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Report of External Evaluation and Review

New Zealand Institute of Fashion
Technology Limited trading as NZ
Fashion Tech

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 24 November 2017

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Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	New Zealand Institute of Fashion Technology Limited trading as NZ Fashion Tech
Type:	Private training establishment (PTE)
First registered:	1 July 1995
Location:	6-8 Edward Wayte Place, Grafton, Auckland
Delivery sites:	110 Symonds Street, Auckland 22 Amersham Way, Manukau 110 Lambton Quay, Wellington
Courses currently delivered:	<ul style="list-style-type: none">• New Zealand Institute of Fashion Technology (NZIFT) Diploma in Fashion Technology (Level 5)• NZIFT Diploma in Fashion Technology (Level 5)• New Zealand Fashion Tech Certificate in Pattern Design (Level 4)• New Zealand Fashion Tech Certificate in Fashion Technology (Level 3)
Code of Practice signatory:	Yes
Number of students:	Domestic: 186 EFTS (equivalent full-time students) Māori 21 per cent; Pasifika 31 per cent International: one full-time student from Vietnam

Number of staff:	20 full-time equivalents, two part-time
Scope of active accreditation:	See: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=997900001
Distinctive characteristics:	<p>The organisation specialises in fashion technology programmes. Certificate students generally progress through to the diploma programme. As part of the programme, diploma students compete in the Resene Designer Selection Runway Show, and the Graduate Showcase at NZ Fashion Week. NZ Fashion Tech was also invited to showcase two new graduate designers in the New Generation Show at NZ Fashion Week 2017. In 2017 the high quality of NZ Fashion Tech entrants led to 16 participants showing, an increase from the standard 10 participants.</p> <p>Each year for the last four years, NZ Fashion Tech has gained places for a group scholarship from the Prime Minister's Scholarship for Asia for students to travel to India to study textiles, manufacturing and production. Annually, 15 diploma students have travelled to the technical institute, Bannari Amman in India to study for six weeks.</p>
Recent significant changes:	<p>In 2015 the Wellington site was moved to Lambton Quay. In February 2016, the head office was moved from Symonds Street in Auckland to its new site in Grafton.</p> <p>There was a change of ownership on 1 August 2017 and the organisation restructured to include a management team of the chief executive and two general managers. The management team was drawn from the existing staff of NZ Fashion Tech.</p>
Previous quality assurance history:	<p>At the previous external evaluation and review (EER) in 2012, NZQA was Highly Confident in the educational performance and Highly Confident in the capability in self-assessment of NZ Fashion Tech. The PTE has also participated in external quality assurance processes including a Tertiary Education Commission (TEC) audit, NZQA consistency reviews and industry training organisation external moderation. No issues were raised.</p>

Other:

The chief executive (previously the academic director) was involved in the development of the new qualifications for the Targeted Review of Qualifications in 2012. She was on the governance committee for the manufacturing review, the sector advisory group, and the technical advisory group. The academic leader of NZ Fashion Tech was also a member of the technical advisory group. The new qualifications were approved and listed in November 2014.

NZ Fashion Tech was approved to deliver the NZ Fashion Tech Certificate in Fashion Technology (Level 3) and the NZ Fashion Tech Certificate in Pattern Design (Level 4) in 2015. NZQA also approved the New Zealand Institute of Fashion Technology (NZIFT) Diploma in Fashion Technology (Level 5) in 2016 which it will deliver in 2018. This will replace the NZIFT Diploma in Fashion Technology (Level 5) which will lapse at the end of 2017.

2. Scope of external evaluation and review

The EER included the following focus areas selected in discussion with the organisation:

- NZ Fashion Tech Certificate in Fashion Technology (Level 3)
- NZ Fashion Tech Certificate in Pattern Design (Level 4)
- International students: support and wellbeing. This is a mandatory focus area for a PTE enrolling international students. This focus area was included despite only one international student being enrolled for 2017.

The diploma was not selected as a focus area because the programme will cease in 2017.

