



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report



Omne Marine Training Centre Ltd.

Date of report: 19 June 2025

About Omne Marine Training Centre (Omne) Ltd.

Omne Marine Training Centre was registered as a PTE in 2022 and is the only construction diving training provider in New Zealand. The PTE provides training and other diving-related services to the public and to staff of the Royal New Zealand Navy.

Type of organisation:	Private training establishment (PTE)
Location:	The NZQA-approved training takes place at two sites: 185 Main Street and 63 Rotowaro Road ¹ , Huntly, Waikato (Lake Puketirini).
Number of students (2024):	Domestic: 88 (29 equivalent full-time students); Māori and/or Pasifika 13; female two International: one student
Number of staff:	Eight full-time equivalents
TEO profile:	Omne Marine Omne was established by experienced senior staff from a previous, similar PTE which had become insolvent. Omne's micro-credentials and qualifications are NZQA-approved and are also accredited by ADAS (Australian Diver Accreditation Scheme), offering international portability.
Last EER outcome:	This is the PTE's first EER.
Scope of evaluation:	Construction Diving Training, NZQA-approved, funded by the Tertiary Education Commission (TEC), and comprising: <ul style="list-style-type: none">• New Zealand Certificate in Surface Supplied Breathing Apparatus (SSBA) Construction Diving to 30 metres (Level 4) ID. 127480• New Zealand Certificate in Surface Supplied Breathing Apparatus (SSBA)

¹ Lake Puketirini, where Omne owns and operates two purpose-built training barges.

Construction Diving to 50m (Level 5) ID.
127481

MoE number: 7012
NZQA reference: C60260
Dates of EER visit: 11 and 12 February 2025

Summary of results

Omne has strong, stakeholder-recognised capability and experience at the leadership level. Organisational, operational and academic leadership is effective. Staff capability, extensive physical resources and a robust external certification model have been reinvigorated from the earlier PTE entity. New staff capability has been hired, and key investments such as a new quality management system and student management system are in place. Omne is supporting strong learner achievement, and graduates are gaining relevant employment.

Highly Confident in educational performance

- Omne's programme and course completion rates are strong. There are rigorous entry requirements. Assessment practices benefit from ADAS test-setting, moderation and other academic quality controls.
- Construction divers are in demand locally and internationally, and most graduates find employment in that industry. Student outcome information is reasonably comprehensive.

Confident in capability in self-assessment

- The construction diving programme is unique in its use of micro-credentials aligned to the delivery of a well-established ADAS curriculum. The learning and assessment activities largely match the needs of the students, ADAS and the industry. Self-assessment to continuously refine the teaching and respond to a diverse range of learning needs is positive but still maturing.
- Omne provides the students with useful and regular feedback on their progress. Staff demonstrate a student-centred and empathetic approach to helping students progress through the training.
- Self-assessment activities, including compliance management, are effective in terms of quality control, and reasonably effective but still maturing in some areas.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students achieve well at Omne. There is high retention and completion and only three withdrawals within the period of this EER. Students progress through a highly structured pathway that may vary depending on the students' vocational goals and/or existing role in the construction diving or marine salvage industries.</p> <p>Several factors support the high retention and success: applicants tend to seek out this training, they have a strong vocational focus, and there is clear guidance before enrolment on the content as well as the rigours and demands of the training. There is a mandatory ADAS³ literacy and numeracy test before acceptance into the programme. During the training there is also scope for retests and further evidence gathering, such as repeat dives, to verify each skill as required. As well as OMNE's own quality assurance, ADAS undertakes ongoing test-setting, moderation and other academic quality controls.</p> <p>Students learn the underpinning theory and the practical skills and knowledge needed for diving. For example, there is some science and maths, physiology, marine surveying and basic engineering skills. These are transferable to various work contexts. Some micro-credentials offer highly specialised certifications.</p> <p>Achievement is benchmarked year-on-year and compared with other tertiary education organisations. It is also tracked against TEC funding targets. The use of data is sound and supported by recent investment in a current student management system. Omne could do more to track and understand the achievement of any learners</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 ADAS stands for the [Australian Diver Accreditation Scheme](#). It is a registered training organisation and accredited by the Australian Skills Quality Authority.

