



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Literacy Aotearoa Charitable Trust

Date of report: 13 April 2026

About Literacy Aotearoa Charitable Trust

Literacy Aotearoa Charitable Trust (Literacy Aotearoa) is a national not-for-profit organisation which delivers adult literacy, numeracy, language and digital learning nationwide. The programmes help individuals develop the essential skills needed for everyday life, employment and active citizenship.

Type of organisation:	Private Training Establishment
Location:	111 Apirana Avenue Glen Innes Auckland 1072 Auckland
Eligible to enrol international students:	No
Number of students:	Domestic: 7,041 learners in 2024; 2,242 Māori (33 per cent), 814 Pasifika (11 per cent) and 1,546 identified as disabled (21 per cent) International: Nil
Number of staff:	36 full-time staff and 106 permanent part-time and casual staff
TEO profile:	Organisations >> NZQA - Literacy Aotearoa Charitable Trust
Last EER outcome:	Confident for educational performance and Not yet Confident in self-assessment
Scope of evaluation:	All training programmes with a focus on quality improvement since the last EER.
MoE number:	6658
NZQA reference:	C64549
Dates of EER on-line enquiry:	15 – 18 December 2025

Summary of results

Literacy Aotearoa is continuing to meet many important needs of learners and other stakeholders and there is strong evidence of learners advancing their literacy and numeracy skills. The PTE has made significant improvements to academic and quality assurance practices which are rigorous and going forward will inform and guide continuous improvement.

Confident in educational performance

- Literacy Aotearoa is beginning to use data effectively to evidence strong learner performance and improvement of learners' priority literacy and numeracy needs. Extending the use of LNATT¹ across all programmes, enhancing data collection, recording practices and staff upskilling are positively impacting the understanding of learner achievement. As these inputs mature over time the full extent of learner performance will be able to be evidenced.

Confident in capability in self-assessment

- Literacy Aotearoa is supporting meaningful outcomes highly valued by learners and stakeholders. The PTE has made significant progress in self-assessment processes and practices which effectively contributes to their understanding of the value provided.
- Solid progress has been made in a number of important academic and quality areas. A sound basis for future maturity of academic processes is now established and mostly well evidenced.
- Learners are well-supported and engaged in their learning. Needs and aspirations are well understood, and learning is tailored to meet these goals. Kaiako provide a positive, respectful and inclusive learning environment that encourages attendance, active participation and supports achievement. Improvements in learner documentation and feedback mechanisms are useful. There are opportunities for Literacy Aotearoa to more consistently close

¹ Tertiary Education Commission's literacy and numeracy assessment and benchmarking tool

the feedback loop.

- Since the last EER Literacy Aotearoa's board and executive leadership team's reflection and review practices have driven significant structural and operational change. The lifting of expectations, changes to employment arrangements and new appointments have contributed to improving quality processes, performance, systems and oversight. Self-assessment is used effectively to monitor the impact of change and ensure improvements are being consistently implemented.
- Literacy Aotearoa has made significant improvement to its compliance management since the last EER. A more coherent and effective approach is now being taken to understanding and managing its important compliance accountabilities.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The priority for most of Literacy Aotearoa’s learners is to address their immediate literacy and numeracy needs. To improve the understanding of learner progress and achievement of these needs, the PTE has expanded the use of the LNATT to include all programmes from 2025.</p> <p>Data from 2024 for Intensive Literacy and Numeracy (ILN) and Workplace literacy and Numeracy (WLN) programmes for 659 learners showed that nearly half of learners showed measurable progress.³ Comparative data for quarter 2 and 3 of 2025, across all programmes, shows that step gains are now more pronounced with learners’ scale scores for reading increased from 39 percent to 78-80 percent and for numeracy from 37 percent to 70-75 percent. Literacy Aotearoa’s self-assessment update⁴ notes that this improved achievement reflects programme delivery is increasingly effective in supporting learners’ foundational skill development.</p> <p>The PTE also attributes these improvements to the professional learning and development opportunities offered to teaching staff (Kaiako) in 2025, strengthening attention to progress assessment practices and increased organisational emphasis on data capture and quality.</p> <p>Tracking of learners’ attendance and progress against personal goals and learners’ responses to educational performance metric (value statements) also contribute to Literacy Aotearoa’s understanding of educational performance and valued outcomes (refer to KEQ 2).</p>

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

³ 2024 data – 304 learners (46.1 percent) improved LNATT scale score and 119 learners (18 percent) improved LNATT step level.

