



External Evaluation and Review Report

Skills Group Training Limited

Date of report: 14 January 2026

About Skills Group Training Limited

Skills Group Training Limited is a not-for-profit private training establishment formed from the amalgamation of five smaller PTEs. Skills Group Training Limited provides campus-based and work-based training throughout New Zealand.

Type of organisation:	Private training establishment (PTE)
Location:	Level 2, Millennium Centre Building, 600 Great South Road, Ellerslie, Auckland
Eligible to enrol international students:	Yes
Number of students:	As at 30 June 2025: <i>Domestic:</i> 8431 students (2317 equivalent full-time); Māori 1213 (14 per cent), Pasifika 353 (4 per cent), students with a disability 313 (4 per cent) <i>International:</i> 241 international students (68 equivalent full-time); all enrolled at Ignite <i>Skills Institute:</i> (43 per cent of all students); 3654 domestic students (Māori 444, Pasifika 322, disabled 51) and 241 international students <i>Skills Trades Training:</i> (57 per cent of all students); 4777 domestic students (769 Māori, 31 Pasifika, 262 disabled) and no international students
Number of staff:	347 staff – 260 staff at Skills Trades Training , 87 staff at Skills Institute; 227 full-time (221 permanent, six fixed-term); 86 part-time (78 permanent, eight fixed-term); 28 contractors, six casual
TEO profile:	Skills Group Training provider page on NZQA website Skills Consultancy Group/Skills Organisation Industry Training Organisation (ITO) purchased five PTEs during 2021 and transitioned staff and students into them in October 2022.

From 2022 to 2024, progressive mergers reduced the number of PTEs from five to one – Skills Group Training Limited (SGT). SGT delivers vocational and higher education programmes through Skills Institute (previously known as Ignite and Premier Education) and trades and apprenticeships through Skills Trades Training (previously Industry Connection (ICE), ETCO and e-Tec). Skills Trades also provides research, consultancy and corporate development services alongside these training arms.

Last EER outcome:

This is Skills Group Training Limited's first EER.

Scope of evaluation:

- Focus Area 1: Governance and management
- Focus Area 2: International student support and wellbeing
- Focus area 3: Subcontracting
- Focus area 4: Work-based programme delivery, learning and review. This included as focus programmes all the work-based delivered health and wellbeing New Zealand certificates and micro-credentials (Skills Institute), the plumbing, gasfitting and drainlaying New Zealand apprenticeship (ICE), and the electrical New Zealand apprenticeship (ICE and ETCO).

MoE number:

7502

NZQA reference:

C61557

Dates of EER visit:

30 July, 23 September, 7 October, 11 November 2025

Summary of results

Significant growth and change has been purposefully and collaboratively managed by effective and strong leadership. Increasingly positive impacts on achievement, outcomes, staff capability and engagement, and teaching and learning are strong reflections of deliberate, sound decision-making and action.

Highly Confident in educational performance

- SGT demonstrates strong and improving educational performance, with high student achievement, increasing retention and completion rates, and narrowing parity gaps for Māori and Pasifika students. International students continue to perform exceptionally well, and outcomes across trades and vocational programmes are meeting national standards.
- Graduates achieve valued outcomes, with high levels of employment, professional registration and wage progression confirming the relevance and quality of the training. Employers consistently describe SGT graduates as work-ready, confident and technically competent.
- Programme design and delivery are contemporary and responsive, shaped by industry input, robust moderation and regular review. Flexible modes (online, face-to-face, and work-based) ensure accessibility, and investment in digital learning platforms enhances the student experience and consistency of delivery.
- Student support systems are increasingly cohesive and data-informed. Tutors, training advisors and student-success staff collaborate effectively to monitor progress and provide timely intervention. Support for Māori, Pasifika, disabled and international students is purposeful and improving across all delivery modes, including work-based training.
- Governance and management are strategic, stable and educationally focused. The board and executive team have managed significant

organisational growth and change with care and purpose, building a unified culture supported by sound systems, transparent communication and substantial investment in people and infrastructure.

