



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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# Report of External Evaluation and Review

Australasian Institute of Ayurvedic  
Studies Limited trading as Australasian  
Institute of Applied Studies

Confident in educational performance

Confident in capability in self-assessment

Date of report: 14 October 2016

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context .....	3
2. Scope of external evaluation and review .....	5
3. Conduct of external evaluation and review .....	5
Summary of Results .....	7
Findings .....	9
Recommendations .....	20
Appendix .....	21

MoE Number: 7624  
NZQA Reference: C23191  
Date of EER visit: 16 and 17 August 2016

# Purpose of this Report

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

## Introduction

### 1. TEO in context

Name of TEO:	Australasian Institute of Ayurvedic Studies Limited trading as Australasian Institute of Applied Studies (AIAS)
Type:	Private training establishment (PTE)
First registered:	13 November 2003
Location:	41 Gillies Ave, New Market, Auckland
Delivery sites:	As above.
Courses currently delivered:	Diploma in Clinical Ayurvedic Lifestyle Consultant (Level 5)
Code of Practice signatory:	Yes
Number of students:	Domestic: five students in the cohort just completed International: currently none Māori: one student Pasifika: nil
Number of staff:	One full-time, one part-time
Scope of active accreditation:	Please follow the link below. <a href="http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=762478001">http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=762478001</a>
Distinctive characteristics:	AIAS is a very small tertiary provider based in Newmarket, Auckland that provides Ayurvedic training to assist people in gaining knowledge and

skills in this traditional form of Indian health and wellbeing. Many of the graduates of the programmes become self-employed practitioners of Aryurveda. In the past, AIAS has also taught in the areas of early childhood education and business studies, but currently it does not deliver in these areas. The school is owned and run by a prominent Ayurvedic practitioner.

The changing focus of tertiary education funding through the Tertiary Education Commission (TEC) has disadvantaged the school over the years. In 2012, the areas of education that AIAS provided ceased to be priority areas and funding was cut, and students ceased to be eligible for student loans and allowances. This had a dramatic effect on the school, and no programmes were delivered from 2012 to 2014.

As a part of maintaining registration as a PTE, AIAS resumed delivery of the Diploma in Clinical Ayurvedic Lifestyle Consultant (Level 5), with five students in 2015. This programme is delivered by distance learning techniques to adult learners scattered throughout New Zealand. Students are currently required to attend a two-week block course in Auckland during the programme.

The school is complemented in Newmarket by a practising clinic and an outlet selling Ayurvedic products. The clinic is used as a facility to allow the students to gain practical knowledge and skills, and to consolidate the learning. The school has strong ties with an Australian Ayurvedic school in Brisbane, Queensland that is owned and run by the same people who own the Auckland school.

Recent significant changes:

The directors of AIAS have been very active in developing the new qualifications in the Ayurvedic field as part of the targeted review of qualifications initiated by NZQA.

AIAS has applied for accreditation to deliver New Zealand qualifications in Ayurvedic Health Management levels 5 and 6, and at the time of the EER was waiting the outcome. It also intends to apply for accreditation to teach qualifications in

business levels 4-6 and in early childhood education levels 3-6.

Previous quality assurance history:

- The last report from NZQA in response to assessment and moderation of unit standards was in 2014 and showed that there were no concerns at that time.
- The previous external evaluation and review (EER) was held in June 2012. On that occasion, NZQA was Confident in the PTE's educational performance and Confident in its capability in self-assessment.
- AIAS is not using assessment standards that are administered by any industry training organisation.

Other:

'Ayurvedic medicine – also known as Ayurveda – is one of the world's oldest holistic (whole-body) healing systems. It was developed thousands of years ago in India.

It is based on the belief that health and wellness depend on a delicate balance between the mind, body, and spirit. The primary focus of Ayurvedic medicine is to promote good health, rather than fight disease. But treatments may be recommended for specific health problems.'

From WebMD website:

<http://www.webmd.com/balance/guide/ayurvedic-treatments>

## 2. Scope of external evaluation and review

The scope of the EER included the following focus areas:

- Governance, management and strategy

This is an important area in the running of a PTE.

