



External Evaluation and Review Report

New Zealand Corrections
Government Training Establishment
(NZCGTE)

Date of report: 13 January 2026

About New Zealand Corrections Government Training Establishment (NZCGTE)

The New Zealand Corrections Government Training Establishment (NZCGTE) contributes to the training and assessment of the New Zealand Corrections custodial workforce. Staff gain externally certified recognition for completing their work-based training. The Department of Corrections is the key stakeholder.

Type of organisation:	Government training establishment
Location:	Mayfair House, 44-52 The Terrace, Wellington
Eligible to enrol international learners:	No
Number of learners:	Domestic: 2016 (844 equivalent full-time students in 2024); Pasifika 869, 43 per cent; Māori 168, 8 per cent; disabled 28, 1 per cent; female 513, 25 per cent
Number of staff:	19 full-time equivalents in NZCGTE. Other Corrections staff contribute to NZCGTE work.
TEO profile:	NZCGTE profile page on the NZQA website. Te Pūkenga - New Zealand Institute of Skills and Technology (trading as EarnLearn) (TPK hereafter) subcontracts NZCGTE to deliver training to, and assess and support Corrections custodial staff on three NZQA-approved programmes. The programmes are: New Zealand Certificate in Offender Management (Level 3) [Ref: 2658]; New Zealand Certificate in Offender Management (Level 4) [Ref: 2659]; New Zealand Certificate in Offender Management (Level 5) [Ref: 3877]. NZCGTE also assesses stand-alone unit standards.

A separate subcontractor delivers and assesses level 3 first aid and fire management content. That activity is outside the scope of this EER.

The Correction Officer Development Pathway (CODP) is the core entry-level training for new recruits. It includes enrolment in the New Zealand Certificate in Offender Management (Level 3) programme (NZCOM Level 3). After a one-week induction, learners attend a six-week, live-in, face-to-face course at the National Learning Centre (NLC). Staff then start work in a prison workplace supported by a site lead.

Typically, after four weeks onsite the learners are signed off as able to apply the learning completed at NLC. A Corrections officer may then choose to gather a portfolio of evidence, and when a principal Corrections officer judges them as work-ready, an NZCGTE assessor observes them working on the floor and conducts a professional conversation with the learner. This summative integrated assessment, if successful, leads to the award of the qualification. The assessment occurs 26-52 weeks after enrolment.

NZCGTE collaborates with other Corrections teams to carry out its training and assessment function. NZCGTE is accountable to the Director – Capability.

Last EER outcome: NZQA was Confident in NZCGTE's educational performance and Not Yet Confident in their capability in self-assessment in September 2023.

Scope of evaluation: The scope had two focus areas:

- Implementing the 2023 EER Report Action Plan
- New Zealand Certificate in Offender Management (Level 3) [Ref: 2658]

MoE number: 7306

NZQA reference: C62781

Dates of EER visit: 14-17 October 2025

Summary of results

NZCGTE is meeting an important need of the Department of Corrections by guiding and assessing Corrections officers through New Zealand qualifications in offender management, to consistently and competently use the skills and knowledge required to perform their role. NZCGTE has a sound and coherent approach for reviewing its activities to achieve its key objectives.