- Compliance accountabilities are well managed through systematic, transparent processes. The quality management system and compliance platform ensure regular monitoring, timely reporting and alignment with relevant legislation and requirements of the Code of Practice for the Pastoral Care of Tertiary and International Students (Code of Practice). Subcontracting and work placement arrangements are well managed.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Achievement across Skills Group Training (SGT) is strong and improving. Consolidation of data systems is enabling clearer visibility of outcomes across the merged PTEs, and year-on-year improvement is evident in retention, course completion and qualification completion rates.</p> <p>Overall programme completion rose to 60 per cent, and course and qualification completions to 80 per cent in 2024. These outcomes were brought about by deliberate retention strategies, early intervention with at-risk students, and strengthened academic and pastoral systems. Data to July 2025 shows continuing upward trends and greater parity between Māori, Pasifika and non-Māori/non-Pasifika students, particularly in the trades.</p> <p>International students, all enrolled through Skills Institute, continue to perform at very high levels. In 2024 their course completion averaged 98 per cent and qualification completion 90 per cent, reflecting well-established support processes, effective learning oversight and programme design options to meet their work and study needs.</p> <p>Work-based priority student group students are also achieving positively: completions increased from 69 per cent in 2023 to 71 per cent in 2024, though participation and parity rates for Māori and Pasifika remain lower than desired. In 2024, students with disabilities achieved 100 per cent success.</p> <p>In the electrical and plumbing, gas fitting and drainlaying (PGD) apprenticeships, students demonstrate strong progression and timely completion. For electrical cohorts, 57 per cent completed on time and 29 per cent</p>

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

	<p>completed late in 2024. Similarly, PGD programmes show sustained completion improvement following changes to block course scheduling and assessment sequencing, with 94 per cent on track to complete and only 3 per cent over-duration. High rates of registration and first-time passes in external board exams confirm that learning outcomes are aligned to workforce and regulatory standards.</p> <p>Development of personal and professional attributes – such as communication, teamwork and confidence – has been identified as a valued outcome across programmes. Stakeholder feedback and student self-reporting indicates that SGT's graduates not only meet technical standards but also display broader employability and interpersonal capability consistent with graduate profile outcomes.</p> <p>Achievement data is analysed through increasingly sophisticated dashboards accessible to programme monitoring teams and the student success unit. These tools allow targeted interventions and provide the evidence base for quality improvement planning.</p> <p>There was variability in the availability of data for quality assurance purposes due to the changes within the SGT operational structures. This has impacted some decision-making, and SGT has recognised this and focused on improvements in this area. Monthly data reviews and annual programme reports confirm that performance information is being used to guide decision-making and allocate resources effectively.</p>
Conclusion:	<p>SGT students are achieving at increasingly higher rates due to improved retention, early support interventions and strengthened academic and support systems. Māori and Pasifika students' achievement is still an area of focus, but significant improvement is occurring towards parity with other students. Increasingly effective use of data is supporting sound decision-making and impactful change.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>SGT graduates achieve outcomes that are clearly valued by students, employers and industry. Across both the trades and vocational programmes, students gain practical, transferable skills that translate directly into employment or higher-level study in their chosen fields. The 2024 graduate survey showed that:</p> <ul style="list-style-type: none">• 92 per cent of graduates were applying their learning at work• 83 per cent were employed or self-employed in related industries• 84 per cent believed their programme had prepared them well for future work or study. <p>The embedded small group activities and block course delivery structure develop both trade and personal capability.</p> <p>Registration with the electrical and PGD boards confirms national recognition of competence, and wage progression commonly follows. Feedback from employers indicates that the ETCO (electrical) apprenticeship is the preferred pathway, citing strong technical standards and well-prepared graduates who integrate quickly into the workforce. In the electrical and PGD sectors, more than 95 per cent of apprentices remain employed after gaining their qualification.</p> <p>SGT identified and responded effectively to the need to enhance and strengthen systematic collection and analysis of destination data and stakeholder feedback. SGT has established ongoing subcontracting relationships and partnerships with industry and local networks to support greater data availability for understanding the longitudinal impact and review of programme delivery and design.</p> <p>SGT programmes contribute directly to addressing national skills shortages and offer employers a pipeline of productive, qualified staff. As an example, face-to-face and online graduates of the health and wellbeing</p>