⁴ Self-assessment update, 2025 provided in preparation for the rescheduled EER.

	The PTE now has greater clarity about the information it is collecting, is taking a more in-depth approach to the enquiry, has invested in the IT system and is developing a set of reports. As these contributing processes mature over time, Literacy Aotearoa will be able to evidence the full extent of learner achievement.
Conclusion:	Literacy Aotearoa is beginning to use data effectively to evidence strong learner performance and improvement of their priority literacy and numeracy needs. Extending the use of LNATT across all programmes, enhancing data collection and recording practices and staff upskilling are positively impacting on the understanding of learner achievement. As these inputs mature over time the full extent of learner performance will be able to be evidenced.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Since the last EER Literacy Aotearoa has continued to collect responses from its learners on a range of metrics, referred to as value statements. These statements report on learners' perception of valued outcomes, include meeting goals, skill development, confidence and post-programme pathways. With high response rates, such as 99.3 percent in 2024 for ILN, WLN and Adult Community Education (ACE) learners, this data (refer to table 1 in Appendix 1) reliability indicates Literacy Aotearoa's programmes are helping learners to develop essential skills for everyday life, employment and active citizenship. This organisational wide data is well-analysed and understood and regularly reported to the Board.</p> <p>Literacy Aotearoa has been collecting and publishing learner stories to illustrate the positive impacts of the training on their lives and wellbeing. Examples, such as a learner refreshing driving skills and knowledge that provided the confidence to re-sit and obtain their driver licence, a learner supported to develop digital and social skills and gaining the confidence to complete daily tasks,</p>

	<p>such as ordering groceries on-line. Learners interviewed provided inspiring stories such as developing confidence to deal with immigration applications and then becoming a community advocate to assist others with immigration matters, helping to run the family business, developing independent living skills and gaining part-time employment with a community agency. These highly valued outcomes are occurring consistently across programmes and learner groups.</p> <p>Apprentice learners referred to Literacy Aotearoa by Industry Training Organisations during their apprenticeship programmes⁵ reported on the positive impacts of the individual or small group tuition they received from Literacy Aotearoa kaiako. A learner reported being helped to develop strategies to break down problems into manageable solutions, and having completed the programme is now re-enrolled in a more advanced apprenticeship. The successes achieved through this support, and the significant growth and demand for this tuition are further evidence of the valued outcomes provided by the PTE.</p>
<p>Conclusion:</p>	<p>Literacy Aotearoa is supporting meaningful outcomes, highly valued by learners. The PTE has made significant progress in self-assessment processes and practices which effectively contributes to their understanding of the value provided. Over time this will show clearer patterns and evidence to support the strengths of the outcomes.</p>

⁵ In 2023, 40 apprentice learners were enrolled in tuition, with 27 successfully completing. By 2024, the programme had 275 learners referred and 126 completing their tuition. By the end of quarter 1 in 2025, there were 283 learners enrolled, and six had completed their tuition and were able to independently continue with their apprenticeship programme. Source: Literacy Aotearoa's Self-assessment report 2025

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Literacy Aotearoa’s course design and delivery are meeting the needs of literacy and numeracy learners and stakeholders by providing courses that are relevant to learners, apprentices, employer and communities. The organisation had a sound understanding of the needs of learners through years of experience in this educational market. Feedback collected regularly from learners, kaiako and other stakeholders has contributed to this understanding.</p> <p>The PTE has determined that the NZCATT programme, previously used to upskill internal kaiako and other aspiring tertiary teachers, is no longer fit for purpose. The last EER identified the outcomes from this programme were marginal⁶ and NZQA identified some issues in relation to the internal moderation of this programme⁷. The programme will be taught out by the end of January 2026 and then retired. The learners, continuing with the programme, have been well-supported to complete within this timeframe.</p> <p>Literacy Aotearoa has responded effectively to the failings in this one programme. The appointment of two experienced senior academic managers has provided valuable leadership in the academic and compliance areas. The PTE was able to evidence the solid progress made in strengthening academic policies and practices during the EER enquiry, including:</p> <ul style="list-style-type: none"> • a full review of the quality management system (QMS) and academic policies, • improvements in moderation processes, practices

⁶ Learner completion was 25 percent in 2022 and 48 percent in 2023 (until November of that year). NZQA EER Report published 8 March 2024.