- Diploma in Clinical Ayurvedic Lifestyle Consultant (Level 5)

This programme was the only programme running at AIAS at the time of scoping.

### 3. Conduct of external evaluation and review

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

Two NZQA evaluators visited AIAS in Newmarket, Auckland over two days. Prior to the EER, the NZQA lead evaluator and the director/senior lecturer of AIAS discussed the possible focus areas and EER procedures. AIAS supplied the lead evaluator with compliance and other information about the organisation, and sent a summary of its self-assessment activities, including any changes that had occurred since the previous EER. This information assisted the lead evaluator in developing the scope of this EER, in collaboration with the director of AIAS.

During the on-site visit, the evaluation team interviewed the owner, director/senior lecturer, the campus manager/lecturer, and the recent graduates on the programme at AIAS. A range of documents was examined to clarify information that arose from the discussions.

# Summary of Results

## Statements of confidence

NZQA is **Confident** in the educational performance of **Australasian Institute of Ayurvedic Studies Limited**.

NZQA is **Confident** in the capability in self-assessment of **Australasian Institute of Ayurvedic Studies Limited**.

The evaluators find that, generally, AIAS has a good standard of educational performance, although at this point it is not possible to see how consolidated or consistent this achievement would be, due to the intermittent nature of delivery and the small student body. AIAS has good systems of data collection and self-assessment which should function well in a larger-scale operation.

The statements of confidence above are supported by the following factors:

- A good system of data collection and analysis, especially in student achievement.
- Very good student achievement within a framework that makes allowance for adult learning needs.
- A close collaboration with the Australian college in Brisbane, which is under common ownership. There are possibilities to allow cross-credits and progression between the programmes in the two countries. This collaboration supports the development of learning and teaching resources and provides an authentic opportunity for moderation in this specialty area.
- The director's credibility and reputation within the Australasian Ayurvedic community. His research and presentations keep him at the cutting edge of practice.
- Good value in the outcomes, in that graduates mostly start their own practices. Good levels of student satisfaction.
- A willingness to respond to student feedback in a timely fashion to provide learning support. Student support is currently reactive in nature, with the provider responding to feedback, and the provider could put in place more proactive systems to provide student support.
- A strong sense of ethics in the facilitation of 'lifestyle' learning.
- Good integration of the other services that are available in the Auckland campus which students benefit from during attendance at block courses.
- Good development of distance-learning methodology complemented by practical block courses.

- Ongoing development of programme structure and delivery.
- A well-compiled advisory group which is used to inform the development of programme structure and delivery.
- Good succession planning for future management of the school.
- A good system of internal moderation with the lecturer in Australia. There is no external moderation of the assessment outcomes or processes at present. External moderation would give better validation of results and processes, and more accountability.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The evaluators find that the educational achievement at AIAS is generally good.

AIAS had no enrolments from 2012 to 2014, but resumed teaching in 2015. The school has modified delivery of the Diploma in Clinical Ayurvedic Lifestyle Consultant in order to meet the current needs of students. AIAS now allows extensions and deferrals in the programme, as long as all the requirements of the programme are still met and the students who apply have a good record of achievement to date. While these changed policies have not been captured in the provider's quality management system, the rationale and consideration undergone prior to approval is sound. The introduction of extensions and deferrals means that only a limited number of students have completed within the year, as a number of completions are put on hold pending the resumption of study later on. In the latest cohort of five students, the following outcomes have been recorded (see Table 1). The programme is based on an achievement-based modular structure.

**Table 1. Cohort results, Diploma in Clinical Ayurvedic Lifestyle Consultant (Level 5) 2015-2016**

Students Started	Achieved the programme	Applied for extension	Applied for deferral	Withdrawn
5	2	2	1	0

Figures used with permission from AIAS

In regard to Table 1, the small cohort size and the sole occurrence of the programme in recent times makes it difficult to see trends and tendencies in the achievement rates or to analyse these results with much scientific basis. The results for the whole cohort are difficult to ascertain at this stage because of the pending nature of some of the completions, but progress for all students has been good. So far, there have only been two graduates at AIAS since 2012 (achieved in 2015/2016). There was a two-year interruption from 2012 to 2014, when no delivery took place, so the evaluators viewed the results from 2012 and earlier as being largely historic for the purposes of this EER. On the basis of the figures in Table 1, the evaluators find that the delivery of the programme and the achievement rate of the current students is consistent and pays attention to the requirements of

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

adult learners.