Confident in educational performance

- Learner achievement is generally strong. Learners acquire relevant skills and knowledge, and many complete their studies. There is a high level of confidence in the competency of NZCOM Level 3 graduates. This training contributes to greater safety for the officer, other staff, and better care of prisoners. Corrections has evolving expectations of Correction officers' capability in 2025. Achievement data needs some strengthening.
- NZCGTE provides effective overall academic leadership. NZCGTE has a robust approach to assessment that is well suited to its workplace context and effective in determining competency. A recent substantive review of the CODP programme has identified some significant concerns and recommendations to rectify these issues.
- Site leads support the learners in the workplace. Multiple factors (many outside NZCGTE's influence) impact site leads and learner completions. Learner feedback on these factors is, however, limited.
- Corrections has invested in a revised organisational structure, which has brought more collaboration and is more effective. The NZCGTE contributes to uplifting the capability of Corrections staff. NZCGTE has addressed most of the 2023 EER recommendations. However, the management of NZQA compliance requirements has been variable.
- NZCGTE has a sound and coherent approach for reviewing its activities to achieve its key objectives. There have been a range of improvements and/or actions that address gaps. Data is used to inform most decision-making.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>The Correction Officer Development Pathway (CODP) is the core entry-level training, which includes enrolment in the New Zealand Certificate in Offender Management (Level 3) (NZCOM Level 3). NZCGTE views achievement as a Corrections officer development of the relevant skills and knowledge to be consistently competent (under supervision) in their day-to-day duties inside a facility.</p> <p>A competent Corrections officer keeps themselves and other staff and prisoners safe, undertaking their role within a legislative framework and engaging humanely. There is a robust assessment and moderation framework that validates the reported educational results.²</p> <p>Tracking learner progress is a complex process in this workplace context. NZCGTE tracks duration to completion and withdrawals. NZCGTE has a live dashboard that reports learner duration to completion and can be used to analyse subgroup patterns. The expected level 3 programme duration is 6-12 months. The median duration for all learners is 10 months. The difference in duration for Pasifika (10) and Māori (11) learners is minor.³</p> <p>Learners progress at different rates due to various factors, some within and some beyond NZCGTE's influence. No clear patterns emerged from an analysis of 23 withdrawn learners. Over the evaluation period, level 3 qualification completion rates were high (93 per cent), though many learners are still yet to complete.⁴ Pasifika completed at similar rates (94), while</p>

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 See key evaluation question 2 for further related findings.

³ See Appendix 1 for further details. There was no reporting of achievement for learners with a disability.

⁴ See Table 1 for details. It is not a requirement for staff to complete the qualification.

	<p>the rate was lower (84) for a smaller number of Māori learners. Nearly all level 4 and 5 learners completed.</p> <p>NZCGTE is developing a coherent and comprehensive approach to analysing and judging learner achievement, including which measures to track. NZCGTE has identified and is addressing significant differences between Corrections and EarnLearn qualification award data. NZCGTE is currently procuring a new learner management system to enhance its achievement data.</p>
Conclusion:	<p>Learner achievement is generally strong. Learners acquire relevant skills and knowledge and typically complete their study. NZCGTE tracks various achievement measures. The GTE is developing a coherent and comprehensive approach to analysing and judging learner progress.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NZCGTE's purpose is to support the training and assessment of learning to produce 'safe, supported and capable Corrections staff'. The primary high-value outcome of NZCOM is a high level of confidence in the competency of NZCOM Level 3 graduates to carry out their role on the prison floor/workplace. This overall judgment is validated by a broad range of evidence from graduates, managers, senior officers, strong union support, the integrated assessment model, the assessor progression model, internal moderation practice, external moderation and NZQA consistency review results.</p> <p>Capable, certified staff contribute to greater safety for the officer, other staff and the quality care of prisoners. Other benefits are the improved confidence of the graduates, increased pay, and staff who are recent migrants gaining visas that support them gaining their New Zealand residency. NZCGTE reported that 358 learners graduated with the level 3 qualification in 2024. Of these, 79 were Pasifika staff and 50 were Māori.⁵ This latter figure appears</p>

⁵ See Appendix 1 for further details.