3. Conduct of external evaluation and review

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

The evaluation team comprised two evaluators who worked on site for two days. During the EER visit the evaluation team interviewed the new owner and the management team consisting of the chief executive officer, the general manager finance and marketing, and the general manager resourcing. The academic director was also interviewed along with representatives of the teaching staff across three sites (10), students across two sites (18), and graduates (six). The team also interviewed the international student and the international administrative and support team. Telephone interviews were conducted with stakeholders representing industry.

Along with the self-assessment summary received prior to the visit, additional organisational documentation was also tabled for review. The evaluation team reviewed relevant samples including management, academic, administrative reports and minutes, student records, self-assessment documentation, learner outcomes data, external moderation and evaluation feedback.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

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

- *Identify organisational fraud¹*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*

¹ 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.

- *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.*

Summary of Results

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

NZQA is **Highly Confident** in the educational performance and **Highly Confident in** capability in self-assessment of **New Zealand Institute of Fashion Technology Limited trading as NZ Fashion Tech**.

The key reasons leading to this level of confidence were:

- NZ Fashion Tech is meeting the most important needs of its learners by providing varied and well-constructed learning opportunities to acquire relevant industry skills that are immediately applicable in their daily lives.
- The learners' individual goals are identified on entry, reviewed and responded to throughout the programme delivery.
- Level 4 and diploma learners have consistently achieved in the 80-90 percentile for course and qualification completions, while the overall qualification completion rate has been 76 per cent. Following remedial actions at the end of 2015, level 3 learners' achievement improved in 2016. This was partly the result of better performance by the Māori learners whose course and qualification rates improved by 20 per cent, with the overall organisation qualification completion rate improving to 83 per cent.
- Classroom teaching is complemented by well-organised work experience in related industries and businesses, providing learners with further opportunities to practise and apply their skills in real-life situations.
- NZ Fashion Tech has collated destination data which shows that on average more than 80 per cent of certificate graduates progress to the diploma programme. The employment rate for diploma graduates has consistently exceeded 70 per cent over a number of years.
- Learners are highly satisfied with their learning experience, the support they receive, and the quality of the programmes.
- The delivery of the programmes is flexible, with 1.5 hours of self-directed learning allocated daily to accommodate learners to meet their personal circumstances. Learners appreciate this flexibility.
- The teaching staff are highly experienced industry practitioners, ably led by a management team which ensures that strong processes underpin delivery and assessment.
- NZ Fashion Tech has strong leadership. The chief executive and academic leader were instrumental in developing the new New Zealand qualifications in

apparel and fashion. The organisation has a clear direction and its strategy is clearly defined and communicated to staff.

- The organisation is innovative, providing additional external opportunities such as participation at New Zealand Fashion Week and scholarship study in India to showcase learner designs and garment construction.
- NZ Fashion Tech has comprehensive self-assessment practices that systematically review all aspects of its operations and programmes. Weekly reports and annual programme reviews provide useful information to inform the organisation of ongoing strengths and improvements where required. The areas for improvement are identified and the actions are monitored until their resolution.
- The organisation effectively gathers and uses data, achievement progress, satisfaction rates, attendance and stakeholder feedback to understand its performance against indicators such as course and qualification rates, withdrawals, graduate outcomes, external moderation and feedback from learners and stakeholders.
- Learners' progress is monitored daily through formative testing and reported weekly. Ongoing feedback by tutors prepares the learners well for summative assessments.

Findings²

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**.

NZ Fashion Tech offered two new qualifications for delivery in 2015. Achievement dropped across all programmes (76 per cent qualification completion); however, this still exceeded the PTE median of 65 per cent. Following review and some programme adjustments, achievement improved markedly in 2016 with qualification completions at 83 per cent against a PTE median of 66 per cent. These results were confirmed by published TEC reports. The validity of the assessments was affirmed by both industry training organisation external moderation reports and NZQA consistency reports.

