External Evaluation and Review Report

Unitec New Zealand Limited

Date of report: 21 January 2021

About Unitec New Zealand Limited

Unitec New Zealand Limited – Te Whare Wānanga o Wairaka (Unitec) – is a large, Auckland-based subsidiary of Te Pūkenga, the New Zealand Institute of Skills and Technology. Unitec offers a wide range of employment-focused programmes and short courses at two primary campuses in Mt. Albert and Waitākere.

Type of organisation:	Te Pūkenga Subsidiary
Location:	139 Carrington Road, Mount Albert, Auckland
Code of Practice signatory:	Yes
Number of students (estimated for 2020):	Total: approximately 5100 EFTS[1] (headcount = 7600)
	Domestic: 4400 EFTS
	Māori: 550 EFTS
	Pasifika: 930 EFTS
	Under 25 years: 2350 EFTS
	International: 700 EFTS
Number of staff:	Academic: 380 FTE (headcount = 604)
	Support: 441 FTE (headcount = 647)
TEO profile:	See Unitec on the NZQA website.
Last EER outcome:	The previous external evaluation and review (EER) of Unitec, held in November 2018, resulted in summative judgements of Not Yet Confident in educational performance and Not Yet Confident in capability in self-assessment.
Scope of this evaluation:	Along with general quality assurance practice in educational leadership, delivery and student support, this EER also considered nine focus areas. The focus areas were selected in order to consider a range of programmes and activities across Unitec:

---

[1] Equivalent full-time students

- Bachelor of Construction (Level 7)

- New Zealand Certificate in Automotive Engineering (Level 3)

- Veterinary Nursing Programmes[2] – Certificate, Diploma and Bachelor's

- Social Practice Programmes[3] – Certificate, Bachelor's and Postgraduate

- New Zealand Diploma in Sport and Recreation (Level 6)

- International student recruitment, support and wellbeing

- Secondary/tertiary transition programmes including the strategy for under 25-year-old students

- Māori Success Strategy implementation and outcomes

- Pacific Success Strategy implementation and outcomes

MoE number:	6004
NZQA reference:	C40937
Dates of EER visit:	20-29 October 2020 (five days total, spread across two weeks)[4]

---

[2] This focus area included: the New Zealand Certificate in Animal Technology (Level 5); the New Zealand Diploma in Veterinary Nursing (Level 6); and the Bachelor of Veterinary Nursing (Level 7).

[3] This focus area included: the New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4); Bachelor of Social Practice (Level 7); and Master of Applied Practice (Social Work) (Level 9)

[4] The field work component of this EER was conducted entirely online.

Summary of results

Unitec has consolidated its focus on quality academic delivery throughout the organisation. Improved quality management processes and management strategies, which emphasise 'learners at the heart', are leading to positive learning experiences for its students and graduates.

Confident in educational performance

- Overall course completion rates at Unitec have been consistent at 83 per cent for 2017-2019. This is above Unitec targets and above Te Pūkenga subsidiary averages.

- While parity is a 2022 goal, there is still disparity between the success rates for Māori and Pacific students and non-Māori and non-Pacific. The parity gap has not closed over the past two years and has widened in some areas. Extensive effort and resources have recently been targeted at priority groups but have yet to have a positive impact on student outcomes.

- Key stakeholders and students are receiving value from the programmes and activities at Unitec. GESC[5] scores from biannual graduate surveys are consistently in the 84-86 per cent range, which is broadly comparable to other Te Pūkenga subsidiaries. GESC scores for international graduates lag behind domestic.

Confident in capability in self-assessment

- Education is delivered in appropriate contexts for industry and student needs. Stakeholders confirm that Unitec graduates have work-ready skills and qualifications. Relationships with community and sector bodies are strong. Programmes are generally fit for purpose and regularly reviewed and updated to match the existing and emerging needs of students and stakeholders.

- Programmes are taught by experienced, qualified teachers who use their industry experience to

---

[5] Graduates Employed, Studying or Combined

ensure the education delivery is relevant and engaging. Unitec has invested in capability building to enhance teaching and assessment practice.

- Students are fully engaged in their learning and are experiencing a supportive and caring learning environment. This was especially evident during the Covid-19 lockdown periods through a well-organised whole-of-organisation response.

- Governance and leadership are strong. The organisation is well managed, has strong academic leadership, and has a clear philosophy and purpose that is reflected throughout the organisation. Organisational culture is positive and student-centred.

- Important compliance accountabilities are being effectively managed. Relationships with regulatory and registration bodies are positive and responsibilities to them are being met.

- Self-assessment at Unitec is comprehensive, authentic and transparent. Targeted strategies and developments in self-assessment have led to the strengthening of processes and practices across Unitec. However, these are yet to result in enhanced outcomes for students, especially priority learners.

Key evaluation question findings[6]

1.1 How well do students achieve?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Unitec's overall learner achievement is generally above targets and is improving. Over 2015-2019, Unitec's course completion rates were between 83 and 84 per cent, consistently 2 percentage points above the Te Pūkenga subsidiary sector benchmark. Further data on course completions is provided in Appendix 1, Table 1. Qualification completion rates have been consistently in the 55-58 per cent range since 2015. This is approximately 2 percentage points above the Te Pūkenga subsidiary average for the same period.
	Unitec has set ambitious targets for itself to reach 'parity of achievement' between priority groups[7] and non-priority groups by 2022. Strategies to meet these targets have been the focus of significant activity and resourcing. Most strategic actions currently underway have been implemented since 2019 and have not yet had a tangible effect on closing the parity gap.
	Course completions for Māori in 2019 were 73.2 per cent, which follows a gradual decline from 76.3 per cent in 2015 and shows a widening gap with non-Māori completions. Likewise, Pacific course completions have been relatively steady at around 72 per cent since 2015. Under-25s course completions of 80 per cent are steady but with a consistent 6 percentage point gap below the rate shown by students aged 25 years and older since 2015.
	A number of Unitec's schools have shown the benefits of developing comprehensive wrap-around supports for students. Course completion results (2019) for these schools are: Healthcare and Social Practice, 85.7 per cent; Community Studies, 81.9 per cent; and Creative Industries, 84.1 per cent.