	with, for example, a learning disability. Although Māori and Pasifika completions are strong, the evaluators suggest that the PTE incorporate a non-Māori/non-Pasifika pass rate comparator to better track and evidence equity of achievement as per the Tertiary Education Strategy.
Conclusion:	Omne's completion rates are strong and are supported by rigorous entry requirements and assessment practices. Self-assessment activities are effective in terms of quality control, and reasonably effective but still maturing regarding Tertiary Education Strategy priorities.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Omne's students gain high rates of relevant employment in the dive industry. At the time of this evaluation, the PTE's student outcomes register listed 151 graduates, of whom 142 already held or gained entry to industry-aligned employment. Some of those employed were also concurrently pursuing specialist or higher-level certifications at Omne.</p> <p>A well-designed graduate survey includes questions about personal growth, opportunities for transfer of skills to work, and personal and professional qualities that enable the graduate to do well. The response rate is currently low and strategies to lift this are being implemented. Omne could improve its capture of graduate destination outcomes.</p> <p>Stakeholder support for Omne is strong, and interactions are well embedded in the operating model of the PTE. This information is captured in informal and ongoing ways, including in stakeholder correspondence with the TEC, Toi Mai Workforce Development Council and NZQA in support of registration, funding and programme approval. Industry stakeholders told the evaluators that they actively recruit staff from the PTE. They look for 'outdoors-type people' and those with trades and labouring backgrounds. They describe the diving work as physically demanding, challenging, often uncomfortable, involving extensive</p>

	<p>travel away from home. It does not suit all who enter the workforce. But it is potentially well paid depending on the role.</p> <p>Industry stakeholders⁴ also point to the importance of maintaining a training pipeline to provide certified divers at a recognised international standard. This flow was severely impacted by the closure of the previous PTE, and then a 12-month delay in 2024 before the release of TEC funding. The Royal New Zealand Navy continues to have an ongoing operational reliance on Omne for certain levels of diver training and some specialist technical services; every voyage by every navy vessel requires a certain number of certified divers.</p> <p>A small sample of graduates interviewed by the evaluators found that Omne is well connected to the industry; has helped graduates gain useful industry-related technical knowledge and skills (including soft skills); and has connected graduates to programme-aligned employment, as outlined in the PTE’s self-assessment.</p>
<p>Conclusion:</p>	<p>Most graduates enter the industry. Construction divers are in demand locally and internationally. Student outcome information is reasonably comprehensive but could be more adequately captured, analysed and presented.</p>

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

<p>Performance:</p>	<p>Excellent</p>
<p>Self-assessment:</p>	<p>Good</p>
<p>Findings and supporting evidence:</p>	<p>Omne is effectively delivering two New Zealand certificates (at levels 4 and 5) and a substantial list of micro-credentials. These are designed to align with ADAS certification requirements. There is a training pathway to higher-level and more complex tasks, and the micro-credentials are ‘stacked’ to facilitate this. Toi Mai WDC was involved in the design and endorsement of this model.</p>

⁴ In this case, the Royal New Zealand Navy and New Zealand’s larger, internationally operating, marine salvage/commercial diving companies.