Currently there are no international students at AIAS. One person identifies as Māori and there are no Pasifika students. In the past, Māori and Pasifika students have mostly been engaged in the early childhood education programmes run at AIAS.

AIAS plots the progress of its students on its online new student management system. The evaluators saw that the achievement of modules within the programme is plotted in the system, and the date of passing each module is recorded for each student. The provider is also engaged in worthwhile benchmarking against TEC results from other New Zealand providers. AIAS uses its connections with the Australian counterpart for good benchmarking and comparisons. It is an advantage that the school in Brisbane is larger and well established, so the AIAS branch in Auckland is able to benefit from the marketing and research carried out by the Australian sister school. The self-assessment systems in place were good for the current scale of the New Zealand operation.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

AIAS provides very good value to the students that it serves. A principal reason for this is that Ayurveda studies in New Zealand is a niche activity undertaken by those who already have an understanding that it is a lifestyle discipline that requires special motivation and that cannot be studied anywhere else currently. The provider understands that this is a study option generally for the dedicated student, and this understanding influences the provider's approach to marketing and enrolment for the programme. The provider understands that only the truly committed students will succeed.

For followers of Ayurveda this is a valuable programme of studies, as the testimonies of the current students show. The distance learning mode allows students from throughout New Zealand to study from their own homes, allowing them to study and maintain their daily lives. There have been no student withdrawals from the last cohort, indicating a good level of student commitment and that the programme offered is meeting student needs.

The Diploma in Clinical Ayurvedic Lifestyle Consultant is currently taught over 18 months on a part-time basis, to fit in with the lifestyle demands of the students. There is also value to the greater New Zealand health care context. While the number of students studying this discipline is small in New Zealand, Ayurveda is accepted as a mainstream traditional form of treating illness in India, its country of

origin. There, it has a distinct role as a form of treatment that is complementary to Western medicine. One student who was interviewed stated that the value of Ayurveda lies in its 'common sense' approach to preventative health lifestyle. In the past, there have been instances of Indian Ayurvedic graduates coming to New Zealand to do the locally based diploma to gain the local perspective and the advantage of practical learning.

There is also added value in the relationship with, and availability of, the practising clinic attached to the school which provides hands-on experience and practice of Ayurvedic principles and the fostering of customer relations.

The evaluators learned of some of the personal value gained from completing the programme. Student feedback revealed that engaging in the study gave personal development for some students, which gave them a valuable sense of self-actualisation. The evaluators learned that there is synergy in Ayurveda in that it provides an example of traditional healing that is linked to a recognised qualification.

While the learning gives great value to those who participate, programme enrolments have not generally been strengthened since the loss of TEC funding and the loss of student eligibility for student loans and allowances in 2012. It is understood that access to loans and allowances is a major factor in determining whether or not a student can afford to attend.

There are indications that AIAS intends to expand its operations in the future. It would be useful for AIAS to engage in more intensive analysis of the demographic make-up of the student body as the school roll increases in the future, as intended. This would allow learning trends for different groups to be charted over time and trends to be compared. This would be especially important for targeted groups like Māori and Pasifika so that the provider can understand the learning needs and comparative achievement rates of these groups.

While there is a lot of informal contact with graduates, and the Ayurvedic community in New Zealand is very small, the provider could also do more to track graduates' progress in the industry, to gain a long-term understanding of the value of the learning. It is also a testament to the quality of the programme that a number of the practitioners at the clinic have supplemented their overseas education with the local qualification. Many students set up in Ayurvedic practices at the conclusion of their studies, thus meeting the employment needs of those graduates. There is a distinct pathway to self-employment for many graduates. Currently the discipline of Ayurveda is a minority health interest in New Zealand society, but with the growing population of Indian immigrants it is expected that the skills will be more in demand.

The school uses online surveys for its student evaluation during the programme, but engagement in this exercise is voluntary and not all students respond. This means that the feedback is not complete and may not be representative.