---

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

[7] Priority groups include Māori, Pacific and under 25-year-old students.

	In contrast, the School of Trades and Services has among the lowest course completions, and has large Māori, Pacific and under-25 cohorts. A significant programme of work, the Hāpai Ō[8] initiative, has recently been put in place in this school to support priority group students and improve their outcomes
	Unitec has created a detailed dashboard which provides timely student performance and satisfaction data to staff using a range of metrics and benchmarked against targets. Use of this has enabled staff to develop and demonstrate a good understanding of student achievement. Staff at multiple levels regularly analyse and discuss ideas for improving achievement.
	The student net promoter score[9] is regarded by Unitec as an important 'lead indicator' of progress towards achievement targets. Unitec's net promoter score is compared against industry net promoter score benchmarks through an independent market research company. However, staff were not able to articulate an understanding of the correlation between net promoter score and, for instance, successful course completion.
	Across Unitec, various projects are underway that will provide improved data and better inform interventions to reduce the risks of non-completion. For example, in 2020, the Non-Completion Project has gathered and analysed data trends, initially from one school and then from across Unitec for the period 2015-2019. Unitec is now able to predict with good levels of accuracy those students who are likely to be at risk.[10] This predictive capability is expected to be available at point of enrolment for 2021, enabling Unitec to identify potentially at-risk students and proactively put in place support mechanisms.
Conclusion:	Students are retained in study and complete courses while acquiring useful skills and knowledge. Systems for thoroughly understanding and using achievement data to bring about increased student performance are evolving.

---

[8] This is a directive from the Unitec executive team as a result of the widening gap between Māori and non-Māori student achievement.

[9] Net promoter score is an aggregate measure of satisfaction.

[10] Current estimates are that the probability of non-completion can be established prior to commencing study with up to 83 per cent accuracy, depending on the school.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Unitec aims to produce graduates who will have the skills and attributes to attain growth and prosperity and to benefit from the opportunities of an increasingly international world and economy. Unitec gathers and evaluates a range of information on the usefulness and benefits of learner outcomes to students and stakeholders. This includes direct industry engagement through staff/industry relationships, alumni LinkedIn networks, industry advisory committees for all programmes, annual graduate surveys, alumni surveys, and ongoing surveys of graduates in specific programmes across Unitec. Benchmarking of data is undertaken with comparable Te Pūkenga subsidiaries to support robust judgements about outcomes.
	Graduates Employed, Studying or Combining (GESC) have been relatively stable over 2016-2018 at around 84-86 per cent, and broadly comparable with other Te Pūkenga subsidiaries. The percentage of graduates in relevant employment has also been steady at 74-76 per cent. Outcomes for international graduates, especially in one of the programmes sampled in the international focus area, are well below their domestic counterparts, despite high levels of course and qualification completion. Gaining a better understanding of this phenomenon and developing an appropriate response should be a priority for Unitec's international office.
	Feedback from partner secondary schools indicates that they are getting great value from their students attending Unitec programmes. The value is seen through renewed engagement and retention at school, credits gained towards NCEA, and pathways into tertiary study. That said, it was disappointing to note that in some programmes in the School of Trades and Services, students could not carry credit for the unit standards they had attained into full-time study due to the way Unitec has structured its full-time programmes.
	The distinctively bicultural focus of Unitec is based on the recognition of Māori as tāngata whenua and is embedded in Te Noho Kotahitanga, Unitec's partnership agreement with tāngata whenua. This philosophy is highly valued by tāngata whenua and other stakeholders and underpins the values and kaupapa

	of the whole organisation.
	Unitec is the Te Pūkenga sector leader in research, as demonstrated by its success in the last PBRF[11] round. Unitec's strength and scale in applied and community-focused research has benefits for students and communities. Unitec staff are engaged in research that informs programmes, and often involves students as partners in the research. Unitec students collaborate with external stakeholders in research that makes a difference to the lives and wellbeing of whānau, communities and industry. Often, this collaboration leads to employment opportunities for graduates.
Conclusion:	Evidence from stakeholders, including graduates, indicates that Unitec produces high-value outcomes for its graduates and other stakeholders. Unitec supports the social and economic development of its catchment by producing competent, work-ready graduates in collaboration with key partners from education, business, industry, local government and iwi. In-depth understanding and responses are works in progress in some areas of Unitec's operation.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Unitec's regular and ongoing interaction with its stakeholders is a strong feature of the organisation. Mechanisms employed include ongoing contact with employers and students, student satisfaction surveys, industry surveys and stakeholder workshops. Programmes are regularly reviewed to ensure continued relevance to students and stakeholders, and alignment with Unitec's strategic direction.
	Unitec has made good inroads into 'hearing the student voice'. The results of biannual student satisfaction surveys inform net promoter scores which are used extensively as a measure of how well programmes and services are matching student needs. In 2020, the net promoter score has continued its upward trend