NZ Fashion Tech identified that Māori achievement for 2015 had a negative impact on overall achievement rates, specifically due to the early withdrawal of these students. The organisation found three main reasons for the withdrawals. This was the first year that year-long certificate programmes had been offered and students were affected financially. They found it difficult to secure part-time employment to finance their studies and to secure childcare after school. Family responsibilities and pressures were also identified as affecting student achievement, especially for Māori and Pasifika learners. The third key reason was location, specifically in areas like Manukau where there were a number of other providers, some offering fee-free programmes. The actions taken to reduce the impact of these factors for early withdrawal included introducing flexible hours, with learners completing self-directed daily study. Family members were included in enrolment interviews so they could understand what was required to complete the programme. A mid-year intake introduced for the Manukau site has increased enrolments. In addition, NZ Fashion Tech also used an Ako Aotearoa workshop to identify ways to support Māori learners to succeed. Achievement for level 3 Māori learners increased by 20 percentage points in 2016 which had a positive impact on overall achievement. Level 4 Māori students exceeded the overall organisation results, achieving 87 per cent for course and qualification completions. This showed the effectiveness of the actions taken to raise achievement.

Withdrawals for 2017 are back to the standard rate of around 12-15 per cent. Based on previous achievement data, this should result in a course completion rate of around 86-88 per cent and a slightly lower qualification completion rate.

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

Tutors effectively monitor progress and assessment using Fishbone charts (which identify progress through four stages ranging from: 'has been shown', 'has attempted', 'can achieve under supervision', to 'has achieved competency to the required standard'). Progress is then reported to management so there is an awareness of achievement meeting projected targets or what additional support might be required and actioned.

There is only one international student enrolled this year, who is exceeding the achievement of peers in the class and is on track to complete. NZ Fashion Tech said it had no plans to increase the number of international students in the immediate future.

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**.

NZ Fashion Tech continues to deliver valued outcomes to its key stakeholders which include learners, the funder TEC, and the apparel and fashion industry. In addition to completing qualifications, the learners gain relevant skills for the fashion and apparel industry including sewing skills, pattern design technology and making, sewing machinery operation and maintenance, and clothing construction skills. Additionally, tutors and learners note that learners' success with their studies leads to personal growth including raised confidence, work ethic, problem-solving skills and a good attitude which makes them more employable, as detailed in Table 1. Learners apply their skills immediately, and friends and family benefit by having clothing made or altered.

Table 1. Outcomes for 2016

All students	Further education	Employment	Total
Level 3	63%	22%	85%
Level 4	68%	20%	78%
Diploma	5%	72%	77%

Data source: NZ Fashion Tech

Generally, the level 3 certificate learners progress to the level 4 certificate, and those students then progress to the diploma programme. While some learners leave the certificate programmes to take up employment, this happens more often with the diploma students. Five per cent of diploma graduates chose to progress their education by enrolling in degree programmes locally.

The pathway from level 3 to the diploma also yields other valued outcomes. Diploma students compete to show at New Zealand Fashion Week, providing exposure to prospective employers. In 2017, 16 students secured places usually limited to 10,

such was the high standard shown. In addition, NZ Fashion Tech has successfully secured a Prime Minister's Scholarship for Asia for 15 learners for each of the last four years to train in India for six weeks, which the learners have found very beneficial. Diploma students also produce a mini-collection of outfits which they show at graduation and to which industry representatives and family are invited. These additional incentives and opportunities to show their garments to industry encourage certificate learners to progress to diploma level, which over a number of years has produced an over 70 per cent employment rate.

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**.

The programmes' design, delivery and assessment activities match the needs of learners and stakeholders. The chief executive and academic leader were instrumental in redeveloping the programmes as part of the NZQA Targeted Review of Qualifications. The qualifications were reviewed and rewritten in consultation with industry, therefore meeting these stakeholder needs. The level 3 and 4 certificate programmes were approved and first delivered in 2015. All teaching resources, lesson planning and assessments were reviewed, written and provided to the tutors. The tutors appreciate that these resources give more time for teaching and pastoral care. Further, they support consistency of delivery and assessment across the three sites.