### 1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The Diploma in Clinical Ayurvedic Lifestyle Consultant and the methodology of delivery meets the needs of the students very well. AIAS is particularly responsive to the needs of its students. While Ayurveda is not a regulated health discipline in New Zealand, it does have official recognition and regulation as a complementary form of medical activity in India. This provides recognition of Ayurveda as a worthwhile health system and a valuable complement to some other spiritual and physical wellbeing systems such as yoga. It is seen as a common sense lifestyle choice. One of the students interviewed reinforced this relationship as she was already a practising yoga instructor before taking Ayurvedic studies. She felt that her need to gain a wider picture of health and wellbeing in a holistic way was being met by her studies at AIAS. Many students go on to start their own Ayurvedic practices.

The director/senior lecturer of AIAS is a well-respected advocate and scholar of Ayurveda, having gained his qualifications in India. He is internationally renowned and well engaged in research in Ayurveda skills and practice. This adds appropriate gravitas and bearing to the school and ensures the programme and all practices are current.

There is consideration shown in meeting the lifestyle requirements of the students at AIAS, which is shown by the allowances made for the lifestyles of the mature students who engage in the programme. For instance, AIAS has implemented extensions and deferrals to complement the students' other lifestyle activities, and has altered the mode of delivery from full-time to part-time studies. The evaluators determined that the reasons for granting extensions and deferrals to students are authentic.

As the students are adult mature students, AIAS understands that they prefer the freedom of Moodle online learning and using webinars so they can organise their own learning time to suit their lifestyle and other commitments. These changes have been made in response to student feedback. The classes are small in New Zealand (possibly due to the current lack of students more than anything else), which allows for intensive teaching and personal interaction with the teachers. Changing and adapting the delivery style of the programme has made it more conducive to the requirements of the students. As well as the response to student feedback, AIAS engages in regular scheduled review of programme content and delivery to keep the programme current and relevant.

Some students are not using the online survey to give feedback, as it is a voluntary

activity, so the provider is not sure whether a balanced or complete view is being gathered. Management and teaching staff at AIAS are very responsive to student feedback. In response to the feedback, a number of useful considerations have been enacted or are being considered. Student feedback on the quality of the videos and the webinar presentations has been noted and is being acted on by management. The webinars will now be presented 'live' in the next delivery of the programme. Students believe interactive Skype discussions would be beneficial, and this is being considered. Every student completes the exit interview and management analyses the feedback from this information and makes appropriate adjustments to the content and delivery of the programme.

#### 1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

There is good evidence that AIAS provides good teaching for its students. While there is no regulation on teacher skills and attributes to be able to teach Ayurveda studies in New Zealand, the school sets its own criteria to ensure that the standard is maintained to reflect the international reputation of the owner. This requires that the appropriate skills in Ayurveda as a subject and skills in 'how to teach' are held by the teachers.

AIAS maintains close ties with its Australian counterpart, and this relationship is very useful in a number of ways. The schools share common ownership and the senior lecturer has a presence in both schools. Cross-moderation is a useful feature of this relationship, and much of the assessment work that is marked in New Zealand is moderated in Australia. There is a useful cross-pollination of ideas affecting content and delivery. Generally, new ideas are tested in the Australian campus and, if successful, are also applied in New Zealand. Currently all the moderation is done by the same people within the organisation, and it would be useful to gain an external insight to test the validity of the systems used. This external moderation will act as an assurance against any perpetuating and self-endorsing methodology and ensure that external views are also taken into account.

Management at AIAS is assisting in the development of Ayurvedic education in New Zealand, having been active in the advising consortium in this sector for the targeted review of qualifications administered by NZQA. In relation to the new qualifications on the New Zealand Qualifications Framework (NZQF), AIAS has applied to be accredited to deliver a programme that leads to a new level 5 qualification. Plans are also underway to develop a programme for a new level 6 qualification. This combination of programmes will make up a three-year pathway to gain the level of skills appropriate for a practitioner to start their own clinic.

As previously described, the provider is very responsive to the learning needs of

the students. This has been shown in the adjustments that have been made to the programme to take into account the lifestyle commitments of the students. The provider engages in distance learning, including two-week block courses (one block course per programme). However, in response to student feedback, the current block course is being changed to a series of weekend contact courses. There are also adjustments being planned for the delivery currently using webinars and Moodle online learning, to improve the interactive elements and the presentation of the learning.

