



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

EmployNZ Limited

Date of report: 6 November 2023

# About EmployNZ Limited

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*EmployNZ Limited is a multifaceted organisation providing a range of services across the Bay of Plenty, Waikato and Auckland regions. The education team provides vocational training from foundation to diploma level, including English language for refugees and migrants. The social services team provides employment placement services – including support for people with health and disability challenges – youth coaching and reintegration support services.*

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Type of organisation:	Private training establishment (PTE)
Location:	94 Second Avenue, Tauranga
Eligible to enrol intl students:	Yes
Number of students:	Domestic: in 2022 – 313 enrolments (215.86 equivalent full-time students (EFTS)); Māori 156 (41.38 per cent), Pasifika 14 (3.71 per cent), and five (1.6 per cent) identified with a disability  ESOL learners 2022 – 209 enrolments; migrants 86 (44 per cent), refugees 61 (31.28 per cent) other 48 (24.62 per cent), three (1.44 per cent) identified with a disability  International: none
Number of staff:	50 full-time and 13 part-time staff
TEO profile:	<a href="#">EmployNZ</a>  In 2019, EmployNZ took over responsibility for the Salvation Army Education Trust’s Youth Guarantee provision in the Bay of Plenty region and ILN ESOL <sup>1</sup> training in Auckland.
Last EER outcome:	NZQA was Highly Confident in EmployNZ’s educational performance and self-assessment at the last EER in 2019.

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<sup>1</sup> The Intensive Literacy and Numeracy Fund – English for Speakers of Other Languages (ILN – ESOL) supports the intensive provision of high quality, fees-free ESOL literacy and numeracy learning opportunities, to help adult learners gain the literacy and numeracy skills needed to progress to further study or the workplace.

Scope of evaluation:	<ul style="list-style-type: none"><li>• ESOL suite of courses, including Beginners (CEFR Pre A1-A1), Everyday English (CEFR A1-A1+), and Work and Study (CEFR A1+ to B1)</li><li>• New Zealand Certificate in Early Childhood Learning and Care (Level 2) ID 125125-1; and New Zealand Certificate in Early Childhood Education and Care (Level 3) – ECE pathway ID 125126-1</li><li>• New Zealand Certificate in Foundation Skills (Level 1) ID 120052-4</li></ul>
MoE number:	7391
NZQA reference:	C52613
Dates of blended EER:	2 and 3 May (on site) and 5 May (virtual)

# Summary of results

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*EmployNZ is comprehensively meeting the most important needs of its learners and stakeholders. Exceptionally strong stakeholder relationships and connections support a range of clear pathways for learners in all regions. EmployNZ's deep understanding of learners' achievements and outcomes, underpinned by strong contributing processes, is informing improvements and innovations, and supporting organisational success.*

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## **Highly Confident in educational performance**

- Learner achievement is compelling and continuing to trend upwards, as measured by course and qualification completions and progressions in ESOL.
- Learners gain useful skills and knowledge, are well prepared for further study and employment, and strengthen their personal attributes and wellbeing. ESOL learners improve their English language skills for everyday life and work in New Zealand.

## **Highly Confident in capability in self-assessment**

- Stakeholders genuinely value the programmes and services offered by EmployNZ. Relationships are collaborative, reciprocal and focused on what is best for individual learners.
- EmployNZ has designed its programmes well, with flexible pathways, and delivered in contexts suited to the learners.
- The tutors understand the learners' needs well, and the social services team provides valued wellbeing services.
- Since the last EER, EmployNZ has significantly strengthened its self-assessment processes through investment in digital reporting tools, enhancing analytical capability and developing educational performance frameworks. There is clear evidence that data is being used effectively to understand and guide the business in all aspects of operations, and at all levels. Examples include: monitoring attendance; identifying key success factors for learner groups and programmes; understanding achievement and developing strategies to enhance

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learner success; tracking immediate destinations; and understanding outcomes over time.