	<p>certificates benefit through gaining employment outcomes – approximately 60 per cent of face-to-face graduates in 2024 secured permanent positions after placement. Their learning contributes meaningfully to community wellbeing and responds to identified workforce shortages in aged care and related sectors.</p> <p>SGT's partnerships with iwi, hapū and community organisations are works in progress but where established, strengthen the relevance and reach of its programmes. Māori and Pasifika staff in leadership positions are well supported to ensure that engagement with community-based groups is culturally appropriate and mutually beneficial, and that training responds to local tikanga and community aspirations.</p>
Conclusion:	<p>Training outcomes are demonstrably valuable and well aligned with industry, workforce and student needs. The strategic focus on improving engagement with stakeholders and systematically using information to institute impactful change has been effective.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Active engagement with industry advisory groups, workforce development councils and other stakeholders ensures relevance and currency in programme design, review and delivery. The development of a comprehensive academic governance structure has supported systematic quality assurance practice and programme monitoring processes and use of data to guide impactful decision-making.</p> <p>Regular meetings within this quality assurance structure means programme review is effective and continuously improving. The effectiveness of change can be seen in the redesigns in the electrical, plumbing and work-based health and wellbeing programmes, which have had a measurable impact.</p>

	<p>Delivery modes are face-to-face, online, work-based and blended, ensuring accessibility for students nationwide. Learning environments are being enhanced through the implementation of a tailored learning management system and the establishment of multi-trade skills hubs that simulate real-world environments. Virtual night classes, teacher-led work-based learning opportunities and product-based upskilling workshops for students and employers have been developed in response to student need and exemplify the organisation's agility and innovation.</p> <p>Teaching practice is consistently supported through professional development, tutor forums and communities of practice. Pedagogical approaches range from traditional practical instruction to teaching from 'back of the classroom' models that promote self-directed learning.</p> <p>Staff have access to regular training in dyslexia-friendly practices and cultural responsiveness, as well as literacy and numeracy assessment results. Understandings from these are embedded effectively in teaching and learning activities that keep students engaged and supported. Strongly practice-based activity, supported by small chunks of theory, helps the students to feel ready to be assessed. Tutorial staff provide improvement-related feedback to allow students to apply their skills and knowledge more effectively in workplace scenarios.</p> <p>Internal and external moderation processes are robust and well managed through the academic committee and the quality team. Moderation findings are extensively analysed, actions prioritised and outcomes tracked for improvement. Restructuring of plumbing assessments and the introduction of capstone assessments indicate that effective decision-making is occurring. External moderation outcomes show increasing consistency and compliance with national standards. These assure that assessment is valid, consistent and fair.</p>
Conclusion:	<p>Impactful, evidenced improvement in a core focus area for SGT has supported students and tutors towards increased successful engagement with learning. Strong investment in digital learning environments and tutor professional development demonstrates SGT's commitment to high quality learning outcomes.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Student support across SGT is becoming cohesive and evidence based. Following the 2024 merger, previously separate systems have been unified under a student-success framework that aligns support services across campuses and modes of delivery. The framework emphasises proactive engagement, early intervention and equity in access to learning opportunities.</p> <p>Tutors, training advisors and student-success/support staff share responsibility for monitoring progress and providing timely support. At-risk students are identified early using dashboard indicators and LNAAT² results, with individual learning plans developed where needed. The use of LNAAT is now consistent across level 2-3 programmes and increasingly informs tailored teaching strategies.</p> <p>International students are well supported through structured pastoral systems, including clear communication channels, orientation processes and emergency contact arrangements. The Code of Practice file check confirmed strong implementation across all outcomes and active monitoring by the international support team.</p> <p>Work-based students have received variable levels of support, but this is now improving. The introduction of scheduled block courses, trainer-led sessions, weekly drop-in or night class opportunities and online Q&A forums has strengthened academic engagement and accessibility, particularly in 2025. Progressively, students are creating networks to support their learning and feel included and seen now within the SGT learning environment. Tutors are increasingly acting as the key conduit between the workplace and student to ensure consistent oversight.</p> <p>Equity and inclusion are central to SGT's student support ethos. Processes to identify students with disabilities are</p>