⁷ NZQA Programme Monitoring Report Draft report 14 July 2025.

	<p>and records retention,</p> <ul style="list-style-type: none"> • the introduction of assessor scope and criteria for external units, • the introduction of an annual programme review process being implemented across all programmes • a structured programme development process, initiated through a business case seeking approval to develop, • the establishment of three academic committees⁸ to provide leadership and monitoring activities, and • socialising these changes with kaiako and support staff and enhancing regular communications. <p>These changes are creating a sound platform for the future maturity of a system that will ensure academic standards are clear, understood and monitored.</p>
<p>Conclusion:</p>	<p>The issues identified with the NZCATT programme highlighted a number of academic and quality areas for improvement. Literacy Aotearoa has responded effectively through building leadership capability, developing more robust policies and practices, introducing committees to provide direction and monitoring and improving communication across the organisation. It will take time for these improvements to be fully embedded, the benefits realised and evidenced.</p>

⁸ Committees established include Academic Committee, Teaching, Learning and Assessment Committee and Community of Practice (to support teaching staff and practice).

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Learners at Literacy Aotearoa experience a strong supportive and caring learning environment. Kaiako are enthusiastic and passionate about teaching and supporting learners to succeed.</p> <p>During the learner engagement process learners are personally guided to select the programme most suited to their goals and interests. These are documented in a co-created individual learning plan. This plan ensures that learners needs and goals are understood, learning is tailored, and progress is consistently monitored, and regularly discussed with the learners. This continuous monitoring and engagement with the learners are a strong feature of Literacy Aotearoa’s delivery and commitment to supporting and involving learners in the learning activities.</p> <p>At the last EER, it was noted that some of the enrolment information and forms may be difficult for learners to use. Literacy Aotearoa has taken action, working in partnership with an external agency, to review and revise enrolment forms and other documentation. This has improved the accessibility and usability of these written materials.</p> <p>Learner’s regular attendance at class, high retention rates⁹ and high levels of re-enrolment¹⁰ are strong indicators of the effectiveness of learner support, the inclusive learning environment, and the responsiveness to learner’s social and academic needs. Literacy Aotearoa is beginning to review these data sets, make inferences, establish trends and identify emerging challenges with learner engagement or support.</p> <p>Learners and stakeholders interviewed reported making</p>

⁹ Learner retention across all programmes have remained high from 2023- 2025 Q1, with average rates for ACE 93.5 percent, ILN 91.2 percent and WLN 93.4 percent over this period. Source: Literacy Aotearoa Self-Assessment report (page 38)

¹⁰ In 2025, 91.1 percent of learners fully or partially met their goals or are re-enrolling. Source: Literacy Aotearoa Self-Assessment report (page 40)

	<p>progress, achieving goals and completing programmes, and this provides them with the confidence to continue with further learning. A strong theme was the sense of belonging, the social networks and feelings of acceptance that going to class provided the learners.</p> <p>Learner feedback is now being collected routinely from all learners and systematically reviewed at local and national levels of the organisation. This is an improvement since the last EER. Kaiako generally see the value in this process. While they hear from their learners at the local level, being exposed to a broader view is useful contextual information and connects them with the wider organisation.</p>
Conclusion:	<p>Learners are well-supported and engaged in their learning. Their learning needs and aspirations are well understood, and learning is tailored to meet these goals. Kaiako provide a positive, respectful and inclusive learning environment that encourages attendance, active participation and supports goal achievement. Improvements in learner documentation and feedback mechanisms are useful. There are opportunities for Literacy Aotearoa to more consistently close the feedback loop.</p>

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

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Literacy Aotearoa is a not-for-profit charitable trust governed by a board of trustees. Board membership has been refreshed, with new appointments aligned to the recently developed competency matrix. This ensures the breath of expertise is available to support effective governance practices.</p> <p>Board reporting has been significantly expanded since the last EER. Reporting is now comprehensive, incorporating progress against the strategic goals (pou), educational performance, meeting compliance requirements, as well as financial reporting. This information and discussion with management at meetings, provides the Board with a clear view of organisational performance, informs decision making, and strategic planning.</p>