	<p>high given the low proportion of Māori Corrections staff studying in 2024, and low for Pasifika staff. Staff are progressing into more senior roles, and some are being awarded the level 4 or 5 qualifications.</p> <p>NZCGTE is actively engaged in delivering valued outcomes for Corrections and key stakeholders. Corrections has evolving expectations of the professional competency required for Corrections officers. Officers need to reflect the Hōkai Rangi strategic direction, which includes a focus on reducing overrepresentation of Māori in prison. NZCGTE is involved in key Corrections decision-making to ensure its training aligns with this direction. NZCGTE has also contributed to the development of skills standards that better reflect the changing needs of the prison management sector.</p>
Conclusion:	<p>NZCGTE majorly contributes to safe, supported, capable and certified Corrections custodial staff. There are significant benefits for learners and Corrections from the NZCOM Level 3 training undertaken. NZCGTE is actively engaged in delivering valued outcomes for Corrections and key stakeholders.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NZCGTE is the NZQA-approved subcontractor for three core NZQA-approved programmes. NZCGTE collaborates with the Corrections design team. There is a systematic, needs-based design approach to ensure training and assessment materials are effective. NZCGTE collaborates with the Corrections team that manages the delivery of the CODP, which contributes to the level 3 programme.</p> <p>NZCGTE has a robust approach to the assessment of learning that is fit for purpose for its workplace context. Assessment includes observation, review of an evidence portfolio, and a professional conversation. After a principal Corrections officer judges the officer is work-ready,</p>

	<p>NZCGTE assessors conduct summative integrated assessment for the level 3 learners.</p> <p>NZCGTE has developed an assessor progression framework that systematically ensures assessors have the capability and support needed to make sound and complex judgments. Moderation and mentoring are mostly effective in supporting assessor practice. External moderation results have validated assessment results, except for the 4098 adult education unit which was not well suited to the Corrections workplace; however, the direct negative impact of this result on NZCGTE assessor practice has been minor. NZCGTE has paused this training. Key stakeholders have a high level of confidence in the summative level 3 judgment of competency.</p> <p>NZCGTE is not the owner of the three approved programmes and so not responsible for conducting comprehensive periodic programme reviews. However, a substantive review of the CODP (July 2025) has identified a range of significant design and delivery concerns and made recommendations to address these. The review notes the clear learning outcomes of the level 3 programme as a strength, but learners do not view it as woven into the CODP. NZCGTE has contributed to this review. While learner feedback is collected on the CODP five-week block course, there was little quantitative data on the remaining NZCOM Level 3 programme (CODP Phase 5 and 6) assessment.</p>
Conclusion:	Training and assessment activities meet many of the core needs of key relevant stakeholders. Assessment and moderation practice is sound and fit for purpose. There are some strong review processes. Some design and delivery concerns of the CODP component are being addressed.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	Learner support mechanisms sit within the NZCGTE and across the wider Corrections teams. The GTE has most responsibility and some influence over level 3 learners in

	<p>CODP phase 5 and 6 when preparing for the integrated assessment, and the two units assessed in phase 2. These phases are the key focus of this section.</p> <p>Multiple factors impact learner engagement and duration to completion of the programme, many of which are beyond NZCGTE's influence. Most notably, while all new recruits are enrolled in the level 3 programme, qualification completion is optional. Other factors include the high volume of recruitment, considerable staff turnover, and learner motivation. Some workplaces offer limited opportunities for learners to apply the required learning, and the principal Corrections officer may not recommend the Corrections officer as being work-ready. The end result is that only a minority of the currently employed Corrections officers are NZCOM graduates.</p> <p>The GTE can influence the quality of the support available to learners on the block course and back in the workplace. Recent reviews have found site leads engaging with new recruits during the week-1 on-site induction, and the four weeks after their post-block course has contributed to reduced staff turnover. The review also found a shortage of site leads, with many being inexperienced due to major changes in the workforce. The CODP review has explored various options to strengthen the site lead/buddy support. The CODP review has also recommended clearer professional instructor standards for the block course.</p> <p>NZCGTE has in place dashboards offering live updates on learner duration since enrolment, which enables the follow-up of individuals and analysis of subgroups. After analysing recent withdrawals, NZCGTE began sending reminders to learners, site leads and assessors when learner are taking too long to complete. The GTE has implemented monthly community of practice meetings of NZCGTE staff with site leads and CODP facilitators to support good practice. It has also provided professional development to help key personnel better meet the needs of its neuro- and culturally diverse learners.</p> <p>There are a few self-assessment areas that warrant attention. There was limited quantitative learner feedback sighted about which factors/obstacles are having the most impact on different learner groups from completing their studies. Also, it is not clear to what extent NZCGTE is</p>
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	booking assessment within six weeks, a goal NZCGTE agreed with the union.
Conclusion:	Many factors outside the influence of the GTE impact learner engagement and completions. However, NZCGTE has a range of mechanisms that support the learners. Self-assessment is generally strong and there are a few gaps.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NZCGTE is part of the Capability division of Corrections. The division is leading a multi-year strategic focus on uplifting the capability of Corrections staff. The GTE is contributing to this objective. Since the last EER, a revised structure has brought greater oversight of the GTE and greater collaboration with other teams. A permanent and experienced manager of the GTE has been appointed. Corrections has invested in new principal lead roles, though some appointments are very recent.</p> <p>The GTE provides effective academic leadership of training linked to the assessment and moderation of unit standards, including those contributing to the three NZCOM programmes. There is a high level of confidence in the workplace competency of the level 3 graduates.⁶ The GTE has maintained its core activity of assessing learners while responding to a large increase in recruits, being restructured, and facing some resource constraints.</p> <p>NZCGTE has effectively addressed three of the five 2023 EER recommendations. 'Improving the quality of achievement data' is a recommendation that needs more attention. NZCGTE is currently procuring a more functional learner management system that will partly address this goal. The other unaddressed recommendation, of better</p>