² Learning and Numeracy for Adults Assessment Tool

	<p>now in place, and professional development in cultural capability is ongoing. Initiatives for Māori and Pasifika students are guided by dedicated leadership roles focused on whanaungatanga and culturally responsive practice. SGT anticipates these initiatives will positively impact parity of retention and achievement.</p> <p>While many initiatives are still embedding, the intent and learner support framework is sound. High student satisfaction, improved completions and growing participation in student voice mechanisms indicate that initiatives are having an impact.</p>
Conclusion:	<p>SGT's development of a learner support framework to identify and respond to student needs across differing delivery modes and methods, though still embedding, is sound. High student satisfaction, improved completions and a growing student voice indicate initial impacts are positive.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The transition from an ITO and multiple entities to a unified charitable trust PTE has been carefully planned and effectively executed strategically. Governance and management provide strong, strategically aligned leadership focused on educational excellence. The board and executive leadership team are experienced, data-literate and clearly oriented toward student success rather than profit. This is distinctly aligned with the organisation's purpose.</p> <p>A well-defined strategic framework underpins decision-making. Policies, systems and processes have been standardised through the academic regulatory framework and quality management system, both of which promote consistency, compliance and continuous improvement. Academic and operational committees operate effectively, ensuring oversight, accountability and impactful decision-making.</p>

	<p>Leadership is continuously visible and consultative. Regular communication through staff forums, 'jam sessions' and the annual staff hui demonstrates transparency and a culture of participation. Staff consistently report feeling informed and supported through change, reflecting deliberate investment in communication and leadership capability.</p> <p>Significant resources have been invested in infrastructure (new facilities and technology) and staff development to ensure high quality learning environments. Professional development is systematic and continuous, with staff given one hour per week for online professional development. They also have access to corporate learning modules such as 'Teach from the Back' and 'Tradie to Tutor, alongside larger and longer professional development opportunities. This has supported greater staff inclusion in new initiatives and engagement with impactful teaching and learning. Staff satisfaction has increased alongside student retention and completions.</p> <p>Data systems (learning management system, quality management system, SharePoint and ComplyWith) are being integrated to enable real-time monitoring and performance analysis. Programme managers and campus leaders are gaining increasing capability in interpreting and using these data systems to inform improvement actions.</p> <p>The board and executive show sound succession planning, reflective practice and strategic foresight. Innovation in AI integration and future programme planning demonstrates an organisation that is forward looking, confident and stable.</p>
Conclusion:	<p>Very strong governance, executive leadership and management have guided SGT through extensive and comprehensive change. Balanced Innovation, responsiveness and continuity provide a stable supportive environment in which learning is occurring for students and staff.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>SGT manages its compliance obligations thoroughly and effectively. The ComplyWith system schedules, monitors and records compliance activities, providing management and board with real-time visibility of performance and any exceptions. This structured approach has eliminated the inconsistencies that existed prior to the merger.</p> <p>The quality management system is comprehensive, live and reviewed annually. Policies and procedures are aligned with legislative and Code of Practice requirements and are readily accessible to all staff. Professional development in the quality management system and compliance activities ensures that staff understand how policy translates into practice, and updates are communicated promptly through internal channels.</p> <p>Compliance with the Code of Practice is well evidenced. Review for each annual report occurs regularly throughout the year to cumulatively monitor strategic action and identify new goals. Annual attestation and self-review confirm effective systems for student wellbeing, emergency contact management and accommodation guidance. No breaches or complaints were reported.</p> <p>Subcontracting, work-based learning, work placement and secondary-tertiary agreements are managed under clear contracts and memorandums of understanding. Annual audits and fortnightly review meetings ensure obligations are met and continuous improvement actions identified. Recent internal audits confirm strong oversight of delivery, assessment and moderation with the partners who are providing training and assessment using SGT's accreditation for qualifications. SGT has standards they wish to meet and supports their partners to do so.</p> <p>The integration of a single student management system is strengthening the accuracy and timeliness of credit reporting to NZQA. Health and safety, privacy and complaints processes are centralised, transparent and used</p>

	<p>to inform system improvement. The small number of student complaints in 2024 were appropriately investigated and resolved with documented follow-up.</p> <p>Collectively, these systems demonstrate a mature compliance culture and effective internal control environment. There is clear evidence of continual review, accountability and improvement.</p>
Conclusion:	<p>Dedicated staff and strong systems ensure policies and procedures effectively guide practice. All staff have been developed to ensure their obligations and accountabilities are effectively managed.</p>

Focus areas

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

2.1 Governance and management

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	See key evaluation question 5. Highly inclusive staff engagement, strong communication channels and investment in cultural capability have strengthened organisational consistency and resilience.