- The high-performing governance and management team are effectively supporting educational achievement and enacting the organisation's clear vision.
- EmployNZ has effective processes in place and is managing important compliance accountabilities well.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Learner achievement is compelling and is trending upwards across all programmes, learner cohorts and funding categories. Youth Guarantee learners' course completions have been above or the same as the PTE sectors' median results, and improving, for the period 2019-21. Qualification completions for these learners have been strengthened by the exceptional rates of NCEA completions (refer below). The lower qualification rate in 2020, down 19 percentage points from 2019, related to learners, particularly young Māori males withdrawing during the pandemic to seek work to support their whānau.</p> <p>Learners studying at level 3 and above have also performed compellingly, with average rates of 87 per cent and 76 per cent for course and qualification completions respectively over the last four years (refer Appendix 1, Table 1).</p> <p>ESOL learners are advancing their English language skills, completing courses and progressing to the next level, or to work or higher-level study with another tertiary provider. In 2022, an average of 81 per cent of learners completed their course, and an average of 31 per cent progressed to the next level (refer Appendix 1, Table 4).</p> <p>Achievement of NCEA level 1 and 2 is a priority for younger learners, their families and referral agencies, to support progression and for gaining employment. EmployNZ's foundation programmes offer Youth Guarantee learners the opportunity to achieve credits towards these qualifications. The data (refer Appendix 1, Table 3) shows that award of NCEA level 1 and 2 has increased from 119 awards in 2019 to 173 in 2022. These are significant achievements for these learners, many of whom have been unsuccessful in the secondary</p>

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

	<p>school system.</p> <p>Participation rates for priority group learners are high, and for Māori are well above the population rates for the Bay of Plenty region. There is still a parity gap achievement for these learners. As noted above, financial pressures during the pandemic contributed to a widening of this gap (refer Appendix 1, Table 2). EmployNZ is focused on interventions to re-engage Māori learners and support them to succeed, including involving whānau during enrolment, agreeing goal-focused individual plans, monitoring attendance, increased communication and the provision of transport.</p>
Conclusion:	<p>Learner achievement is compelling and trending upwards across all programmes, learner cohorts and funding categories. Learners are completing courses, achieving qualifications and advancing their English language skills. EmployNZ is using data insightfully to understand and improve learner achievement, and to design and implement strategies to close the parity gap for Māori learners.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>EmployNZ has an in-depth understanding of learners' immediate destinations after graduation. In 2022, 85 per cent of graduates had an immediate positive outcome, including moving into employment or further study (refer Appendix 1, Table 5). This exceeded EmployNZ's target of 80 per cent, and indicates that graduates are well prepared for the next stage of their learning journey and/or employment.</p> <p>EmployNZ has recently begun tracking learners' outcomes over time, through maintaining contact with learners and analysing the Tertiary Education Commission Post Study Outcome information. This information contributes to a more comprehensive understanding of outcomes and the ongoing impacts of vocational training on graduates' lives and careers.</p> <p>ESOL learners' achievements enhance individuals' personal wellbeing and communication with family and community, and give them confidence to seek employment and integrate into</p>

	<p>New Zealand society. Upon completion of the Work and Study course, ESOL learners can transition to formally assessed English courses at local tertiary organisations. Twenty-four learners successfully made this transition in 2022, providing them with the opportunity to gain a qualification and enhance their employment opportunities. Another 75 learners have successfully gained employment on completion of their course.</p> <p>EmployNZ is well connected with and respected by the education, youth and social agencies and communities across the Bay of Plenty and West Auckland regions. The collaborative and reciprocal relationships ensure learners' needs are given priority, solutions are sought, progress shared and pathways made available.</p>
Conclusion:	<p>EmployNZ's stakeholders value the programmes and services offered to learners. EmployNZ knows their programme and services are valued through intentional engagement with stakeholders and graduates.</p> <p>Learners value the skills and knowledge gained, are well prepared for further study and employment, and strengthen their personal attributes and wellbeing. ESOL learners improve their English language skills for everyday life and work in New Zealand, and to pursue further study.</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:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>EmployNZ's programme portfolio is well aligned with its vision and purpose of 'changing people's lives'. Foundation programmes are contextualised to appeal to young learners' interests, such as automotive and small motors, physical fitness and hospitality and cooking. Information technology programmes at level 5 and 6 lead to employment with local employers or pathway to higher study in the IT sector. The English language courses are structured to support language progression. This alignment reflects EmployNZ's thorough understanding of its learners and stakeholder needs, and the importance of matching those needs in its programme design and pathways.</p>



	<p>EmployNZ has robust internal moderation processes in the lower level programmes, which have led to improvements in assessment and practices. Enhancements in assessment design and pre-assessment moderation for the higher level programmes have been made following NZQA's identification of issues with assessment in an Information Technology diploma in 2021. External moderation results have been largely positive.<sup>3</sup> At the time of the EER, EmployNZ was rewriting its literacy and numeracy assessments to align with the unit standard criteria.</p> <p>Annual programme review processes effectively evaluate each programme, examining the performance through the lens of achievement and outcomes data and learner and tutor feedback. Actions are planned and monitored. An organisation-level evaluation identifies themes, resourcing and staff professional development needs. The PTE develops plans to meet these needs.</p> <p>Learning environments are well planned and structured by the experienced and well-qualified staff. Examples include: splitting classes into gender groups to accommodate differing learning preferences, incorporating physical activities, and class outings as rewards.</p>
<p>Conclusion:</p>	<p>Programmes are well designed, with flexible pathways and delivered in contexts that appeal to and engage the learners. The PTE undertakes thorough and regular programme review. The results are used to understand strengths and weaknesses in programmes and delivery, and to help make improvements and inform portfolio decisions.</p>