Programme relevance to industry is maintained through work experience liaison with tutors and learners, cocktails and canapes evenings, industry guest speakers and research conducted in 2012 and followed up in 2016 to identify ongoing needs to meet changing industry requirements. The recommendation to include e-commerce and fashion marketing in response to this feedback is currently being considered.

The programmes meet student needs – specifically the more flexible hours, practical application of skills, work experience opportunities and the many opportunities to showcase garments, which can lead to employment. All fabric and course materials are supplied for the certificate programmes and, except for the mini-collection, all resources are supplied for the diploma.

Tutors are trialling different methods to monitor self-directed study including setting tasks to be completed during this study, and monitoring weekly assessment results. NZ Fashion Tech is currently reviewing the use and monitoring of self-directed studies across all sites to provide assurance that the correct delivery hours are adhered to.

Tutors have extensive practical industry experience and are encouraged to achieve a tertiary teaching certificate within the first two years of employment. Annual appraisal includes classroom observations which the tutors found very helpful to improve practice. The programme committee schedules professional development workshops each term, such as the Ako Aotearoa workshops on raising Māori and Pasifika outcomes, a mental health workshop, first aid workshop and health and safety workshop. Other individual professional development opportunities are shared at weekly staff meetings.

Level 3 tutors are co-teaching in the Auckland and Wellington sites which the students appreciate for the varied teaching styles and availability of support. The tutors appreciate shared teaching practice. The Manukau site student numbers did not warrant paired teaching.

NZ Fashion Tech has robust moderation processes in place. The positive results of internal moderation have been affirmed by external NZQA consistency reviews and industry training organisation external moderation. There are ongoing formative assessments in place which is important so learners do not go too far into the programme with embedded errors. Learners appreciate the feedback on assessments.

Learners have a number of feedback mechanisms including term evaluations and class representative meetings. These are effective as seen in the NZ Fashion Tech response of introducing flexible hours.

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**.

The learners are well supported to achieve their goals. A strong enrolment process open to family members ensures students know what is required to complete the programme and how family members can support the learner to better ensure success. Learner needs and goals are identified at this time and periodically reviewed, often changing throughout the period of training, especially following work experience where they apply their learning in different employment scenarios.

Learners have many opportunities to apply their knowledge and skills. Examples include practical application of skills through garment construction and pattern making, specification construction, and work experience. The work experience opportunities are useful in applying knowledge and can lead to employment as a number of employers will place students in weekend or holiday work as needs arise. The daily period of self-directed learning is used to further practise skills learnt, to research proposed topics, and to complete tasks for assessment. The Fishbone reporting chart on progress also helps tutors monitor learner engagement, and

learners get timely feedback on their progress which usefully helps them to monitor their achievement. Peer support is fostered and proficient learners are encouraged to assist their peers.

Tutors provide ongoing support to graduates post-training to help them gain employment including mock interviews, updating CVs and alerting them to employment vacancies through the alumni site. In turn, employed graduates provide employment opportunities or work experience for current students.

NZ Fashion Tech says there is a correlation between attendance and success and this is strongly monitored. An 0800 number is provided at no cost to the learner to contact the organisation to report absences.

The sole international student has transitioned smoothly from a New Zealand secondary school. NZ Fashion Tech said the enrolment of international students is not an area of growth for the institute. That said, NZ Fashion Tech has robust systems in place to support international students and could manage an increase in international enrolments.

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 new owner, who is knowledgeable and experienced in New Zealand and overseas education, has been in place for two months and confirmed the organisation's continued clear purpose and direction. This included strategic considerations of including a feeder Youth Guarantee pathway and a degree pathway for graduates. The core business of NZ Fashion Tech has not been affected by the change of ownership. The previous owner, now chief executive, is very experienced and knowledgeable, as reflected in the leadership that the chief executive has provided with the development of the new New Zealand qualifications for apparel and fashion.

