



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Aromascience Training Limited

Date of report: 3 July 2025

# About Aromascience Training Limited

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*Aromascience is a small, Nelson-based tertiary organisation which is NZQA-accredited to offer micro-credentials in complementary therapies at levels 3 and 4. All students are self-funded. Complementary therapies work alongside traditional mainstream medicine.*

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Type of organisation:	Private training establishment (PTE)
Location:	Level 1, 276 Trafalgar Street, Nelson
Eligible to enrol international students:	Yes
Number of students:	Domestic: 12; two Māori, one Japanese, one South African, eight New Zealand students (one overseas who is a New Zealand citizen)  International: nil
Number of staff:	Two full-time
TEO profile:	See <a href="#">Aromascience Training Ltd</a>
Last EER outcome:	Aromascience Training Ltd was registered as a PTE on 25 August 2023. This is the first external evaluation and review (EER) for Aromascience.
Scope of evaluation:	<ul style="list-style-type: none"><li>• Certificate in Aromascience (Level 4) Micro-credential (ID: 4992) 40 credits, 24 weeks full-time or 44 weeks part-time; seven intakes every year</li><li>• Certificate in Anatomy and Physiology (Level 4) ID: 5120) Micro-credential (ID: 5120) 40 credits, 24 weeks full-time or 44 weeks part-time</li></ul>
MoE number:	7027
NZQA reference:	C61238
Dates of EER visit:	7 and 8 May 2025

## Summary of results

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*Aromascience provides distance self-paced learning and practical hands-on experience at workshops. The digital platform used is effective and engaging for the students. Aromascience is meeting the most important needs of students for work opportunities and personal skills development in complementary therapies.*

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### **Confident in educational performance**

- Flexible online learning options meet student needs well as many students are mature and in employment. There have been five graduates across both programmes since registration.
- Students acquire useful skills and knowledge in complementary therapies which can be used for personal and professional purposes.

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

- Suitably qualified and experienced tutors with a strong commitment to complementary medicine and its benefits are motivating and engaging for the students. Staff professional development is supported.
- Governance and management are clear about the PTE's purpose and direction. Compliance accountabilities are well managed.
- The owner is well connected with the complementary therapies sector, both nationally and internationally.
- Self-assessment is developing and increasingly used to make changes and improvements to courses.
- NZQA is confident in the ability of the PTE to safely and effectively deliver the level of programmes currently offered.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>To date, the PTE has had a modest uptake of the micro-credentials, but the pattern of student completion is positive. Students self-manage their time to progress through the micro-credential courses. There have been five graduates: one in the Certificate in Anatomy and Physiology, three in the Introduction to Aromatherapy and one in the Certificate in Aromascience. Achievement is strong, and students enjoy the practical modules as they gain direct experience of using essential oils.</p> <p>Students come from various backgrounds – mature students returning to study, recent school leavers who are following their interests and/or making career decisions, and those who are adding to their existing complementary therapy skills. There is no particular pattern of enrolment or achievement by priority student groups.</p> <p>Students improve their wellbeing and knowledge and add value to family and friends by offering advice on complementary therapies. Students demonstrate competency in both theoretical knowledge and hands-on practical skills (at workshops), preparing them for professional practice in holistic therapies. Internal post-assessment moderation indicates that assessment is valid and consistent across both micro-credentials in scope for this EER.</p> <p>Some students are taking longer to complete than intended by the programme structure. These students</p>

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

	have been given extensions. While programme outcomes are valued, Aromascience needs to develop a more systematic approach to follow up students who are slow to progress. Students have the opportunity to provide feedback at the end of each module. This feedback is positive and used to make improvements.
Conclusion:	Although student and graduate numbers are limited, student retention across both micro-credentials indicates generally strong student engagement and understanding. Reasons for slow progress by some students needs attention and action.