AIAS uses an advisory board with relevant experts and academics which meets at least twice a year to give advice on programme developments. This board is made up of Ayurveda specialists, academics in the field and AIAS management. The board has been effective in the past and is intended to continue into the future, with experts from other disciplines able to be co-opted as programmes in those disciplines are added to those available at the school.

There are two teachers at the AIAS campus in New Zealand. One of these, also a director, is a highly qualified expert, practitioner and academic in the Ayurvedic field. The other teacher is also trained in Ayurvedic skills, and both have teaching qualifications. The theory and knowledge content of the programme is supported by the practical experience gained in the clinic adjacent to the school in Newmarket. The teaching is also supported by research and the host of useful professional relationships fostered by the directors and senior management at AIAS. The senior lecturer presents as a speaker at conferences and is considered to be a leading spokesperson on Ayurveda. There are active links with other Ayurveda institutions abroad, and Indian and international advancements in the discipline are used to enhance the programme. Recent contact courses held on the campus in Auckland have included the 25 Australian students. Student feedback shows that there was very good opportunity for exchange of ideas in these contact courses.

Given the current small size of the school, the lack of delivery in recent years, and the fact that the director is also a manager and the main teacher, there is little facility for performance review or implementation of systematic appraisal of teaching. The main source of information about the quality of programme delivery is gathered from students, and this feedback is responded to positively and in a timely manner. As the school grows, the systems of self-assessment governing the quality of teaching will need to be re-established at AIAS.

## 1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

The evaluators find that guidance and support of learning is appropriate for the type of student and the style of delivery being fostered by AIAS. The students study by distance learning methods, and as they are mainly mature students there is an assumption that they are engaged with the studies. Feedback is gathered periodically through online surveys and the exit survey. As stated, the results are not regarded as being a complete picture of student views, but the student feedback is taken seriously and generally acted upon quickly. This has resulted in a number of enhancements to the content and delivery of the programme to make it more conducive to student learning.

The evaluators learned that feedback from submitted work and assessments was generally prompt and helpful. Much of the communication with students is by email. The practicums held in Auckland are intense but valued by the students. Students are able to resubmit their work if at first their assignments are lacking in some way. The introduction of extensions and deferrals to the programme is a way of accommodating those who have intervening lifestyle issues and find it hard to balance lifestyle and intensive study. AIAS has shown sensitivity in arranging its delivery to suit the needs of mature students. There is good information online and in the student handbook, with contacts for supporting agencies included. Moodle lessons and assessments are well laid out online. Generally, as adult learners, the students are well motivated to learn, which makes the need for support less individualised.

The small number of students in the programme, together with the distance learning mode, tends to make the guidance and support less direct and personalised. It is not clear that all student issues are readily accessed and considered by management. The number of students who require deferrals and extensions to their studies (i.e. they were not able to complete the programme in the allocated time for personal reasons) is quite large. With larger cohorts of students and a more established system of delivery, such a proportion of uncompleted studies (60 per cent of the current cohort have an extension or a deferral) would be a concern (refer to Table 1).

## 1.6 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Good**

The rating for capability in self-assessment for this key evaluation question is **Good**.

Governance and management of the school is effective. Contributing factors could be the small number of students and the distance learning method of delivery.

Considering the very small number of students, the systems and processes in place – disproportionate to the small cohort size – are effective and being improved and developed with allocated finance and resources. Management has not compromised any aspect of the programme or delivery and is as committed to the current five students as they would be to a greater number. Management is proactive, engaged and tries to be current with NZQA requirements and changes in legislation.

Much of the success of the school lies with the director/senior lecturer. The director is very active in the field of Ayurvedic medicine and is regarded in this part of the world as an authority in the field. He has been very involved in international and national Ayurvedic organisations, and his influence has spread to Australia and India, where he is also active. He and other staff members have been active in the targeted review of qualifications process, being involved in the development of the Ayurvedic qualifications on the NZQF.