---

[11] Performance Based Research Fund

	with a score of +19. This is the highest net promoter score yet, and indicates that students are increasingly satisfied with Unitec's strategic direction and their study experiences.
	Unitec has a student charter which ensures a strong partnership with Unitec's student council, Te Kaunihera Ākonga o Wairaka. Paid student representatives sit on most academic committees, including programme academic quality committees, to ensure the student voice contributes to decision-making. Collectively, these initiatives reflect the value Unitec places on a strong student voice and effective representation. The student representative system is evolving in some schools.
	Ensuring industry relevance of programme delivery and employability of students and graduates has been a key shift over the past few years. Many programmes use simulated work environments which strongly embed learning into a work context and embed employability skills in teaching delivery. Programmes also include work placements, projects and clinical placements that integrate learning with realistic work experiences.
	Staff at all levels of the organisation are increasingly able to engage with Māori and Pacific students and communities more appropriately. It is recognised that building this capability is still a work in progress, but a great start has been made.
	Having highly competent teachers is a priority at Unitec. All teachers must regularly show evidence of effective teaching and demonstrate their professionalism as educators through alignment with Unitec's teaching competencies. Competence is evidenced via a suite of approximately 30 Unitec-developed digital 'badges'. Among the most recently developed badges is one that recognises the advances many teachers are making in online learning and teaching during Covid-19 lockdown.
	Unitec has put considerable effort into improving assessment practice and meeting external moderation requirements and standards. That said, at least two of the focus areas in this EER gave rise to concern about the validity and reliability of assessment practice, in particular the way group assessment is managed. Ongoing professional development is needed around integrated teaching, learning and assessment practices.
Conclusion:	Overall, there is a close match between the design and delivery of programmes and the needs of students and stakeholders. Efforts to improve teaching and assessment capability are commendable and ongoing.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Ensuring that learning activities and resources are effective starts prior to admission at Unitec. Admission staff and faculty make certain that intending students and their families receive comprehensive pre-enrolment information, guidance and advice, and understand the requirements of the programmes they are enrolling in. Focused on-boarding initiatives ensure that new students transition successfully to tertiary life and study.

Unitec's 'I See Me' initiative is designed to ensure that students see themselves reflected in the organisation and in familiar learning environments. Initiatives include: orientation and pōwhiri; whānau/fanau evenings; tuakana/teina weekly mentoring; embedding Māori and Pacific content into all courses so that students see their culture reflected in the curriculum; and all teachers using learning and teaching practices that are familiar to Māori and Pacific Students. A significant staff capability-building project is running alongside this.

In addition to the net promoter score, all courses are surveyed for student feedback on the course and teaching, using a standard question bank. The overall course rating for 2020 semester 1 was the highest score ever gained in this survey, with the two top-scoring statements being: 'Teachers are knowledgeable about the subjects they teach', and 'Teachers created a culture of respect for all students'. These are strong indicators of student engagement and endorsement of the I See Me strategy. This is a particularly strong result as the period included significant disruption due to Covid19 lockdowns.

Unitec's Learner Outreach Project[12] established last year has proved successful at delivering support to students and facilitating a better understanding of their needs. Learner Outreach was expanded under Covid-19 lockdown with staff from across the institution offering their support to make direct contact with students. |

[12] The Learner Outreach Project involves a team of advisors embedded in schools to identify and support at-risk students.

	In 2020, the Learner Outreach Project data was added to the Power BI Non-Completion dashboard. This will enable staff to not only gather better information on the pastoral and academic support needs of those students who are identified as at-risk, but also provide insights into the efficacy of the many student support initiatives in place.
Conclusion:	Unitec staff and management are highly student-centred and committed to the success and wellbeing of their students. Students at Unitec are appropriately and expertly guided and supported, both socially and academically, before and while they are studying. Systems to identify student support needs are developing.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Unitec's organisational strategy is formally documented. Management and staff members have a common understanding of, and commitment to, the vision and direction. This ensures that Unitec's education provision responds to the needs of students, industry and the community, as well as the New Zealand tertiary education environment.

The board of directors provides input into, and approval of, Unitec's strategic direction and business plans; monitors and assesses performance against them; and approves and monitors capital management.

The organisation has developed, and is embedding, effective systems for monitoring student achievement and supporting staff to improve educational performance. Academic leadership is strong and effective. Quality management is embedded in the organisation, albeit that in-depth understanding of academic quality management rests with a small number of key staff. Unitec is aware of this vulnerability and is building capability across the organisation.

Unitec has employed highly qualified, experienced and committed staff, who are managed effectively and actively developed. The value that Unitec management puts on the experience and know-how of their staff is clearly apparent and |

	makes a positive difference to educational quality. Management was open in appreciation of the efforts, loyalty and dedication of staff and, equally, many staff expressed confidence in, and appreciation of, Unitec's leadership. The organisation is well equipped with physical and learning resources for the number of students that it currently has. There are systems in place to monitor resourcing so that there are sufficient resources of industry standard to meet the learning needs of the students. The organisation encourages reflection on its role and how to continue to make ongoing and continuous improvements to how it meets the needs of students and other stakeholders. Self-assessment is being well led by management and is being comprehensively adopted throughout the organisation.
Conclusion:	Unitec is an educational organisation with clear values and purpose and sound leadership. The organisation has effective systems for resourcing and monitoring performance and provides strong support to staff to improve educational outcomes.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Unitec has effective systems in place to ensure that compliance accountabilities are managed well.

Academic quality at Unitec is supported by a comprehensive quality management framework overseen by Te Poara Mātauranga academic committee.

A comprehensive stocktake of the quality management framework was undertaken in 2019 and a risk register was established by the executive leadership team. An academic risk register was also established, overseen by the academic committee and aligned to the Unitec risk register. The academic risk register is also used by programme academic quality committees who assess and report monthly on risks and mitigations. The Power BI academic risk dashboard ensures oversight of academic quality and performance across the organisation. The EER team, however, noted a few outliers in quality assurance (refer 2.3 of this report) which require closer scrutiny.

