External Evaluation and Review Report

Cavalli College Limited

Date of report: 28 May 2025

About Cavalli College Limited

Cavalli College delivers NZQA-approved programmes in early childhood education and care, health and wellbeing, and foundation studies. Delivery is in collaboration with community partners, and through integrated online and workplace learning, with regular student engagement in community settings.

Type of organisation:	Private training establishment (PTE)
Location:	91 Shakespeare Road, Milford, Auckland
Eligible to enrol international students:	Yes
Number of students:	As of 14 March 2025: 19 domestic students and one international student
	For 2024, the PTE enrolled 26 students, being 16.15 equivalent full-time students (EFTS):
	• eight Māori (4.59 EFTS) (31 per cent of students)
	• five Pasifika (2.94 EFTS) (19 per cent of students)
	• four disabled (2 EFTS) (15 per cent of students), and nine who did not specify whether they were disabled (5.25 EFTS) (35 per cent of students)
Number of staff:	14.6 full-time equivalents: seven full-time, 11 part-time
TEO profile:	See the Cavalli College profile on NZQA's website.
	Cavalli College is the new name of Arise Academy, following the recent purchase of the PTE by a new owner. The directors at the time of sale (November 2024) of Arise Academy are currently serving as directors of Cavalli College.
Last EER outcome:	As the PTE was first registered with NZQA in 2022, this is its first EER.

Scope of evaluation:	Two focus areas were selected for the evaluation:

- New Zealand Certificate in Foundation Skills (Level 2) (Ref: 127918)

- New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4) (Ref: 127659)

MoE number:	7021
NZQA reference:	C62974
Dates of EER visit:	19 and 20 March 2025

Summary of results

Cavalli College achieves valued student and stakeholder outcomes through highly relevant programmes, exemplary student care and support, very experienced governance and management, and effective self-assessment that informs continuous improvement.

Highly Confident in educational performance

Highly Confident in capability in self-assessment

- An experienced governance and management team oversees Cavalli College. They have embedded a values-based culture and a clear organisational mission. Staff share the organisation's purpose of empowering students and contributing to their success.

- Students' and stakeholders' needs are comprehensively matched by highly relevant programmes developed in response to identified gaps in delivery. Programmes are informed by in-depth consultation and expertise. They are delivered innovatively and in the best way possible to empower the students.

- The PTE intentionally designs and develops its teaching and learning processes to ensure student success. These, and exemplary proactive and responsive staff support, contribute to the excellent achievement and important valued outcomes being attained across all student cohorts.

- Self-assessment is integral to, and built into, all activities. The PTE values and uses its review processes to ensure the ongoing attainment of the organisation's educational purpose. Many examples demonstrated the use of self-assessment insights to inform resource decisions and process improvements to support student outcomes.

Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Students have grown in confidence, enhanced their cultural identities, and learnt to appreciate what they are good at. They have built or regained motivation, purpose and skills to support their wellbeing.
	Many of the students have been underserved by prior education experiences. Through their experiences at Cavalli College they have grown important skills and attributes, enhanced their self-belief and wellbeing, and developed a love for learning. Student course survey feedback also highlights the acquisition of cultural knowledge, understanding of Te Tiriti and Hauora.
	Peer support students spoke of having gained insights into their addiction and recovery, and have persevered and achieved while managing significant personal challenges. Of the 16 students enrolled in 2023 and 2024, 11 have completed and two are on track to complete.
	Young graduates of the level 2 foundation programme spoke of the social and academic connections they have made, succeeding as peers. This experience was unlike school, where they felt marginalised and did not gain or stay to achieve a level 2 qualification. All seven of the 2024 cohort successfully completed the programme (five Māori, one Pasifika). The students made notable literacy and numeracy gains.[2]
	Completion rates for all programmes across 2023 and 2024 are excellent: 30 of 40 students have completed their programmes, and five are in progress to complete.

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

[2] As measured using the Tertiary Education Commission's Literacy and Numeracy for Adults Assessment Tool.