	<p>ADAS sets the exams and has some oversight of the practical tests.</p> <p>There is systematic recording of evidence: dive times and depths, required tasks, safety protocols, equipment and so on. Many of the theory tests are completed online under controlled conditions. ADAS regularly audits student assessment evidence. Omne's design and delivery of training is highly effective.</p> <p>Omne provides the students with ongoing, in-person and written feedback on their progress. The tutors are all qualified as instructors in this specialist field and have ongoing professional development, ranging from completion of refresher courses, gaining additional certifications, and attending seminars or the ADAS annual conference. Systematic tutor observation to further develop teaching and group facilitation skills would be beneficial.</p> <p>The sequencing of each element of the training helps students to understand fundamental theory aspects and demonstrate competency and safe practices in underwater settings. Graduates are now returning for additional certifications or the required refresher courses. The PTE management states that they have invested heavily into strengthening the quality of the equipment and tools being used.</p> <p>Those level 4 students interviewed presented a healthy group dynamic and positive interaction with tutors and other staff. They complimented the culture of the PTE and the amenities and equipment they had handled so far. Student survey feedback from other cohorts supports these comments. A few level 5 students described experiencing 'PowerPoint overload' in a few parts of the training (especially Part 1). Management acknowledged this and described ongoing attempts to mitigate it; there may be further opportunities to improve this component.</p> <p>Most often there is a low tutor-student ratio of 1:16 maximum, and two staff to 16 students when undertaking diving exercises. On-barge and underwater training is intensive and designed to reflect industry realities: early starts, some physical discomfort, some activities in turbid or weedy waters, working in a systematic, safety-orientated culture.</p>
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	<p>Facilities are of a high standard. Students have quiet areas to complete their self-directed learning. The main teaching site and the barge both have adequate change facilities, including for female students. Radio communication and underwater live streaming cameras assist tutors to maintain safety as well as enabling instruction, coaching and skills development. There has been investment in these resources. Monitoring of attendance and students' full participation in activities is robust.</p> <p>Omne's programmes have high relevance to stakeholders. For example, industry needs employees who hold appropriate certifications that are recognised by WorkCover, which approves every commercial diver to operate in New Zealand waters. Industry people are on site from time to time, meet students, and sometimes give presentations.</p>
Conclusion:	<p>The construction diving programme design is unique in its use of micro-credentials aligned to the delivery of the ADAS curriculum. The delivery, including learning and assessment activities, largely matches the needs of the students, ADAS and the industry. It also aligns well with NZQA approvals. Self-assessment to continuously refine and improve the teaching and respond to a diverse range of student learning needs is positive but still developing.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students who were interviewed stated an obvious goal of gaining employment in the dive construction industry as soon as they become qualified. They had undertaken research into areas of employment before enrolling. Staff gain a good understanding of each student's specific focus through the onboarding process. Students spoke positively about their pre-enrolment and onboarding process, and described Omne's communications, clarity and guidance during this process as exemplary. This has been an area of improvement since registration, with additional staffing added.</p>

	<p>Omne responds appropriately to the students' wellbeing needs. There are ongoing, informal wellbeing check-ins, and Omne intervenes if students show undue stress or have family matters to attend to which may take them away from their training for short periods. Formalising the capture and appropriate sharing of relevant pastoral support information among staff would improve the traceability of these services. The organisational chart could be reviewed to ensure that all elements of student support are appropriately covered and are clear to staff in job descriptions.</p> <p>Students are provided with a handbook on enrolment and are surveyed throughout their learning journey to gauge satisfaction and elicit suggestions for improvement. Omne's complaint process is stated in the quality management system, outlined clearly in the handbook, and elaborated on in the PTE's self-review of the Code of Practice for pastoral care. Although the PTE's Code review was sound, and the self-ratings realistic, involving more staff in the review and investing in professional development in the Code would assist socialisation of the desired outcomes within the PTE operating model.</p> <p>Support for female students is notable.⁵ This includes appropriate facilities at the main site and barge. Female students reported feeling safe and well supported at the PTE. The PTE also offers online student support via ADAS's contracted provider, and its availability is well communicated to the students. An incidence of inappropriate conduct by one tutor towards a female student was 'promptly and effectively dealt with', according to the student and her employer.⁶</p> <p>Omne has formal and non-formal plans and support systems in place for most priority learners, for example a Māori engagement plan. Tailored support for Pasifika students is limited, but their enrolments are few and their pass rates are highly positive.</p> <p>Many students elect to stay in cabins at the local campground during their studies. Student support staff</p>
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⁵ ADAS runs a mentoring program for women entering the occupational diving industry, where they can connect with mentors with established careers in the industry (source: ADAS).