In 2012, the school was forced to rethink its focus when government funding was cut for some subject areas. This meant that student loans and allowances were cut for the students, resulting in a drop in student numbers – there were no enrolments in the years 2012-2014. The current cohort enrolled in 2015 and is the first attempt to reinvigorate the school. While the learning gives great value to those who participate, the programme enrolments have not generally been strengthened since the loss of funding and the loss of student eligibility for student loans and allowances in 2012. It is understood that access to loans and allowances is a major factor in determining whether or not a student can afford to attend.

Ayurveda studies appears to be the main focus of the school at present. AIAS has other active accreditations, mainly in early childhood education and business studies which it has used in the past. These are not currently being used. Although the school has ties with early childhood education, there are few indications that these studies will resume in the near future. AIAS does plan to apply to deliver programmes to the new qualifications in business and early childhood education in the future, but this has not eventuated yet.

The integration of the various Ayurvedic services run by the organisation is a strength of the school. The school is well complemented by the functioning clinic, the Ayurvedic merchandise trading outlet, and the Australian campus, with each supporting the functions of the others. The prevailing Ayurvedic philosophy of the

organisation appears to take precedence over the influences of commercialism, which is an appropriate priority for teaching based on a lifestyle philosophy. The school selects well-motivated students to enrol as the students will be distance learners and need to be able to work independently.

AIAS has a good management network and internal communications, helped by the small size of the operation. Monthly management meetings cover relevant issues and are recorded for continuity. Although there are currently no international students, management is aware of the changes to the requirements of the Code of Practice (for the pastoral care international students). Management puts money into improving the school's resources in New Zealand, and this is evident in the introduction of new technology, the up-to-date student management system, and improving the delivery and resources of the programme.

The school seeks to take advantage of increasing enthusiasm for traditional health systems. The World Health Organisation endorses this type of health philosophy, and the school directorate is active in moves to reinforce the use of Ayurvedic medicine in New Zealand. The director is active in advising on health legislation developments in New Zealand.

It is to the organisation's credit that succession planning is a feature of the management strategy at this time, with an active training regime involving the other New Zealand manager, and two more staff members in Australia to ensure that the organisation is not dependant on a few people.

Even though management has a good industry network, AIAS uses an advisory committee to advise on programme development and delivery. The composition of the advisory committee is balanced, with an assortment of eminent Ayurvedic practitioners and academics from external organisations as well as the AIAS representatives. In the past, the committee personnel have changed according to the needs of the meeting, with early childhood education and business people present if required.

AIAS management works hard to lift the self-assessment of the organisation. There is awareness that the 2010 EER showed the need for improvement in the standard of self-assessment. Management has attempted to develop its self-assessment since, with an improvement noted at the 2012 EER. The PTE has shown a willingness to engage outside expertise for counsel, and is adapting to new ideas. The PTE is actively seeking inclusion in the new qualification system and vigorously seeking future funding. An area that could stand more development is the relationship with the Australian colleges and the connections that management has with these schools. There may be pathways and cross-crediting opportunities that will be useful to the students in New Zealand (and vice versa).

The mitigating factors that constrain the evaluators from giving higher ratings or statements of confidence are expressed in the body of this report. These factors include the very low number of students, the three-year interruption in delivery, and student achievement rates not being finalised because of extensions and deferrals.

These constraints make it difficult to see how the PTE's systems for supporting educational performance and self-assessment can work effectively to deliver quality education.

## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Good**

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

### 2.2 Focus area: Diploma in Clinical Ayurvedic Lifestyle Consultant (Level 5)

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

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

# Recommendations

NZQA recommends that Australasian Institute of Applied Studies:

1. Consider the advantages of using the Australian colleges as benchmarks, and as sources of pathways and cross-crediting of programmes.
2. Introduce some form of external moderation of assessment procedures and outcomes to complement current internal moderation.
3. Take a proactive approach to student learning support. This would be especially useful if student numbers increase and international students are enrolled in the future.
4. Consider investigating further methods of gaining student feedback to get a full coverage of student opinions on which to plan programme and delivery development.

# Appendix

## Regulatory basis for external evaluation and review

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

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

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

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

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.*

*The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

*External evaluation and review reports are public information and are available from the NZQA website ([http://www.nzqa.govt.nz](#)).*

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

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