	There is parity of achievement for priority students. Results are well above similar tertiary completion rates.
	Self-assessment procedures and insights effectively ensure understanding of achievement. Active monitoring of student progress and proactive provision of individualised support contribute to student success.
Conclusion:	Students grow significantly in their skills development, knowledge and wellbeing. Completions are high. Self-assessment effectively supports student progress.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence	Graduates have gained qualifications, better and paid jobs, confidence to progress to further study, and are engaged in positive community activities such as volunteering. Some described 'getting themselves back', discovering their skills and talents, now having structure in their lives, and being in a good place with their recovery.
	Employers and community stakeholders highly value how students have grown and succeeded (including a stakeholder who has not seen the same success through collaborating with other providers). They identify that graduates' personal and professional growth has inspired peers to enrol with Cavalli College. Graduates are contributing to their communities through improving the practices of workplace staff who do not hold qualifications, and bringing their knowledge and skills to the workplace.
	A social return on investment report completed by a community partner calculated an estimated $10.32 social return for each dollar invested in students at Cavalli College. This took into account increased employment, literacy, numeracy and IT skills, healthcare cost savings, reduced offending and increased social connectedness.
	End-of-programme surveys confirmed that graduates are confident that they have been equipped to apply each of the graduate outcomes in real-world settings. The surveys

	are well designed to achieve relevant insights into valued outcomes, and have strong response rates.

Community networks and relationships have been purposefully established and are effectively nurtured and valued to ensure needs are comprehensively understood and responded to on a continuous basis. |
| Conclusion: | The value of outcomes for students and key stakeholders are significant and well understood through effective self-assessment and ongoing stakeholder relationships. |

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	The design of highly relevant programmes and agile methods of delivery strongly match the needs of the students and key stakeholders. Programmes are:

- proposed based on identified need and government priorities, supported by strong needs analysis and sector connectedness

- developed and designed closely alongside stakeholders with subject matter and community knowledge and expertise, and informed by Māori, Pasifika and disability advisory expertise

- delivered using an effective model of integrated online and practical work-based learning

- piloted with small student cohorts. Active student and employer/community stakeholder feedback loops are in place to continuously review the programme. Examples were shared of changes made following this feedback.

Student and stakeholder feedback confirms the relevance and importance of the teaching and learning methods in supporting the students' success. For example, the level 2 foundation programme delivered in collaboration with a youth organisation uses flexible online learning and |

	mentored group sessions, which were valued as supporting all students to successfully complete.
	Workplace learning combines practical learning and application of knowledge in relevant settings. The authenticity of skills acquisition and application, and close focus on ensuring this, is supported by regular three-way engagement between the student, tutor and workplace.
	Online learning content and materials are of high quality. Much work has been undertaken to ensure accessible, engaging and relevant content tailored to meet diverse learning styles and needs, and is highly relevant to the New Zealand, Māori and Pasifika cultural context.
	Learning activities and content are well aligned to learning outcomes. Students described assignments relevant to their learning, and tutors providing useful feedback to enable student progress.
	Internal and external moderation processes support valid and reliable assessment. Assessments are continuously reviewed to identify where improvements might be made.
Conclusion:	Cavalli College designs and delivers highly relevant programmes important to students' success and which match student and stakeholder needs extremely well.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Students are well supported as they are introduced to the PTE. The enrolment process is structured to guide students into the right programmes and understand their backgrounds, goals and needs. Staff have completed training to support their identification and understanding of disability and additional learning needs.
	An online learning induction course is provided. Work-based learning is facilitated with known sector partners who have aligned organisational values, and where students will be able to achieve programme requirements. Tutors regularly engage with students and their