2.2 International students support and wellbeing

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Comprehensively monitored systems, dedicated support and culturally responsive practices contribute to high achievement and wellbeing of the small number of international students enrolled in the health and wellbeing programme.

2.3 Subcontracting

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	See key evaluation question 6. Effective regular oversight, internal auditing and collaborative improvement activity ensure quality outcomes within each partnership. ³

³ SGT has delivery and assessment partnerships with NZ Police and MySkills (health and wellbeing) which use SGT qualification accreditation to provide their employees with needed skills and knowledge for their workplaces.

2.4 Work-based delivery, learning and review

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The evaluation and review of this focus area was conducted through three programme areas: New Zealand Certificate in Electrical Engineering (Level 4), Plumbing, Gasfitting and Drainlaying (PGD;) and the health and wellbeing certificate and micro-credential programmes.</p> <p>The New Zealand Certificate in Electrical Engineering (Level 4) is delivered nationally over four years to electrical apprentices through a well-integrated model that blends workplace experience with campus-based block courses, and either online learning via the Learning Hive platform or face-to-face night classes. A key strength of this delivery is the embedded training advisor role, which provides a critical link between students, employers and programme tutors while also supporting students and on-job assessment verifiers.</p> <p>Achievement is consistently strong, with course completion rates between 85 and 90 per cent. Assessment and delivery tools are regularly reviewed and improved in response to identified needs, and stakeholder feedback is consistently positive. Students demonstrate confidence and competence aligned with industry requirements. Overall, this programme reflects a well-structured and responsive approach to managing work-based learning.</p> <p>Work-based training in the PGD programmes at SGT delivers strong educational and employment outcomes within a structured and industry-aligned framework but would benefit from more systematic analysis and integration of student and employer data to drive continuous improvement.</p> <p>While the value of outcomes is well recognised, self-assessment practices and data use remain variable. Programme management and campus leaders were not consistently able to interpret achievement or progression data beyond what was reported in the PTE's annual programme review, limiting deeper evaluative insight. Over-duration apprentices and incomplete workplace assessments were identified as ongoing challenges,</p>

	<p>though actions to address these are in progress. The hybrid training advisor/tutor model trialled in Christchurch has enhanced responsiveness to both students and employers. Employer engagement remains variable, though recognised as a 2025 improvement priority.</p> <p>Performance of work-based training in the health and wellbeing certificates and micro-credential programmes shows mixed but developing strengths. Students are employed or volunteer in the sector throughout their training, giving them authentic, applied experience that aligns with workplace expectations.</p> <p>Feedback from students and employers indicates that the programmes build confidence, communication and practical caregiving skills that transfer directly into paid employment and community roles. However, completion data was unreliable, and understanding of student progress, withdrawals and over-durations was limited.</p> <p>Work-based employer engagement was largely managed through the sales function rather than structured academic relationships, and there was no active industry advisory group for work-based delivery. The shift to trainer-led delivery in late 2025 aims to provide more consistent academic and pastoral support, with early feedback indicating improved engagement and satisfaction.</p>
Conclusion:	<p>Overall, SGT's work-based training is valued by students and employers, demonstrates good industry alignment, and continues to evolve through improved systems integration, enhanced student support and a growing focus on analysing destination and impact data. Over-duration apprentices in the PGD and health and wellbeing programmes require further attention.</p>

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 Skills Group Training Limited:

- Ensure that stakeholders from within work-based learning employers and associated industries have an equal voice to those within face-to-face and online delivery modes to ensure the unique voice of work-based stakeholders is heard and responded to for review purposes. Consider implementing dedicated Industry Advisory Groups for work-based delivery.
- Build on the recently unified student-success framework by developing clear evaluative measures of effectiveness, particularly for equity strategies (Māori, Pasifika, disabled students) and academic/pastoral interventions.
- Further integrate the learning management system, the student management system, SharePoint and compliance platforms to ensure real-time, organisation-wide visibility of student progress, achievement and risk indicators, such as over-duration apprentices.

Requirements

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

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

Appendix

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 fraud⁴*
- *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.*

⁴ 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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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

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

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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/>.

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