Governance and management support educational achievement by providing complete teaching resources, lesson plans and assessments to increase tutor contact time with the learners. Similarly, machinery resources, fabric and supplementary resources are provided free to students so they can concentrate on their studies.

Fishbone chart records provide ongoing progress reports. Achievement and attendance are monitored through weekly staff and management meetings.

As reported, the programme committee organises group professional development, and the learning from individual professional development is shared at staff meetings. This provides assurance that tutors are kept updated to improve practice.

Self-assessment processes are well established and effective. All aspects of the organisation are under constant review and the evaluators were provided with numerous examples of reviews and actions leading to increased achievement. In addition, NZ Fashion Tech is responsive to learner and stakeholder feedback as shown by numerous examples.

NZ Fashion Tech is a member of Independent Tertiary Education New Zealand (ITENZ), a national organisation representing private tertiary institutions. Since the last EER, Fashion Tech has won ITENZ awards for Leadership (2013), Support Person of the Year (2014), Tutor of the Year (Highly Commended) (2014), which further attests to the leadership and competence of staff.

The organisation is innovative, as evidenced by achievement of the Prime Minister's Scholarship for Asia for the past four years, and securing sponsorship for the Resene NZ Fashion Tech Colour of Fashion competition which resulted in 16 learner designs being shown during New Zealand Fashion Week. Both projects provide learners with opportunities to showcase their designs and garments to industry.

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 previous owner of NZ Fashion Tech, along with her late husband, has been in the education and apparel and fashion industries for many years. She has continued her involvement with the organisation as chief executive following the sale. Her late husband had served as a member of the Executive and President of ITENZ from 2001 until 2005. As members of ITENZ, both had a very clear understanding of the regulatory and compliance environment within which NZ Fashion Tech operates.

NZ Fashion Tech has effective compliance management processes in place. The chief executive and general manager have oversight of all compliance matters. The management team receives all NZQA information, which is discussed and, where required, actioned. Management also attends ITENZ conferences and workshops and keeps up to date with NZQA, the TEC and Immigration New Zealand changes to policies. The quality management system was recently reviewed and updated including the change of ownership.

Staff roles and review processes against the Education (Pastoral Care of International Students) Code of Practice have been further clarified and are appropriate. The evaluators sighted the latest annual review of the code. In

addition to this review, Fashion Tech also participated in external quality assurance processes including a TEC audit, NZQA consistency reviews and ITO external moderation. NZ Fashion Tech met all the requirements of these organisations' quality assurance measures.

Focus Areas

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

2.1 Focus area: NZ Fashion Tech Certificate in Fashion Technology (Level 3)

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: New Zealand Certificate in Pattern Design (Level 4)

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

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

2.3 Focus area: International students: support and wellbeing

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

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

Recommendations

NZQA recommends that NZ Fashion Tech continue to consider and implement the different strategies for monitoring self-directed learning hours.

Appendix 1

NZ Fashion Tech achievement data 2015-2016: all programmes

2015			2016			
Level 3	CC	QC		L3	CC	QC
All	71	71		All	77	77
Māori	55	55		Māori	76	76
Pasifika	60	60		Pasifika	61	61
Under 25s	70	70		Under 25s	83	83
Level 4	CC	QC		Level 4	CC	QC
All	82	82		All	80	82
Māori	87	87		Māori	87	87
Pasifika	42	42		Pasifika	80	80
Under 25s	76	76		Under 25s	81	81
Level 5	CC	QC		Level 5	CC	QC
All	95	95		All	88	88
Māori	93	93		Māori	83	83
Pasifika	100	100		Pasifika	50	50
Under 25s	94	94		Under 25s	87	87

Key: CC course completions QC qualification completions

Low enrolment numbers for Pasifika learners have a disproportionate impact on completion rates (i.e. for the 2016 level 5 diploma, two Pasifika enrolments with one non-completion reduces the completion rate to 50%)

Source: NZ Fashion Tech

Appendix 2

Regulatory basis for external evaluation and review

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

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

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

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

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

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

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