Compliance and relationships with external regulatory and registration bodies have improved markedly since the last EER. This is shown, for example, in the renewed endorsement by the Social Workers Registration Board and comment from NZQA business units that they had enjoyed a very positive relationship with Unitec in the past year or two. NZQA attestations and returns have been submitted within required timeframes. There are no significant risks currently listed with NZQA.

Programme evaluation and planning processes check that programmes are being delivered consistent with their NZQA approvals.

Unitec is a signatory to the Education (Pastoral Care of International Students) Code of Practice and has undertaken the yearly self-review of the Code using the NZQA template. It has submitted the required attestation to NZQA within the required timeframe. There was evidence of effective actions taken to improve procedures. Staff have attended Code of

	Practice training workshops. The EER team selected and checked a random sample of international student files during this EER. Unitec was able to provide the required documentation for each student.
Conclusion:	Unitec has a good understanding of its compliance accountabilities and manages them effectively to ensure obligations are met.

Focus areas

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

2.1 Focus area: Bachelor of Construction (Level 7)

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	The successful course completion rate for the Bachelor of Construction has trended upward since 2017, from 83.8 per cent to 87.5 per cent in 2019. This rate is comparable to the average for similar programmes offered by subsidiaries of Te Pūkenga over the same period. Interim data for the first semester of 2020 indicated a decline relative to the same period for 2019; however, the Covid-19 pandemic may have influenced measured performance.
	Qualification completion rates trended downward over 2017-2019, from 57.1 per cent to 46.4 per cent. The 2019 rate compared unfavourably with the comparable average for Te Pūkenga subsidiaries. Analysis and management of non-completers appears to be an area of development, with active tracking planned for 2021.
	Parity of participation and achievement for both New Zealand Māori and Pacific students remains a challenge for the programme, with both rates below the targets set by Unitec.
	There is clear evidence that the programme meets the needs of stakeholders, with positive feedback about the skills of graduates from employers, excellent post-study employment outcomes, high rates of evidence of a high level of demand for graduates, and numerous examples of external validation through industry awards and scholarships.
	Programme design and assessment appeared appropriate in general. Unitec should, however, strengthen feedback loops to the industry advisory group, implement the planned centralisation of monitoring of moderation outcomes, redesign group-based assessment practices to avoid 'free-rider dilemmas', work with industry to confirm the relevance of capstone projects, and assess the quality of assessment

	feedback to students.
	There was a clear sense of shared accountability across all staff for the support of students through multiple complementary initiatives and excellent responsiveness to the needs of students during the pandemic lockdowns.
	There was strong alignment between organisational strategies and individual performance development plans. A common business intelligence platform is in place, providing a clear commitment to professional development and avenues for feedback and adaptation of support systems.
	The learning environment is supportive, providing an excellent foundation for enhanced success. Appropriate systems are in place to obtain external quality assurance, meet health and safety requirements, and monitor compliance such as attendance monitoring.
	Self-reflective practice is generally sound. Unitec should deepen its systematic engagement with students to ensure assessment and teaching practice places them at the centre of decision-making, and take a more systematic approach to moderation.
Conclusion:	The systems and processes that support quality education in the Bachelor of Construction are robust. Outcomes for industry are comprehensive and measured performance is high on some measures. Still, more urgency is needed to address a pattern of non, or delayed, completion and the gap in achievement for New Zealand Māori and Pacific students.

2.2 Focus area: New Zealand Certificate in Auto Engineering (Level 3)

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	The School of Trades and Services was formed in 2019. To gain an understanding of the strengths and challenges of the automotive department, an external review was undertaken in semester 2, 2019. The resultant 101 recommendations across the entire academic operation of this school have been a focus of transformation.
	Overall achievement rates for the New Zealand Certificate in Automotive Engineering (NZCAE) (Level 3) for 2019 and 2020

fall at least 10 percentage points below the school target of 80 per cent and the Unitec target of 85 per cent. Achievement for both Māori and Pacific students is about 5 percentage points below their counterparts. The first three priorities for Te Manaakitia te Rito[13] is improvement in student achievement overall, parity for Māori (and other priority groups), and enhanced international student success. The evidence provided to this EER shows these priorities not being met. The 2019 and 2020 self-reviews recognise improvement is needed, and actions are planned and introduced. However, initial results indicate that further review is required.

Staff were unable to articulate reasons for the declining Māori completion rates. Potential contributing causes have been considered and higher levels of support introduced as a result in 2020. For example:

- The employment of a Learner Outreach staff member to enable more comprehensive support for at-risk students. This has proven highly useful, particularly during the lockdowns, for understanding the needs of and retaining the students. However, whether it addresses the non-completion issue is still to be demonstrated.

- The creation of a Pacific champion among the automotive staff and the employment of a full-time Māori and Pasifika Trade Training (MPTT) tutor. Such targeted support has proven to be effective for Pacific students and for Māori students within MPTT but not for those Māori students outside the MPTT initiative.

- Most lecturers have started relevant professional development including the Code of Practice update training and Te Kotahitanga badging. While this enables the department to manage its accountabilities and is a start in addressing the issue of parity for Māori, the understanding of priority student needs is work in progress.

- Undertaking the Hāpai Ō initiative. Interventions are designed for all the courses in NZCAE, but currently, the efficacy of these measures is still to be demonstrated.