### 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>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The Aromascience micro-credential is divided into four modules (components). The four modules must be done in order as the course builds up knowledge from Aromascience module 1 to module 4. There are seven topics that repeat consistently within each module. These are: pure essential oils, carrier oils, the art of blending, methods of absorption, chemistry, special topics and health and safety.</p> <p>Delivery is via an online learning platform which has all the course material for the student to study remotely on any device they choose. Students found the learning platform informative and easy to access.</p> <p>Delivery methods include a mix of learning methods: synchronous (at the same time) and asynchronous (online self-directed). These include researching individual tasks for critical and reflective thinking, video tutorials, online learning support, independent self-directed learning activities, self-paced online tasks and quizzes, access to web-based links, Zoom tutorials, supervised tuition, practical client charts and formulating a product.</p> <p>Assessments focus on real-world applications, including case studies, client consultations and practical skill</p>

	<p>demonstrations. Interactive learning resources – including video tutorials, case-based learning and discussion forums enhance the student experience.</p> <p>The blended learning approach provides flexibility, allowing students to study online theory while engaging in hands-on practical workshops that are available should students wish to travel to Nelson.</p> <p>The PTE has a network of relevant industry, tertiary education and complementary therapies contacts. These associations and memberships inform the programming, content relevance and online pedagogy.</p>
Conclusion:	Programmes are designed in consultation with industry experts to ensure relevance. The flexible programme delivery and activities meet student needs well.

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

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>The PTE provides good one-to-one pastoral support to the students. However, it is not clear whether the PTE is clearly identifying students' potential support and learning needs from enrolment. There is some distance between tutor and student, as learning is mostly mediated through the learning management system. There are no student 'meet and greets' for example, or socialisation or peer-support opportunities. There is limited evidence of regular check-ins with each student to understand any barriers to progress.</p> <p>The learning goals and the course format are easy to follow, and feedback from tutors to students is mostly timely. The learning management system has useful bite-sized information on topics such as wellbeing, health and safety and inclusiveness.</p> <p>The PTE also uses the learning management system to monitor students' results and the time spent on each topic. However, it is unclear how well this feature is being used to monitor student progress.</p>

	Student satisfaction surveys provide feedback on tutor support and the overall learning experience. This feedback is mostly positive. The Code self-review for outcomes 1-4 was rated as implemented. Aromascience reports that they have not received any student complaints to date.
Conclusion:	Pastoral support is effective when initiated by the student. A more systematic process for onboarding and actively contacting students to provide academic support would be beneficial.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Aromascience has a clear vision, mission and purpose. The owner has significant PTE management, operational and teaching experience which informed the establishment, strategy, programming and staffing of this PTE. The Nelson site has suitable facilities: a professional classroom, dispensary area, shop, library and study area that collectively enhance the student experience.</p> <p>Aromascience is more sustainable in this phase of development because its retail and training arms benefit from and are aligned with the requirements of the International Therapy Examination Council (ITEC). The ITEC programmes had 10 students at the time of the external evaluation and review. At a recent site examination visit (December 2024), the ITEC Centre Quality Assurance Report for Aromascience met all requirements.</p> <p>All teaching staff and contractors are required to have a Certificate in Adult and Tertiary Teaching or equivalent. The head tutor is suitably qualified and experienced, with good knowledge of ITEC, online and face-to-face pedagogies. This person has been undertaking an assessor course and is developing increased understanding of NZQA requirements.</p> <p>An application to NZQA for a micro-credential at level 5 was unsuccessful. Aromascience needs to develop its</p>

	internal capability in programme design before submitting further applications.
Conclusion:	Students' educational achievement benefits from the relationship the PTE maintains with a network of contacts in the complementary medicines sector.

### 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Aromascience's management of its compliance accountabilities is effective. Compliance with NZQA regulations is good, micro-credentials are delivered as approved, and moderation requirements are met. The Code of Practice is understood and reviewed appropriately. Website requirements for publishing complaints and critical incidents are met.</p> <p>The quality management system (QMS) has been extensively reviewed and is systematically discussed and updated at quarterly advisory group meetings. The revised QMS has improved version control, clarity of procedures, and relevance to a new private training establishment.</p> <p>The governance team of three meets regularly. The owner uses attendance at peak body meetings to keep up to date with NZQA requirements and developments in complementary therapies.</p>
Conclusion:	Aromascience has effective compliance management processes. Policies and practices are legal and ethical. Self-assessment and the embedding of the refreshed QMS is still a work in progress.



## Focus areas

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

### 2.1 Certificate in Aromascience (Level 4) Micro-credential (ID: 4992)

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

### 2.2 Certificate in Anatomy and Physiology (Level 4) Micro-credential (ID: 5120)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</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.*

NZQA recommends that Aromascience Training Limited consider:

- developing improved academic and pastoral support for students
- developing a process to better understand and address late completions of micro-credentials by students
- increasing internal capability in programme design before submitting further micro-credential applications to NZQA.

## 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

## 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>2</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>2</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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