⁶ The tutor involved is no longer employed by the PTE.

	reported that this is often useful for teamwork, as well as the fact that students can study together. Students also described suitable facilities, collegial conversations and mutual support at the campground.
Conclusion:	Students are provided with useful feedback on their progress, at regular intervals. Staff demonstrate a student-centred and empathetic approach to helping students. Self-assessment is reasonable, with some opportunities for improvement (see Recommendations).

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Omne’s governance and management have demonstrated strong performance in terms of managing the ‘teach-out’ of the former entity’s students; liquidation and purchase of assets; gaining ADAS and Toi Mai WDC support; and registering the new PTE and gaining programme approval in a relatively short time. More recently, OMNE has also secured TEC funding, which broadened the potential student intake, ensuring sustainability. Significantly, OMNE maintained continuity of service to the Royal New Zealand Navy’s training needs throughout this process.</p> <p>OMNE has leveraged its technical expertise and found opportunities in the market to innovate in niche areas such as training in remotely operated vehicles, and specialised diving helmets. Recent TEC financial viability assessments have found that Omne is deemed ‘low risk’ according to their analysis.</p> <p>Recruitment and development of staff is effective, and the tutors have appropriate industry experience and qualifications. There is a robust onboarding process for new tutors. Collectively, the staff have a good mix of skills, experience and qualifications to teach and support the students.</p> <p>Engagement with key stakeholders is appropriate and ongoing. For example, the directors interact with navy staff and trainees at HMS Philomel in Auckland. The operations director is a member of the ADAS board, and also sits on</p>

	the standard-setting group with responsibility for all elements of scuba and supported breathing diving standards. ⁷ Omne also has a commercial side to the business and is actively involved in the construction diving industry, which helps maintain currency and relevance.
Conclusion:	Omne has strong, stakeholder-recognised capability and experience at the leadership level. Organisational, operational and academic leadership is effective. These factors contribute to the PTE's overall performance in successfully launching Omne and supporting strong learner achievement and graduate employment outcomes.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Omne manages well a complex and interrelated range of compliance accountabilities. Most relevant to this evaluation, these include NZQA registration and programme approval requirements; ADAS certification requirements; WorkSafe health and safety; TEC funding; workforce development council qualification accountabilities; and local government and iwi requirements relating to the ongoing use of Lake Puketirini. The PTE's management was able to comprehensively describe and/or provide further evidence of how these requirements are being successfully managed by the directors. Omne staff meet and communicate regularly with the industry's peak bodies and the corresponding regulators.</p> <p>An NZQA post-registration validation visit report from 2024 indicated that Omne was complying with all relevant rules at that time. There is timely completion and submission of documentation required by NZQA. Programme delivery is appropriately aligned to ADAS certification requirements as well as NZQA-approved micro-credentials and certificates.</p>

⁷ The standard-setting group with responsibility for scuba and supported breathing diving standards in Australia and New Zealand is the Joint Technical Committee SF/17, Occupational Diving. They develop the AS/NZS (Australian/New Zealand Standards).

	<p>Training is being delivered as described in the PTE’s recent, multiple applications for programme approval.</p> <p>Omne takes an active part in the required ADAS quality assurance processes and meeting their requirements. The most recent audit identified some non-conformities. These relate to not formally recording certain meetings and resulted in recommendations to the PTE. ADAS stated that Omne is quick to acknowledge and remedy any issues.</p> <p>A limited scope audit of two international students’ files raised few concerns. Most of the files sought were readily accessible and the samples met minimum requirements. However, a recognised English language test result was not requested for one student enrolled in 2023. Omne instead relied solely on the mandatory ADAS literacy and numeracy test. This is in breach of their NZQA programme approval, leading to a requirement (see Requirements).</p>
<p>Conclusion:</p>	<p>Omne has effective compliance management processes. Relevant PTE registration, programme approval and TEC funding rules⁸ and regulations are mostly well attended to. Some systems of managing compliance are still maturing.</p>