The programme is responsive to industry needs. Discussion with employers has resulted in the recent institution of tripartite agreements and the consideration of block courses. Graduate

---

[13] Renewal strategy

	feedback from surveys has indicated that the programme needs to better meet current job requirements. This, and advice from the industry advisory committee has resulted in new facilities (Mataaho) and additional training and course material such as EV/hybrid vehicles. Student surveys and the positive net promoter score for 2020 have supported these changes. The students are satisfied with the opportunity to practise skills that reflect changing industry technology. The inclusion of group assessments – where problem-solving, communication and numeracy skills are also developed – provides further skill alignment to expectations in the workplace.
	Annual internal (pre- and post-) and external moderation processes and results, external partners and a three-yearly schedule ensure this department is able to ensure the quality and validity of assessments and has provided feedback to enable regular programme review.
Conclusion:	The programme is responsive to industry needs. There have been a number of initiatives introduced to increase student completion, particularly for priority learners. The outcome of these measures is not yet evident.

2.3 Focus area: Vet Nursing Suite

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	There are three programmes of study in this suite:
	• New Zealand Certificate in Animal Technology (Level 5), 120 credits (NZCAT)
	• New Zealand Diploma in Veterinary Nursing (Level 6), 120 credits (NZDVN)
	• Bachelor of Veterinary Nursing (Level 7) 360 credits (BVN).
	The NZCAT programme provides an academic pathway to the NZDV, which in turn provides a pathway to the BVN. All three programmes are delivered either by distance or fully face to face (separate cohorts). The New Zealand qualifications are currently under review. The BVN was approved and Unitec was accredited to deliver the programme in 2019. Teaching commenced semester 2, 2019.
	Overall student achievement in the programmes is relatively

strong, although course completion rates in the CAT have declined from 79.5 per cent in 2018 to 75.1 per cent in 2019. Successful course completions for the NZDV remain steady at over 90 per cent. It is too early for meaningful completion data for the BVN.

Course completion rates for Māori and Pacific students are consistently about 20 percentage points below the rest of the cohort. Parity is some distance away, but indications suggest that the programmes are trending in the right direction. The teaching team is alert to the need to continue to monitor student success across all cohorts.

The team indicated that most students graduate from the NZCAT pathway to the NZDV – the minimum qualification required for practice in a clinic. It was also reported that many NZDV graduates find employment in veterinary nursing, although they may take some months to find work relevant to their qualification. The team acknowledged that more work is needed on formally exploring and documenting graduate destinations across all programmes so that they may better understand their value to students. It was clear that the NZCAT is a valuable programme of study for those seeking a career in veterinary nursing, as it is an entry to the level 6 qualification.

Stakeholders and students identified positive outcomes derived from the NZDV and the opportunities for students to experience work through placements. Less convincing was the value add of the BVN qualification (final year). The team said the rationale for the final year was to benchmark against other jurisdictions and increase levels of critical thinking among students, and that it was intended to signify graduates capable of undertaking greater levels of responsibility. However, students and stakeholders said the final year content was not what they expected, and advanced veterinary medicine was missing.

Students in the final year of the BVN commented that they were not well prepared for the research requirements, saying there was little focus on research at levels 5 and 6. This is a result of the programme design where years one and two are the same as the NZCAT and NZDV. These sub-degree programmes have less focus on research than is required in a degree, and the 'lift and shift' design appears to have paid limited attention to the coherency of the degree as a standalone qualification. This design has also led to non-compliances. It was confirmed that no Type 2 changes for NZCAT or NZDV were made. This error

assumed that the approval of the BVN would suffice given the design features. As the degree has been revised, changes to courses across the programme have been made which have also resulted in changes to both the NZCAT and NZDVN.

These changes in the standalone sub-degree programmes have not formally been submitted to NZQA for Type 2 approval. As such, the gaps identified in the degree have been retrospectively and reactively retrofitted to the sub-degree programmes. This brings into question the ongoing overall coherence of these programmes of study. This is an area that requires attention.

Assessment across the programmes was identified as an issue – particularly over-assessment and scheduling of assessments. The head of school commented that this is a school-wide issue, and a review is pending. Students felt unprepared to manage the potential challenges of a group assessment and considered that the outcomes could be unfair. Of note was concern by students that feedback on assessment was variable. Because of extensive delays in returning assessments, sometimes they were submitting the next assessment without the benefit of feedback from the previous one. Some noted that with larger assessments, feedback was inadequate to support their learning. Of particular concern were placement assessments, and more broadly support during placement experiences.

External placements (organised by students) appear to be under-supported in terms of contact between the teaching team and students while on placement, and weak in assessment practices. Clinical supervisors are asked to assess student skills. While guidance is provided, placement assessments do not have clear criteria and therefore are open to a high level of subjectivity and frustration. One stakeholder said there were monthly complaints about assessment – staff disputed this number, but they are currently reviewing this practice, having noted its inadequacies.

However, concerns remain: that the review is designed to only provide further guidance rather than a clear, robust marking rubric; that assessment of students is being delegated to clinical teams; and moderation of these assessments is weak. This observation was reinforced by stakeholders (internal placement and advisory) who expressed concern about the amount of assessment that falls to their staff. This stakeholder group was clear that while they supported the programmes, and were open

	to supporting students on placement, they were not formal educators and the tasks associated with this aspect were not their responsibility.

Students expressed appreciation for their lecturers, and the support and encouragement they received. This extended to other areas of Unitec, such as learning support and the library. The net promoter score for semester 1, 2020 improved to +19. One area of concern was the re-enrolment process (not so for first years). This was described as difficult. Resolution was achieved by involving the teaching team. The students spoken with said that the student representative system was not strong; no one could say whether there were representatives elected and what the representatives' role was. These students said there were no clear feedback mechanisms in play. This is an area for development.

The teaching team maintains currency through research and professional development activities, including the badging system within Unitec. There has been a good uptake in the team in respect of teaching and Mātauranga Māori badges. The team is strong, supportive and collaborative.

The head of school works closely with the academic programme manager who is an effective team leader and is valued by the team. |
| Conclusion: | The satisfactory level of overall student achievement in this focus area is negated by the unacceptable parity gap for Māori and Pacific students. Attention needs to be given to a number of procedural gaps and weaknesses identified in this evaluation, some of which are significant and should be addressed with urgency. |

2.4 Focus area: Social Practice Programmes

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	This focus area included: • New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) (NZCHW) • Bachelor of Social Practice (BSP) • Master of Applied Practice (Social Work) (MAP). Cohorts are characterised by high percentages of Māori (around 30 per cent), Pacific (around 40 per cent) and new migrants. Since 2019 there has been much investment in the development of quality systems for the social practice programmes, building team collaboration, capability and capacity. The historical challenges with the common semester programme in the MAP (Social Work) were addressed in 2019. MAP (Social Work) has been separated from the MAP (Accounting Systems) and is now managed by the School of Health and Wellbeing. Student engagement and successful course completion for MAP have increased as a result, but at around 50 per cent, course completion is still well short of targets. Successful course completion rates in both the NZCHW and BSP have improved in the last two years. The successful course completion in both programmes has been consistently around 87 per cent. Both programmes have closed the parity gap. Successful course completions for Māori[14] and Pacific students are comparable with non-Māori and non-Pacific. NZCHW and BSP have strong graduate employment outcomes. Graduates are in high demand at all levels of the industry and profession. High quality relationships with local agencies and employers confirm the value of outcomes from these programmes. Both programmes have significant work placements to ensure that learning is able to take place in realistic contexts. Work placement is professionally managed and well documented. Often these work placements result in

---

[14] SCC for Maori students in NZCHW dropped noticeably in semester 1, 2020 due to challenges through the Covid-19 lockdowns. Staff were confident of a return to previous levels in semester 2.

	ongoing employment for students and graduates. Other focus areas in the EER reported weaknesses in processes around work placement and assessment. This shows a need to identify and share good practice across the organisation. The programmes are highly student-centred. Students expressed high levels of appreciation for the support provided, especially through the Covid-19 lockdowns. BSP and NZCHW students are the highest users of support services at Unitec. The Social Workers Registration Board conducted a scheduled review of the BSP in September 2019, and as a result re-recognised the BSP until 31 December 2022.
Conclusion:	Social Practice programmes are being well managed, taught and supported, resulting in excellent outcomes for students and stakeholders.

2.5 Focus area: New Zealand Diploma in Sport and Recreation (Level 6)

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	For this programme, which is in its second year of delivery by Unitec, the successful course completion rate has been variable over time and across student priority groups. In 2019, successful course completion was 63 per cent, increasing to 77 per cent in semester 1, 2020. Course completion rates have been significantly lower than external sector benchmarks provided by Unitec, and there is not parity of achievement for priority groups. These factors indicate significant scope to improve this important aspect of learner achievement. There was an awareness of the importance of other forms of learner achievement, and staff said their personal development was supported in the programme; they provided some anecdotal evidence of student achievements. More formal assessment and documentation of this would strengthen evidence of achievement. Programme staff have a strong commitment to supporting the success of students. In response to the low successful course completion rate for Pacific students in 2019 (39 per cent), additional learning support was provided and staff undertook professional development. There has been a significant

	improvement in successful course completion for Pacific students in semester 1, 2020. This improvement is a positive change that needs to be sustained. Also in the first semester of 2020, similar low achievement for the small number of Māori students has resulted in an action plan, developed through the organisation's programme evaluation and planning process.
	Care is taken to ensure that the programme is aligned to industry needs through ongoing staff contact with industry and extensive consultation in the development of the programme. Work-based components, and more recently bespoke courses, have been developed for one large employer. Evidence of graduate outcomes is still developing. While staff were aware of outcomes for most of the six graduates, more formal assessment and documentation of this would strengthen understanding of the value of the programme and may usefully inform future development.
	Students are provided with the opportunity to learn and practise skills in a variety of contexts, including work-based and group learning. Students identified that this made a positive contribution to their learning and enabled them to develop supportive academic networks. Staff take time to get to know their students and students value the interest taken in them and the flexibility to accommodate their needs. These factors and good relationships have led to an engaging and inclusive learning environment for many students. Students were very complimentary about Unitec's responsiveness to the Covid-19 lockdowns and were mostly able to continue engagement and progress in the programme. Staff were aware that support for Māori students during lockdown was less successful and further work is needed to understand why.
	There are generally effective processes to review the programme, support delivery, and track student progress which should provide a solid foundation for improved student achievement. Moderation practice is developing and improved documentation – particularly relating to recording the outcomes and changes in response to issues identified – would strengthen this process.
Conclusion:	There is a strong commitment to learner success, but measured performance is below expectations. The learning environment is supportive, but the programme staff are still seeking the optimal mix of support for students, particularly Māori and Pacific students. Self-assessment is generally effective and has

	resulted in programme improvements.

2.6 Focus area: International student recruitment, support, and wellbeing

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Unitec uses the Tertiary Education Commission's educational performance indicators to monitor student achievement. For the international student cohort, each of the indicators has increased steadily over recent years. Achievement exceeds that of Unitec's domestic students, and is on a par with, or exceeds, external benchmarks Unitec has established.

However, international students are significantly less likely to gain outcomes of employment and/or further study than Unitec's domestic students as measured by Unitec's GESC. For example, the Bachelor of Computing Systems has low employment and/or further study outcomes overall and in the last two years international students have been 38 and 24 percentage points behind domestic students. Unitec has recognised the low outcomes for this programme and started redevelopment to better align it with industry needs, although it is unclear how this will address the identified gap. It is positive that Unitec's International Student Strategy (2019-2022) has identified initiatives 'to ensure students' expectations of future success are delivered by the Institute' as a priority. Improved support for international students to achieve valued outcomes will assist in achieving this.

Students are positive about the level of pastoral and academic support they receive. This is evident through regular course and net promoter score surveys. These surveys show increasing satisfaction despite changes in the way support had to be accessed and provided during the Covid-19 lockdowns. Additionally, international students interviewed were particularly satisfied with Unitec's academic and pastoral support during the lockdowns, and provided compelling examples of the value of the support to them. This affirms Unitec's responsiveness to the needs of international students and has supported students to remain engaged with the institution and make academic progress.

The range of support provided by Unitec is appropriate, but self- |

	assessment has identified further areas for development such as increased support for international students with disabilities. All staff are required to undertake training with regard to the Code of Practice, and it was confirmed in other focus areas of this evaluation that this is being achieved. Self-assessment against compliance with the Code has been undertaken and Unitec says there has been improvement since last year. Self-assessment could be strengthened by being more evaluative and having a greater focus on the achievement of the Code outcomes and the effectiveness of contributing processes.
Conclusion:	Unitec is effective in supporting international student wellbeing and achievement. This support underpins the high levels of achievement attained by international students.

2.7 Focus area: Māori Success Strategy implementation and outcomes

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	The Māori Success Strategy sits alongside Te Manaakitia te Rito with seven drivers[15] designed to provide guidance on how each outcome can be realised. Academic achievement is core to the strategy, with an aim of achievement parity for Māori by 2022.
	Successful course and qualification completion for Māori is below that of non-Māori at Unitec, with the parity gap widening from 2015 through to 2019. Overall successful course completion figures for 2019 have Māori succeeding at 73.2 per cent compared with 83.9 per cent for non-Māori. The qualification completion rate is 42.1 per cent (Māori) compared with 55 per cent (non-Māori). This is despite a small increase in the retention rate for Māori during 2019. To address this continued decline, initiatives such as I See Me (2019), the Learner Outreach programme (2020) and Hāpai Ō (2020) have been introduced. Although commitment is strong and initial

[15] '1. Partnership and promise of Te Noho Kotahitanga is activated 2. Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community3. Competent, confident and qualified staff 4. Unitec is meeting the needs of our stakeholders 5. Unitec provides a safe place, safe space 6. Te Ao Māori is normalised accepted and embraced 7. Māori succeed as Māori'

results are promising, the effectiveness of these self-assessment initiatives on the declining completion rates is still to be demonstrated.

Māori students have a progression rate to higher study of 42.5 per cent, which compares with a non-Māori rate of 29.6 per cent, suggesting that Māori remain in study. GESC for Māori has increased to 92.7 per cent (compared with 83.3 per cent non-Māori) for 2019.

Engagement with local kura kaupapa and the Rūnanga has improved. The model of a training pathway developed with neighbouring kura kaupapa has become a model for future engagement with secondary schools in the wider Auckland region. The regular meetings with the Rūnanga and the respect paid when adopting new strategies and initiatives and reporting on progress has transformed the relationship from the time of the previous EER.

Staff development has been provided on the embedding of Matauranga Māori into each school's programmes. Positive net promoter scores (also seen as a lead indicator of student achievement trends) of +19 during semester 1, 2020 (from -2 in 2017) and an increased overall average of 8.1/10 from student course evaluations, are indicators of a growing positive experience for Māori students at Unitec. Feedback from employers has been positive around the increased level of cultural understanding, as in specific fields it has become a wanted feature for future employment.

To aid the implementation of the Māori Success Strategy throughout, Unitec has recognised that staff needed to be given the tools to engage. The Te Noho Kotahitanga (TNK) badging (micro-credential) has been undertaken by a number of staff, causing them to reflect on their practice. Currently, 83 per cent of staff have completed this badging and a number of staff have continued their journeys by undertaking further Te Reo studies and undertaking karakia and waiata in staff meetings.

Kaihautu allocated to each school provide the support to staff to further understand the embedding of I See Me into their daily practice. Additionally, 0.2 FTE has been allocated to each school for the appointment of Māori champions whose role is to support both students and staff throughout their journeys. They act as a complement to the Māori learning advisers and kaihautu staff. Schools where this role has been embedded well – and TNK badging has been completed by all staff – show

	increased satisfaction from students and staff. These schools have also shown increases in educational performance indicators for Māori students for semester 1, 2020. However, the introduction of Māori champions and completion of TNK badging has not been uniformly successful in all schools, which show a lower gain in educational performance indicator figures for Māori. Enforced completion of the badges, the assistance of the Hāpai Ō initiative, and a review of these positions is being undertaken.
Conclusion:	Unitec has provided evidence for its commitment to Manaakitia te Rito by expanding resourcing for the support of Māori students. The results are a more inclusive organisation where Māori are learning in culturally familiar environments. These initiatives are yet to be manifest in parity of outcomes for Māori.

2.8 Focus area: Pacific Success Strategy implementation and outcomes

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Unitec's commitment to Pacific success is reflected across the institute. It is driven by the Pacific Success Strategy aligned to Manaakitia Te Rito, the goal of parity, and operationalised by relevant action areas and achievement targets, providing clear focus to monitor implementation. Unitec's Pacific advisory 'Fono Faufautua' values Unitec's commitment which ensures Pacific stakeholder strategic input and accountability at a senior level. Though at an early stage, Unitec has resourced targeted roles, initiatives, professional development and learner outreach and support, focused on Pacific success. These developments are in place to varying degrees across the institute. Strong net promoter score scores likely reflect these positive developments. While 2019 Pacific course completions and retention are at or above the sector average, and improved from 2018, there is a marked disparity in achievement compared with Unitec's non-Pacific students. Pacific course completions at 71 per cent are 14 percentage points below non-Pacific students. First-year learner retention at 60 per cent is 13 percentage points below non-Pacific results. Qualification completions (47 per cent) are

	below the sector average and Unitec's non-Pacific students (55 per cent).
	Therefore, it will be imperative for Unitec to continue to prioritise activities and resourcing committed to Pacific success given the significant improvement required to achieve parity. Moreover, the growth of Pacific leadership and community partnerships remain a priority area for development.
	Achievement data is being scrutinised at all levels, informing where targeted work needs to occur, and is supported by the accessibility of data provided by Power BI. There is a growing understanding of different achievement outcomes for Pacific students when analysed by subsets such as age and gender, though data at an institute-level is yet to be collated by Pacific nation-group or by domestic-international learner status.
	Research is occurring to better understand barriers to Pacific success and to advance knowledge. School and programme-level initiatives are being implemented to respond to barriers identified. Such activities provide a solid foundation for ongoing knowledge development and systematic implementation of initiatives targeted to Pacific success going forward.
Conclusion:	There is a clear strategic and operational commitment to Pacific success at all levels of the institute. The implementation of key roles and initiatives focused on Pacific success is driving change guided by universal use of self-assessment data. However, this work is at an early stage and will need to continue to be prioritised given current disparate achievement and goals of parity. Notwithstanding, the Pacific success strategy, research evidence and achievement targets provide a clear way forward.

2.9 Focus area: Secondary/tertiary transition programmes including under-25 strategy

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Overall, achievement results for under-25 students in 2019 were close to sector averages, though slightly below internal targets and results for students aged 25-plus. Successful course completions were around 80 per cent. Retention at 71.6 per cent, while above the Te Pūkenga subsidiary sector average of 69.6 per cent, dropped below 2017 and 2018 results. The reasons underlying these trends are not fully understood. However, related research to understand non-completions is soon to commence.
	Unitec has prioritised under-25 student success with a commitment to parity by 2022. The under-25 success strategy provides clear direction and priority areas to guide the institute. Importantly, the strategy's priority areas have been developed from feedback from under-25 students and key stakeholders. Valued leadership is driving the strategy's implementation.
	Many activities are in place to support under-25 student success and aligned to priority areas. At the same time, some key institute-wide initiatives aimed at better understanding and contributing to under-25 student success are still in development.
	While there is much work still to be progressed, achievement data has been closely scrutinised to identify and work with specific schools and programmes with high under-25 student numbers and where targeted support is required to develop staff capability. Programme-specific initiatives are also being trialled. Data analysis supported by Power BI is facilitating an improved depth of understanding of under-25 student achievement across different learner subsets to inform appropriate responses.
	The Unitec Pathways College is an example of where the priority areas of the strategy are being realised. The college has facilitated highly effective processes, supported by dedicated staff and a learning environment that has contributed to improved under-25 student achievement results in 2020. Strong learner outcomes and matching of secondary school and kura kaupapa Māori-partner needs has been achieved. Highly responsive partnering has re-established trust and demand for Unitec provision. Unitec Pathways College is currently working

	with its partners and Unitec schools to establish mechanisms to systematically track learner transitions and outcomes.
Conclusion:	The under-25 student success strategy provides clear direction and priorities to guide resourcing and initiatives targeted to improve under-25 student success, including the 2022 goal of parity. Data is used effectively to identify programmes and schools where targeted support is required. Much work is still underway to establish institute-wide initiatives to grow capability, as well as knowledge to better understand data trends, outcomes and barriers to success. UPC provides an example of effective practices contributing to the strategy's priorities.

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 Unitec Institute of Technology:

- Undertake self-review to gain a better understanding of the reasons why international students achieve less-valued outcomes, and develop appropriate responses to improve them.

- Improve processes for listening to and acting on student feedback, particularly in the School of Environmental and Animal Sciences.

- Review the structure of programmes in veterinary sciences – with particular reference to: the link between certificate, diploma and degree; assessment design and practice; and work placement procedures.

- Continue to prioritise resourcing and initiatives targeted to the achievement of parity for priority groups (Māori and Pacific students) and the refinement of data and associated self-review to ensure appropriate interventions and progress to parity goals.

- Continue to pursue efforts to ensure moderation is undertaken systematically across all programmes and courses.

- Ensure there are 'two-way' feedback loops to industry advisory groups.

- Ensure assessment practices are consistently designed with the student at the centre.

Requirements

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

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

Appendix 1

Table 1. Unitec educational performance summary data

	2018 actual	2019 actual	2019 target	2020 target	2021 target	2022 target
Successful course completion	83.0%	82.9%	82.0%	83.0%	84.0%	85.0%
Qualification completion	55.0%	53.8%	55.0%	56.0%	58.0%	60.0%
First year retention	71.5%	70.8%	72.0%	73.0%	74.0%	75.0%
Progression (from L1-4 to higher)	28.9%	31.2%	32.5%	33.0%	33.5%	34.0%
Graduate employment/further study	84.5%	82.4%	85.0%	85.0%	85.0%	85.0%
SCC* (Māori students)	73.3%	73.2%	72.3%	76.3%	81.3%	85.0%
SCC (Pacific students)	71.5%	72.1%	71.0%	75.0%	80.0%	85.0%
SCC (under-25 students)	79.4%	80.0%	82.0%	83.0%	84.0%	85.0%
SCC (international students)	89.6%	92.0%	90.5%	90.5%	91.0%	91.5%

*Successful course completion

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 fraud[16]*

- *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.*

---

[16] 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/.

Final

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz