in pastoral and community work.

Recommendations

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

NZQA recommends that Laidlaw College Incorporated:

- Strengthen its ability to gather and analyse enrolment and progression information regularly and in a timely manner, to ensure it can effectively and efficiently manage any issues.

Requirements

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

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

Appendix 1

Educational Performance Indicators					
Year	No. students	Qualification completion rate	Retention rate	Course completion rate	Progression rate
2015	784	40%	65%	85%	83%
2016	718	51%	70%	83%	83%
2017	799	46%	58%	90%	86%
2018	732	49%	68%	90%	47%

Course Completion Rates - demographics								
Year	2015		2016		2017		2018	
Cohort	Participation rate	Course Completion rate	Participation rate	Course Completion rate	Participation rate	Course Completion rate	Participation rate	Course Completion rate
Māori	9%	82%	10%	78%	13%	90%	14%	90%
Pasifika	21%	68%	27%	70%	27%	82%	26%	84%
Under 25s	36%	83%	35%	81%	40%	90%	39%	90%
All	430 EFTS	85%	399 EFTS	83%	450 EFTS	90%	418 EFTS	90%

Programme and (qualification completion) rates*

Programme/year	2015	2016	2017	2018
Certificate in Christian Ministry				97% (85%)
Bachelor of Counselling	93% (74%)	93% (123%)	97% (76%)	94% (79%)
Bachelor of Teaching	82% (99%)	76% (58%)	95% (124%)	90% (120%)
Postgraduate Diploma in Theology			77% (26%)	75% (75%)

*Non-cohort qualification completion rate measure

Programme Statistics																				
Programme / Year	2015					2016					2017					2018				
	Number students	EFTS	Course Completion Rate	Qualification Completions	Qualification Completion Rate*	Number students	EFTS	Course Completion Rate	Qualification Completions	Qualification Completion Rate*	Number students	EFTS	Course Completion Rate	Qualification Completions	Qualification Completion Rate*	Number students	EFTS	Course Completion Rate	Qualification Completions	Qualification Completion Rate*
Certificate in Christian Ministry																33	33.0	97%	28	85%
Bachelor of Counselling	95	64.6	93%	16	74%	84	58.6	93%	24	123%	71	51.4	97%	13	76%	91	72.5	94%	19	79%
Bachelor of Teaching	66	54.4	82%	18	99%	48	41.3	76%	8	58%	38	29.1	95%	12	124%	45	32.5	90%	13	120%
Postgraduate Diploma in Theology											10	3.9	77%	1	26%	13	4.0	75%	3	75%

Appendix 2

Conduct of external evaluation and review

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

Disclaimer

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

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

- *Identify organisational fraud³*
- *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.*

³ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

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

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

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

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

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

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

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

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

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

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz