



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Fire & Emergency New Zealand

Date of report: 29 June 2023

About Fire & Emergency New Zealand

The Fire and Emergency New Zealand Government Training Establishment holds NZQA approval and accreditation for two programmes: a level 2 Volunteer Qualified Firefighter programme and a level 3 Communicator programme.

Type of organisation:	Government training establishment (GTE)
Location:	Spark Central Building, 42-52 Willis Street, Wellington Central, Wellington
Eligible to enrol international students:	No
Number of students:	<p>In 2021, 384 trainees enrolled in the Volunteer Qualified Firefighter TAPS programme (Level 2), which leads to the New Zealand Certificate in Fire and Rescue Services (Level 2).</p> <p>Fewer than 10 trainees enrol each year in the Communicator Programme (Level 3), which leads to the New Zealand Certificate in Emergency Communications Centres (Level 3).</p> <p>The GTE does not collate and analyse learner enrolment and completion data for Māori, Pasifika and disabled learners for its NZQA-approved programmes.</p> <p>Fire and Emergency New Zealand (FENZ) identifies that, technically, all personnel are ‘trainees’ because of the breadth of training activity and courses provided. In the 2020/21 financial year, courses were delivered to a total of 26,316 trainees.</p> <p>The two programmes that the GTE has NZQA approval and accreditation for are a small, but very important component of the overall suite of learning programmes delivered by FENZ.</p>
Number of staff:	The education services manager has management oversight of the GTE.

Seven personnel service the training team which is responsible for trainer development, assessment development and moderation, review of training materials, and GTE management.

49 regional trainers provide regional training, in addition to the on-station training provided across the country to trainees on the Volunteer Qualified Firefighter TAPS programme.

Nine personnel support the training at the national training centre.

Trainers are career (paid) firefighters, seconded to provide training at the national training centre.

TEO profile:

[Fire & Emergency New Zealand](#)

Amalgamation and restructure

In 2017, FENZ formed as a national, integrated fire service, amalgamating the New Zealand Fire Service, the National Rural Fire Authority, and a number of rural fire districts and authorities. Restructure of the organisation since then has been ongoing, and has taken longer than expected due to challenges, including Covid-19.

The training and development functions of FENZ (which includes the GTE) are housed within the workforce capability directorate, which was established in late 2019. The restructure of teams within workforce capability has been delayed due to FENZ's national restructure and Covid-19. The release of a training and development strategy, quality management system, and academic governance model for the GTE has been delayed because of these pending restructures.

Training and Progression Programmes (TAPs)

The majority of firefighter and officer development training is housed in the Training and Progression (TAPs) programmes. This set of programmes guides career and volunteer firefighters through the rank structure. For volunteer firefighters there are four progressive ranks: Recruit Firefighter,

	Qualified Firefighter, Senior Firefighter, Station Officer.
Last EER outcome:	At the last EER in 2018, NZQA was Confident in both the educational performance and capability in self-assessment of FENZ.
Scope of evaluation:	<p>The NZQA-approved programme with the highest number of trainees each year was selected as the focus area for the EER: Volunteer Qualified Firefighter TAPS programme (Level 2) ID 117524-1, which leads to the New Zealand Certificate in Fire and Rescue Services with strands in Airport, Urban Fire and Rescue Operations, and Vegetation (Level 2) [Ref: 1833-1].</p> <p>All volunteers who join FENZ as recruits are automatically enrolled into their Recruit Firefighter programme. This includes some of the standards from the Volunteer Qualified Firefighter programmes.</p>
MoE number:	9064
NZQA reference:	C45786
Dates of EER visit:	12-14 December 2022

Summary of results

The value of the programme was confirmed during all conversations for the EER, but poor self-assessment means performance is difficult to understand. The GTE lacks purpose, oversight and resourcing. Key systems and procedures are not in place.

Not Yet Confident in educational performance

The Volunteer Qualified Firefighter TAPS programme meets a core organisational and wider community need.

All EER conversations confirmed the value of the five-day practical training, including the confidence, skills and knowledge gained and used in firefighter roles.

Given complex, prolonged and ongoing amalgamation and restructuring, the GTE has been insufficiently resourced and supported. There are gaps and weaknesses in policies, systems, processes and data collection that are yet to be effectively managed.

Not Confident in capability in self-assessment

The GTE's purpose is unclear. It has no governance, and limited capability and capacity. There is no quality management system, nor related academic policies. The organisation lacks cohesion and collective quality assurance processes across functions. There are several NZQA-related compliance gaps.

A five-year development and training strategy has been drafted and contains important priorities. A quality management system is also in development but was still to be consulted on at the time of the EER enquiry.

Very limited self-assessment processes make it difficult to understand educational performance. The GTE does not have a coherent, effective system for moderation, and internal moderation activity for the focus area programme is very limited. There is no student evaluation process, limited completion information, no analysis of learner achievement data and no progression information. The GTE has been unable to make improvements to identified issues. A key example is the ongoing issue of some trainees' lack of preparedness for the practical training.

Significant systems, processes and procedures are needed and are in the process of development, but these will take time to establish and implement. There is currently insufficient evidence to give confidence in future performance and self-assessment.

Since the completion of the EER, FENZ has begun remedial work to meet all NZQA requirements, as outlined in this report. NZQA acknowledges FENZ's prompt response to addressing the EER's findings. Over the following months, NZQA will closely monitor the roll-out of FENZ's suite of internal improvements, and evaluate the effectiveness of these actions at the time of the next EER.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Marginal
Self-assessment:	Poor
Findings and supporting evidence:	<p>There is very limited evidence of self-assessment to understand achievement. Feedback during the EER identified that through the intensive practical training at the national training centre, trainees gain confidence and are closely supported to meet the competencies of FENZ's Volunteer Qualified Firefighter programme. They are assessed and signed-off according to FENZ learning outcomes.</p> <p>However, of significant concern is the key issue of trainees constantly arriving at the national training centre without the current skills level that are a prerequisite to the five-day practical training – these skills should first be developed on-station at local brigades. This then requires targeted, additional training from the national training centre trainers, which has an impact on the overall learning opportunities that can be achieved.</p> <p>Learner support plans are developed for learners who do not successfully complete the five-day practical training. However, there is no oversight to ensure that these plans are completed as expected, and that learners receive appropriate upskilling before returning to the national training centre.</p> <p>There is no coherent internal moderation system to confirm the validity, fairness and consistency of assessment. It is also unclear how well learners are being assessed against the NZQA unit standards that make up the programme. After an unplanned move away from assessing against NZQA unit standard outcomes, the GTE undertook a mapping exercise which identified that there was no assessment tool, or evidence collected and recorded, linked to the unit standards. Three unit standards were not being consistently delivered. These issues do not appear to have been addressed.</p>

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

	<p>Recent external post-assessment moderation by the workforce development council confirmed the GTE’s assessor judgements, but also found use of expired unit standards and no pre-moderation of assessment materials.</p> <p>Crude data seems to show about an 80 per cent programme completion rate from 2018 to date – though it appears that about a third of those who have completed the programme have not actually been awarded the NZQA qualification (refer Appendix 1). No analysis is undertaken of completion data including to identify patterns or reasons for non-completion. As found at the last EER, there is no analysis of priority learner achievement.</p>
Conclusion:	It seems that trainees gain the expected competencies and skills required by FENZ on completing the national training centre training. However, there is a lack of oversight and supporting evidence to understand and verify achievement.

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

Performance:	Good
Self-assessment:	Poor
Findings and supporting evidence:	<p>Completion of the programme contributes importantly to the wider need of communities, with volunteers operating the bulk of brigades. Qualified volunteer firefighters hold a crucial role in responding to emergencies and events.</p> <p>The Volunteer Qualified Firefighter programme enables volunteer recruit firefighters to progress to a higher rank and to hold greater roles and responsibilities within their brigade and at emergency events. It provides a pathway to higher ranks – important to succession – though there is no progression data.</p> <p>There is no graduate feedback process to objectively quantify or collectively understand the value of the training and the difference it makes from a volunteer qualified firefighter perspective.</p> <p>Feedback from graduates spoken with as part of the EER included that the training at the national training centre was life-changing. This was particularly due to the confidence the training instilled to achieve the required competencies through</p>

	<p>the encouragement of the trainers. One graduate described excelling despite learning challenges and initial doubts about succeeding. Another described the huge growth in mental attitude and observational awareness that occurs and the step-up from taking instruction as a recruit to developing the ability to assess, analyse and make decisions in practice.</p> <p>Examples were shared of how knowledge and skills acquired were taken back, shared and put into practice within brigades. Completion of the training enhances self-worth due to the contribution that can be made to brigades and communities.</p> <p>It seems that ad hoc processes to waive the completion of some unit standards, and no recognition of prior learning process, is resulting in not all graduates being awarded the NZQA qualification, despite completing the programme.</p>
Conclusion:	The programme provides important value, enabling progression to a qualified rank. EER feedback highlighted the important contribution of the programme. However, there is no self-assessment process and data to understand valued outcomes.

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

Performance:	Marginal
Self-assessment:	Poor
Findings and supporting evidence:	<p>The relevant programme serves the need of communities – particularly small and rural communities across the country – to have qualified and skilled firefighters to respond to emergencies that threaten people and property.</p> <p>By all accounts given during the EER, the Volunteer Qualified Firefighter programme is a valuable and beneficial offering in terms of the experience at the national training centre and the practical skills and knowledge developed. Learners spoken with for the EER also considered the pre- and post-learning materials sufficient. However, there is no evaluation process in place to inform such insights or to objectively evidence the quality of the programme and to confirm the appropriateness of programme learning activities and delivery.</p>

	<p>There is an absence of academic standards and integrity. For the Volunteer Qualified Firefighter programme there are no minimum requirements for the appointment of seconded trainers, no coherent, effective, internal moderation system, no programme evaluation process, and no programme review since 2017. Such processes have been hindered by several factors, including prolonged restructuring and insufficient resourcing, as well as insufficient dedicated roles to service the GTE. The GTE currently lacks the capability to review assessments.</p> <p>Very limited moderation activity, the absence of an effective moderation system, and inconsistent external moderation results, means it is not possible to be assured that assessment is fair, valid, consistent and appropriate. Learnings from external moderation are not collectively reviewed and actioned together by the GTE and the national training centre.</p> <p>Feedback provided for the EER identifies that, while relevant, the programme is not current. There is a strong view that the programme needs to be more contemporary and enable modular forms of delivery to cater to the contexts of different brigades and regions. The current structure of the training – including the need to be away from home, family and work to attend the five-day practical training – is a significant barrier for some, impacting enrolment numbers and succession planning.</p> <p>There appear to be different views and insights into what is important to inform the development of the programme, and seemingly a disconnect between the various representatives who decide programme content and delivery.</p> <p>Given the lack of programme review, no programme change applications to NZQA, and some issue with the delivery of expired unit standards, it is not possible to be assured that the programme is being delivered as approved.</p> <p>The uniformity of the practical training delivery and learning across the three sites is also uncertain given trainee feedback about the differing quality of equipment at the different sites. Not all the unit standards are being delivered and awarded at each site for the programme.</p>
<p>Conclusion:</p>	<p>Despite positive feedback about the programme, it is not possible to understand how well it matches needs given a lack of quality review processes and some feedback that the programme is not current.</p>

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

Performance:	Marginal
Self-assessment:	Poor
Findings and supporting evidence:	<p>There is no evaluative process to gather feedback from trainees to understand trainee support and involvement in learning from a trainee perspective.</p> <p>Trainees spoken with for the EER consider that they receive appropriate information to understand programme requirements. However, there was variable understanding of the process for a final online test after completion of the practical training to consolidate learning to establish competency for the award of the qualification.</p> <p>The evaluators consistently heard that the trainers at the national training centre seek to put the trainees at ease and encourage them to ask for help. An analysis of lead trainer reports from 2019-20 confirms the emphasis by trainers on building positive, professional relationships with trainees to facilitate a safe and inclusive learning environment.</p> <p>The trainees spoken with for the EER appreciated the introductions and induction the trainers provided by meeting them the day before the training. Information on training support includes reading and writing support. Learning packs include visual aids to assist learning, such as links to videos.</p> <p>Processes to pre-identify learning needs appear ad hoc or not well developed. There is no systematic process to routinely coordinate and provide the national training centre with a summary of a trainee's learning history, and learning needs, to support the trainer's preparedness.</p> <p>A graduate spoken with for the EER complimented the likes of reader-writer and other support provided and proactively arranged in advance of the training. However, in the absence of a systematic evaluative process, it is not possible to understand whether this is a common experience, and similarly, if some negative comments about the support provided on recruit training are usual or atypical.</p> <p>As stated in 1.1, variable learner preparedness for the five-day practical training is a key issue. This is said to be impacted by</p>

	<p>several factors, including brigade capacity and capability. Some regions run learner support weekends, but this depends on the region and brigades. There is no specific budget allocated.</p> <p>There is no overall coordination and systematic process operating between the brigades, regions and national training centre, to ensure trainees are sufficiently prepared for the five-day practical training. This issue was also highlighted by an internal analysis of lead trainer reports from 2019-20. It found that 'trainees are constantly attending the course with poor skills, improper techniques and a lack of awareness on the correct use of equipment'.² That report suggested responses such as a learner support day before trainees attend the practical training, and a pre-course skills check by regional trainers. No action has resulted.</p>
Conclusion:	<p>Despite some positive insights, there is no learner feedback process to understand the effectiveness of learner support. There is no coordinated process to ensure trainees are uniformly prepared for the practical training.</p>

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

Performance:	Poor
Self-assessment:	Poor
Findings and supporting evidence:	<p>The complex amalgamation of 40 different organisations, significant ongoing internal restructuring and Covid-19 have contributed to a lack of priority focus given to the GTE and its performance. The EER has found that the GTE is performing poorly against the tertiary evaluation indicators for this key evaluation question. At the time of the EER enquiry:</p> <ul style="list-style-type: none"> • The value, purpose and focus of the GTE is undefined. • The GTE is yet to have a governance structure in place and has lacked governance support and backing. • A quality management system and related academic policies and procedures are not yet in place. A quality management system is in draft, but still to be consulted on.

² Page 5

	<ul style="list-style-type: none"> • There is insufficient capacity, capability and resourcing to effectively service the GTE. • There is very limited data available to understand educational performance. • There is no trainer selection and development policy. Professional development is not proactively or uniformly provided. • A trainer development programme, including unit standard 4098, is provided and recommended, but not required, for all trainers.³ A week’s observation of trainers follows completion of the training programme, but there is no further trainer observation process. Trainer quality is not systematically reviewed. <p>These multiple gaps mean the GTE has been unable to anticipate and respond effectively to change (including to respond to recommendations from the last EER).</p> <p>The GTE lacks a cohesive quality assurance system and effective academic management of programme quality and delivery. There is a lack of connectiveness across functions.</p> <p>A five-year development and training strategy has been drafted that importantly includes as a priority: governance and advisory functions (including increased quality assurance and a quality management system), progression and succession, flexible modular design, and enhanced engagement between the development and training functions and other functions of the organisation. However, significant systems, processes and procedures are needed and will take time to develop, approve and implement.</p>
<p>Conclusion:</p>	<p>There are significant gaps and weaknesses in the ability of the GTE to support educational performance. Actions to improve are yet to be implemented.</p>

³ NZQA national external moderation in 2021 verified that 0/3 assessor decisions for unit standard 4098 and assessment materials met requirements. FENZ’s application to NZQA for approval of a trainer development programme in 2021 was withdrawn following advice from NZQA that there were issues with the application, and it had not been furthered.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Poor
Self-assessment:	Poor
Findings and supporting evidence:	<p>Several gaps in meeting NZQA compliance accountabilities indicate that the GTE is not effectively managing educational compliance requirements. These include:</p> <ul style="list-style-type: none"> • very limited internal moderation activity in the Volunteer Qualified Firefighter programme and the absence of a coherent effective, internal moderation system. • no programme reviews since 2017. • some late reporting of unit standard credits and notable differences between those reported as having completed the programme but not awarded the New Zealand Certificate in Fire and Rescue Services (Level 2). • some evidence of assessment to expired unit standards. The GTE lacks an automated process to identify expiring unit standards. It was unaware that the last date for assessment for the Communicators programme was the end of December 2022. • partially but not fully meeting NZQA moderation requirements (for the Communicator Programme and unit standard 4098). <p>The evaluators were not assured that the programme is being delivered in accordance with NZQA approval documents given no programme change applications, organisational and legislative developments, and the move away by FENZ from delivering to unit standards; an internal mapping exercise that identified several issues.</p> <p>Processes are in place to manage health and safety accountabilities. National training centre representatives spoken with for the EER described a close focus on health and safety, including for each training course delivered. In addition to induction and ongoing guidance and advice to trainees on health and safety requirements and good practice, representatives described a key focus on trainee protective equipment. A significant reduction in the incidence of burns in the last couple of years was identified as a result.</p>

	<p>An annual training centre audit is undertaken that incorporates a focus on workplace safety, including facilities and equipment.</p> <p>A 'safe at work kiosk' is used nationally across the organisation to record all accidents and incidents. An assessor reviews and assesses all such events within their assigned location. Elected and trained health and safety representatives meet regularly to review health and safety matters, risks and other issues.</p>
<p>Conclusion:</p>	<p>Significant yet-to-be-managed gaps exist in the GTE's management of key education-related compliance accountabilities. Several processes are in place to manage health and safety accountabilities.</p>

Focus area

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

2.1 The Volunteer Qualified Firefighter TAPS programme (Level 2) ID. 117524-1 which leads to New Zealand Certificate in Fire and Rescue Services with strands in Airport, Urban Fire and Rescue Operations, and Vegetation (Level 2) [Ref: 1833-1].

Performance:	Marginal
Self-assessment:	Poor

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 Fire & Emergency New Zealand:

- Define the value, purpose and direction of the GTE and ensure it is adequately resourced to perform effectively.
- Prioritise the finalisation and effective implementation of the current draft development and training strategy – this contains important priorities to address gaps in NZQA performance expectations, including the furtherance of academic governance and a quality management system.
- Develop data reporting systems to enable collection and analysis of learner achievement data, including the ability to analyse reasons and patterns for non-completions and priority learner achievement.
- Establish a student evaluation process to inform understanding of programme outcomes, how well the programme is matching needs, and the effectiveness of trainee support.
- Establish a self-assessment process to inform understanding of the value of the outcomes of the training and to track progression.
- Review, and revise if necessary, trainer guidance and assessment tools to ensure assessment is to NZQA unit standard learning outcomes as well as FENZ learning outcomes.
- Ensure uniformity in the quality of training equipment and delivery across all training sites for the programme.
- Develop a programme review process that ensures all relevant voices and input are considered, and views and decisions connected, in determining programme content and delivery, priorities and actions.
- Establish an effective process to ensure the early identification of expiring unit standards and programme versions.
- Establish processes and systems that connect relevant organisation functions to ensure cohesive and shared input and responsibility for quality assurance and performance.

- Implement the findings from the report of the internal analysis of lead trainer reports (2019-20), to address the issue of trainees not being sufficiently prepared for the five-day practical training.
- Establish an oversight process to ensure learner support plans from the practical training are implemented and trainees are suitably supported in a timely way to enable their completion of the practical training.
- Consider implementing a process to provide a summary of trainees' training history, including identification of learning needs, to the national and other training centres in advance of the practical training.
- Establish appropriate trainer selection and development policies and procedures, including a process of continuous review to assure and support the quality of trainer delivery.
- Ensure the establishment of a coherent, effective moderation system that cohesively involves both the GTE and national training centre in the regular review and actioning of internal and external moderation results.
- Ensure that 2021 and 2022 recommendations from external moderation are responded to.

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.

NZQA requires Fire & Emergency New Zealand to:

- Establish an effective system for moderation of assessment materials and decisions and sufficient capacity and capability to ensure assessment materials decisions are fair, valid, consistent and appropriate.⁴
- Establish an adequate and effective process for programme review.⁵
- Ensure the accurate reporting of credits for students within three months of assessment.⁶
- Ensure assessment is to current, not discontinued, unit standards.⁷
- Establish appropriate regulations specifying requirements for recognition of prior learning (given current ad hoc processes).⁸
- Review the Volunteer Qualified Firefighter TAPS programme to make sure it is being delivered in accordance with NZQA programme approval documentation and, if not, to ensure appropriate programme change applications or notifications are made to NZQA.

⁴ As required by criterion 6, rule 4.1 and rule 11(1)(a), and criterion 1 rule 6.1, and rule 12(1)(a) of the NZQF Programme Approval and Accreditation Rules 2021.

⁵ In accordance with criterion 7 of rule 4.1 and 11(1)(a) and (b), and criterion 4 of rule 6.1 and 12(1)(a) of the NZQF Programme Approval and Accreditation Rules 2021.

⁶ In accordance with rule 13(1)(b) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021.

⁷ Refer rule 5(6) of the Directory of Assessment Standard Listing and Operational Rules 2021.

⁸ As required by criterion 5 of rule 4.1 of the NZQF Programme Approval and Accreditation Rules 2021.

Appendix 1

Table 1. Completion data

	2018	2019	2020	2021	2022	2018-22
Numbers finishing from starting Recruit Volunteer Firefighter programme	1/893	465/907 (51%)	459/759 (60%)	440/733 (60%)	329/526 (63%)	1694/3818 (44%)
Numbers finishing from starting Volunteer Qualified Firefighter programme	313/470 (67%)	397/413 (96%)	293/371 (79%)	337/384 (88%)	259/325 (80%)	1599/1963 (81%)
Number of qualifications reported to NZQA (New Zealand Certificate in Fire and Rescue Services, Level 2)	N=204 Achieved	N=270 Achieved	N=214 Achieved	N= 247 Achieved	N=136 Achieved	N=1071 Achieved

Source: Table produced by EER evaluators based on information provided by FENZ (rows 1 and 2) and NZQA (row 3).

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 fraud⁹*
- *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.*

⁹ 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 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

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 2021. 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