	<p>Changes to the organisational cluster structure and kaiako employment arrangements have been made in the last two years. Shifting Kaiako to permanent positions has created a more stable workforce and built in non-delivery time for the collecting and recording of learners' achievement and outcome data, and contributed to the organisations' improvements in evidencing performance. Roles and responsibilities have been further defined to provide clarity of performance expectations. These changes and related cultural shifts are a work in progress for the organisation.</p> <p>The results of the staff capability survey were being analysed at the time of the EER, and will inform planning and provision of professional learning for all staff.</p> <p>Appointments of quality assurance and teaching and learning professionals this year, has significantly contributed to the planning and implementation of the much-needed quality improvements. As noted in KEQ 3 solid progress has been made in strengthening academic policies and practices, the full impacts and benefits to the overall quality of educational outcomes are yet to be realised. Management recognises the importance of communicating and supporting kaiako as they embed the changes.</p> <p>The evaluation found that Literacy Aotearoa is more cognisant of the external environment, including the changing tertiary education landscape. Governance and management are proactively approaching the risks and challenges and looking to innovate within the parameters of their organisational purpose and long-term vision.</p>
<p>Conclusion:</p>	<p>Since the last EER Literacy Aotearoa's board and executive leadership team's reflection and review practices have driven significant structural and operational change. The lifting of expectations, changes to employment arrangements and new appointments have contributed to improving quality processes, performance systems and oversight.</p> <p>Self-assessment is intentional and purposeful and being used effectively to monitor impacts of changes and ensure improvements are being consistently implemented.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Literacy Aotearoa’s approach to managing its important compliance accountabilities has had a reset since the last EER. The recently appointed National Quality Assurance Manager has oversight of compliance requirements with support from the executive and the Chief Operating Officer (COO). New systems, such as those for managing risk and employment processes, have replaced previous manual processes. With less reliance on individuals, managing compliance is now more systematic, robust and effective.</p> <p>The PTE schedules dates for managing important compliance accountabilities on a compliance calendar and keeps up to date with NZQA and TEC changes and requirements through newsletters, websites and engagement with liaison personnel.</p> <p>With the teach-out and retirement of the NZCATT programme, Literacy Aotearoa has been reviewing business cases and costing potential programmes for NZQA’s approval and accreditation, in order to maintain registration as a PTE.</p> <p>Specific NZQA accountabilities met include:</p> <ul style="list-style-type: none"> • All NZQA yearly attestations are submitted in a timely manner. • The annual Code self-review completed and documented, with attestations submitted and the website updated, including confirmation of complaints and critical incidents. • Completed a major review and update of the quality management system, including organisational and academic policies and procedures, and ratified by the board. A regular review cycle is now in place. • Moderation processes strengthened. <p>Following completion of the Institute of Directors Chartered Members training, feedback to the board highlighted that</p>

	<p>Health and Safety was not being sufficiently prioritised. Evidence of actions taken to strengthen this area were available at the EER, including oversight from the National People Manager appointment in early 2024, inclusion of regular reporting on staff, client and stakeholder safety to the board, site visits undertaken and two sites relocated to enhance the suitability and safety of learning environments.</p>
<p>Conclusion:</p>	<p>Literacy Aotearoa has made significant improvement to its compliance management since the last EER. A more coherent and effective approach is now being taken to understanding and managing its important compliance accountabilities.</p>

Focus areas

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

2.1 All training programmes with a focus on quality improvement since the last EER.

Performance:	Excellent
Self-assessment:	Good

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

*Learner Value Statements – Literacy Aotearoa Self Assessment Report
(page 58)*

Values Statements All ILN, WLN, ACE Learners 2023-2025			
	2023	2024	2025 Q1
Learner ¹	9681	7036	1165
Responses	65%	99.36%	99.31%
I have developed new skills and knowledge	72%	79%	86%
I am more confident	71.4%	77.5%	87.4%
I am interested in furthering education	73%	72.6%	79.8%
I have improved my chances of getting a job	50.1%	45.6%	54%
I have a better work life balance	50%	44.7%	58.3%
I am more hopeful about my future	72/8	65.6%	
I have been encouraged to manage myself and my learning			58.3%

1 Learners may answer multiple questions when responding to Value Statements.

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 fraud¹¹*
- *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.*

¹¹ 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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