	workplaces to ensure the students are attaining the skills required.
	The learning environment is highly inclusive, including purposefully designed online learning materials and tutors' responsiveness to diverse learning needs. Tutors use online discussion forums and discussion boards to encourage, motivate and connect students, and to facilitate discussion and critical thinking among peers.
	Regular feedback on progress is provided to the students through the online learning platform and during one-on-one sessions and regular check-ins. Students value the responsiveness of tutors to their questions and needs.
	Tutors actively monitor students' progress and engage with them if progress has stalled, providing encouragement, advice and support. Additional targeted support and study breaks have been agreed with students where such need has been identified. A comprehensive wellbeing log tracks this engagement and proposed follow-up and actions.
	Through programme piloting and associated and ongoing self-review, including Code of Practice self-assessment, the PTE has identified increased support activities for specific programmes. It has recently increased capacity by establishing a pastoral support role to assist current staff, and is planning to soon establish a specific support role for Māori students. Dedicated cultural support is currently provided by the PTE's cultural advisor.
Conclusion:	A high level of care and responsiveness is provided to the students. Close monitoring of progress and needs, and effective engagement, has been key to student success.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Governance and management have extensive tertiary education experience in the areas of the college's programme portfolios and delivery modes. They support staff and work closely and effectively together, united by shared values and the PTE's mission to empower students, and to make a meaningful difference in communities and address critical workforce needs.
	The PTE's purpose and direction are well understood by staff across the organisation. Staff appreciate that the culture of the college is built on its values and is focused on delivering education innovatively and in the best way possible to empower students. The PTE has recruited staff who share this focus, and also who are effectively able to engage priority and underserved students.
	Staff are experienced in the sectors they teach. Staff induction emphasises the organisation's mission, goals, culture and values, and ensures staff complete core initial professional development. This includes courses on disability, addiction, online learning and the Code of Practice. Staff are valued and are supported in their ongoing professional development.
	Innovation, responsiveness and continuity are innately well balanced. Programmes have been developed in response to identified need and innovatively in close consultation with key stakeholders. In turn, stakeholder partnerships support organisation sustainability, with Cavalli College trusted and valued as a training partner. The college is developing higher-level learning pathways in line with its mission and purpose and in response to need.
	The PTE has met the Tertiary Education Commission's financial viability requirements for 2024 and 2025.
	Self-assessment processes and practices have been purposefully in-built into delivery and organisation activities, and are used and reviewed to support

	continuous innovation, improvement, and attainment of the organisation's purpose.
Conclusion:	Governance and management are highly effective in leading and achieving the organisation's purpose and supporting excellent educational achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Cavalli College demonstrates comprehensive understanding of compliance accountabilities and effectively meets NZQA regulatory requirements and expectations including: • meeting all NZQA validation visit requirements in 2023, which confirmed that the organisation is meeting PTE registration requirements • completing and publicly reporting its Code of Practice self-review in 2024. While just one international student has been enrolled to date, Code-related expectations appear well understood and processes are in place • administering a complaints and critical incidents register; the PTE reports no complaints or critical incidents to date • timely submission of applications, attestations, returns and fit and proper person documentation • meeting NZQA requirements at its first consistency review in 2024[3] • established processes to ensure ongoing internal and external moderation of assessment and programme review. Student entry processes ensure student fit and proper person requirements and police vetting where required.

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[3] 'Consistency review' is an NZQA quality assurance process where TEOs are expected to demonstrate sufficient evidence that graduates meet qualification outcomes.

	The quality management system is reviewed on an ongoing basis to ensure the currency of policies and alignment with practices.
	Systems and processes such as a compliance calendar, risk management plan, and registration and engagement with sector bodies support the PTE to effectively manage and keep up to date with key compliance accountabilities.
Conclusion:	The PTE manages its key compliance accountabilities well.

Focus areas

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

2.1 New Zealand Certificate in Foundation Skills (Level 2) (Ref: 127918)

Performance:	**Excellent**
Self-assessment:	**Excellent**

2.2 New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4) (Ref: 127659)

Performance:	**Excellent**
Self-assessment:	**Excellent**

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

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[4]*

- *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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[4] NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*

- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*

- *maintaining micro-credential approval for all TEOs other than universities.*

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

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

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/, while information about the conduct and methodology for external evaluation and review can be found at https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/.

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