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<sup>3</sup> In 2019-22, EmployNZ submitted 267 assessment samples across 84 standards to 11 standard-setting bodies, including NZQA. Of these, 243 (91 per cent) were deemed by the external moderators to be consistent with the standard. Non-compliant results have been found in NZQA's Numeracy system in the last three years (2020-2022).

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>EmployNZ understands the learners' goals and ambitions well. The participation of referral agencies and whānau in the enrolment process is valued and is key to learners choosing the right programme and preparing them for success. Constructive and supportive relationships are established early and maintained with the pathways co-ordinator, tutors and social services team in the Bay of Plenty.</p> <p>The ESOL learners are well supported by their passionate and caring tutors and campus manager. During the pandemic, tutors continued to support and engage learners via a messaging application when learners were unable, or reluctant to come to class. Data from learner hours shows that the learners are again participating in classes, with the average attendance in 2021 of 13 hours per week, and in 2022 increasing to 14 hours a week, of a possible 19 hours.</p> <p>Learner expectations and classroom rules, such as class treaties, are established collaboratively by the tutor and learners and posted in each classroom. These rules provide learners with clear boundaries and expectations, help them to self-regulate their behaviour, and learn to work in a group and build wider social networks. EmployNZ considers development of these important soft skills to be integral to the preparation for moving into work and or higher-level study.</p> <p>EmployNZ welcomes and responds to informal and formal feedback from learners and their whānau. An example in the ECE programme related to timetabling issues for practicums. The PTE responded and made changes in consultation with the ECE centres.</p> <p>Resources have been channelled towards supporting learners' attendance with the provision of transport, where public transport was not available. Tracking of attendance data, during the trial with the first van, indicated that attendance lifted from 50-60 per cent to 90 per cent, supporting further investment in two more vans and drivers. This demonstrates data being used effectively to inform decisions that lead to improved achievement and</p>

	<p>outcomes for learners.</p> <p>In the Bay of Plenty, learners' wellbeing needs are well supported through the social services team, with on-site counselling three days a week, a monthly health nurse visit, and referrals to external agencies. Tutors are well connected with the external agencies in the Auckland area, ensuring learners' needs are supported as required.</p> <p>EmployNZ has undertaken a comprehensive review of the Education (Pastoral Care of Tertiary and International Students) Code of Practice. The areas identified for improvement, including reviewing the complaints procedure and updating the critical incident plan, had been completed at the time of the EER.</p>
Conclusion:	<p>EmployNZ makes excellent use of self-review to evaluate its services and make improvements. The focus on goals and aspirations provides learners with motivation for their learning and development of soft skills. Learners' support needs are well understood and met. The social services team adds real value, particularly in supporting learners' wellbeing needs.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>EmployNZ's vision: 'Te Taumata Oranga - We Change Lives', guides the organisation's activities, their approach to work and those they serve and support. The underpinning values of commitment to making a difference, being accountable, talking openly and honestly and focusing on success were evidenced during this EER. This was confirmed in conversations and engagements across the organisation, including stakeholders in both Auckland and Tauranga.</p> <p>Since the last EER, changes in governance and management of EmployNZ, including a review of organisational structure and succession planning, have led to the formalising of the two divisions: education and social services, and the inclusion of new shareholders with director positions. These changes provide operational clarity, strengthen the owner-operator business model and sustainability of the organisation, and enhance</p>