⁸ The TEC carried out a desktop audit of student files in March 2025. This found OMNE compliant with seven of nine focus area requirements. The TEC stated that ‘systems, processes and practices are effective that (sic) meet legislative and investment plan requirements [and] as the corrective actions have been completed, no further action is required [and the] audit has now been closed’. Source: TEC desktop audit report 2 May 2025

Focus area

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

2.1 Construction diving training

Performance:	Excellent
Self-assessment:	Good

Recommendations

Recommendations are not mandatory, but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Omne Marine Training Centre Limited:

- Implement a more purposeful tutor observation cycle to further develop teaching consistency and group facilitation skills (relates to key evaluation question 3).
- Further develop staff capability in effectively using pastoral support information and formalise the sharing of it by using the student management system to ensure ease of access and updating by appropriate designated staff.⁹ This may also assist traceability by management for performance appraisal and self-assessment purposes (relates to key evaluation question 4).
- Consolidate current Code of Practice (2021) understanding and broaden review practices; prioritise upskilling of all staff – particularly support staff and tutors – about the Code of Practice by formal and informal training (relates to key evaluation question 4).
- Review the organisational chart and some job descriptions to ensure that all elements of student support – be they administrative, enrolment and acceptance, or tutor related – are appropriately covered and connected (relates to key evaluation questions 4 and 5).

⁹ Data input and access to student support information must always conform with, for example, the Privacy Act 2020 and the associated principles.

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.

NZQA requires Omne Marine Training Centre Limited to:

Ensure that international student acceptance processes include sighting evidence to establish English language proficiency for enrolment suitability, as per the NZQA programme and micro-credential approval. (Ref. Programme Approval, Recognition, and Accreditation Rules 2022; Part 7 Miscellaneous requirements Rule 22.)

Appendix 1

OMNE summary achievement data 2023-2024

Programmes and micro-credentials	2023			2024		
	Enrolled	Completed	Completion rate	Enrolled	Completed	Completion rate
NZ Certificate in Surface Supplied Breathing Apparatus (SSBA) Construction Diving to 30 m L4	N/A	N/A	N/A	47	45	95%
NZ Certificate in Surface Supplied Breathing Apparatus (SSBA) Construction Diving to 50 m L5	N/A	N/A	N/A	11	10	90%
ADAS Diver Medical Technician (Onshore) (Micro-credential)	28	28	100%	9	9	100%
ADAS Diver Medical Technician (Refresher) (Micro-credential)	10	10	100%	13	13	100%
ADAS Diver Medical Technician (Offshore) (Micro-credential)	16	16	100%	10	10	100%
ADAS Scuba 30m ADAS Occupational Scuba Diver (Micro-credential)	2	2	100%	21	21	100%
ADAS Scuba 30m ADAS Onshore Supervisor (Micro-credential)	19	19	100%	16	16	100%
ADAS SSBA 30m ADAS Occupational SSBA Diver (Micro-credential)	19	19	100%	7	7	100%
ADAS SSBA 50m ADAS Occupational Deep SSBA Diver (Micro-credential)	10	10	100%	8	8	100%
ADAS SSBA 30m ADAS Onshore Supervisor (Micro-credential)	24	24	100%	9	9	100%
ADAS SSBA 50m Offshore Supervisor Trainee (Micro-credential)	6	6	100%	5	5	100%
ADAS Onshore ROV Pilot (Micro-credential)	12	12	100%	0	0	N/A

ADAS Offshore Supervisor Trainee (Air) (Micro-credential)**	10	10	100%	0	0	N/A
ADAS (Trainee) Offshore ROV Pilot (Micro-credential)**	6	6	100%	0	0	N/A

*Enrolments are tabulated across the 12-month period to reflect enrolment patterns prior to OMNE receiving TEC funding (2023), and with TEC funding (2024 onwards)

** Micro-credentials Offshore ROV Pilot, ROV Technician and Offshore Supervisor (Trainee (Air) have been confirmed with NZQA as no longer offered until such time as there is a demand. OMTC will then go through the appropriate NZQA process to re-establish these micro-credentials.

(Source: OMNE)

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 fraud¹⁰*
- *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.*

¹⁰ 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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