	<p>EmployNZ’s ability to respond to change.</p> <p>EmployNZ effectively managed the transfer of the programmes from the Salvation Army, located new delivery sites, and ensured a smooth transition of learners, teaching and support staff from July 2019. Interviews with staff confirmed that they were well informed and supported during the transfer, and welcomed into EmployNZ’s inclusive and respectful team culture.</p> <p>Data is used extensively across all dimensions of the business. Investment in software, strengthening capability, the newly developed educational performance frameworks and a review of administrative and operating systems have contributed to enabling sophisticated business intelligence that drives decision-making and leads to improved performance.</p> <p>EmployNZ programmes and services are well resourced. The purpose-built facility in Tauranga creates an empowering learning environment, demonstrates that staff and learners are valued, and supports the culture of high expectations. The sale and leasing arrangement of the building with iwi evidences the owner-operators’ commitment to strengthening relationships with local Māori and working collaboratively to meet community needs.</p>
Conclusion:	<p>Governance and management are commendably supporting educational achievement and enacting the organisation’s clear vision. Data is used effectively to understand and guide the business in all aspects of operations, and at all levels, for example using attendance trends analysis to inform resourcing for transport.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>EmployNZ understands its compliance responsibilities and regularly reviews changes affecting the organisation.</p> <p>Some compliance issues arose in 2019 and 2022, in relation to assessments and not delivering the programme as approved in some higher-level business programmes and an information technology diploma. These programmes were offered under an</p>

	<p>accreditation agreement (business) and transferred from another provider that closed down (IT). EmployNZ managed these compliance issues proactively with NZQA and the Tertiary Education Commission. The programmes were taught out without any impact on the learners. These experiences have deterred EmployNZ from entering into future delivery arrangements, strengthening management's risk management and the organisation's internal moderation practices.</p> <p>EmployNZ has robust internal processes to monitor and manage important compliance responsibilities, including NZQA rules and Tertiary Education Commission requirements. A reporting calendar outlines all reporting requirements, quality assurance activities and compliance events. This is used effectively as evidenced by timely reporting of attestations, financial reports and reviews such as the Code of Practice review.</p> <p>Governance reports regularly reflect developments in self-assessment practice and compliance activities.</p> <p>No significant legal or ethical issues were identified during the EER.</p>
<p>Conclusion:</p>	<p>EmployNZ has effective processes in place and is managing important compliance accountabilities well.</p>

# Focus areas

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

## 2.1 ESOL Suite of Courses, including Beginners, Everyday English and Work and Study

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 2.2 ECE Pathway - New Zealand Certificate in Early Childhood Learning and Care (Level 2); and New Zealand Certificate in Early Childhood Education and Care (Level 3)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 2.3 New Zealand Certificate in Foundation Skills (Level 1)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

# 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.*

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

# 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 1

**Table 1. EmployNZ’s educational performance indicators – course and qualification completion data by funding category, benchmarked against the PTE sector (median results) 2019-22**

Course completions Youth Guarantee – Levels 1 and 2	2019	2020	2021	2022
EmployNZ	67%	66%	70%	72%
PTE sector	65%	64%	70%	-
Course completions Levels 3+				
EmployNZ	71%	89%	95%	91%
PTE Sector	71%	89%	95%	-
Qualification completions Youth Guarantee – Levels 1 and 2				
EmployNZ	63%	44%	65%	62%
PTE sector	56%	53%	61%	-
Qualification completions Levels 3+				
EmployNZ	62%	80%	82%	80%
PTE sector	64%	63%	52%	-

Source: Nga Kete

**Table 2. EmployNZ – course and qualification completions Youth Guarantee by priority group compared with non-priority group**

Course completions Youth Guarantee – Levels 1 and 2	2019	2020	2021	2022
Māori	63%	63%	62%	68%
Pasifika	71%	48%	73%	58%
Non-Māori and non-Pasifika	70%	72%	79%	79%
Qualification completions Youth Guarantee – Levels 1 and 2				
Māori	56%	42%	57%	55%
Pasifika	73%	36%	44%	50%
Non-Māori and non-Pasifika	66%	48%	80%	74%

**Table 3. EmployNZ NCEA Awards**

(All enrolments)	2019	2020	2021	2022
NCEA Awards – Youth Guarantee Level 1 and 2	119	128	151	173
NCEA Awards – all graduates	238	256	302	346

Data provided by EmployNZ

**Table 4. ESOL course data 2022**

	Beginners	Everyday	Work and Study
Enrolled	90	127	114
Completed	68 (76%)	105 (83%)	98 (86%)
Progression	21 (37%)	42 (38%)	24* (23%)

\*Progressed to another tertiary provider to study towards New Zealand Certificates in English

Data provided by EmployNZ

**Table 5. EmployNZ destination outcomes**

	2019	2020	2021	2022
EmployNZ – Graduates (SDR Funds)	81%	76%	78%	85%
EmployNZ – Completed (ESOL)	85%	66%	82%	85%

Data includes positive outcomes – employed (full-time, part-time) or continuing to study



# 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<sup>4</sup>*
- *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.*

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<sup>4</sup> 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](http://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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