⁶ This EER enquiry has focused on consent to assess requirements as NZCGTE is not the approved programme owner.

	<p>managing its compliance requirements, has been more variable.⁷</p> <p>NZCGTE (including its related Corrections teams) has recently undertaken a substantive review of its core CODP training activity. The review has made a range of significant recommendations to ensure graduates have the necessary capabilities to operate in the 2025 working environment. NZCGTE, as an NZQA-approved subcontractor, is not responsible for reviewing NZQA-approved programmes. NZCGTE has, however, made process changes that improve the functioning of these programmes.</p>
Conclusion:	<p>NZCGTE governance and management have effectively supported educational performance. Systematic reviews have been undertaken. Coherent changes have been made to improve operations.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>NZCGTE is government training establishment with consent to assess for prisoner management and adult education domains, and also has an NZQA-approved subcontracting relationship to deliver three Te Pūkenga-owned, NZQA-approved programmes. All learners and GTE staff are Corrections employees who work under an operating procedure manual, including robust health and safety procedures critical for working in a high-risk environment. The key findings are:</p> <ul style="list-style-type: none"> • There is good evidence that consent and moderation requirements (CMR) are being met. This is the core compliance accountability. NZCGTE has formal assessment and moderation procedures which are well articulated and implemented. It has engaged in the required external moderation. Some other CMR requirements are not explicitly stated in the quality management system procedures.

⁷ See key evaluation question 6 for the details.

	<ul style="list-style-type: none"> • NZQA advised NZCGTE that there was significant late reporting of unit standard results. This was attributed to a range of factors that NZCGTE has been progressively addressing. The quality management system procedures do not state that reporting must occur within 90 days of the unit being assessed. • NZCGTE has identified significant discrepancies between the GTE and TPK qualification award data sets. This has led to the late award of qualifications to some staff. That impacts staff needing a work visa. NZCGTE has been actively working with TPK to resolve this matter. In addition, as part of the improvement plan, an administrator has been appointed after an extended vacancy, and the proposed new learner management system will improve the management of data. • The 2024 GTE statutory declaration was submitted on time but not accurately completed. There had been no systematic check to ensure that the GTE policies and procedures were compliant with the pertinent legislation or rules. • NZCGTE operates as an NZQA-approved TPK subcontractor for the three NZCOM programmes. The agreement describes most but not all NZCGTE activities. The subcontracting agreement states that TPK reports the credits (NZCGTE does this). It states that NZCGTE is 'delivering' the programmes. However, it is the Corrections custodial team, which is outside NZCGTE, that undertakes delivery. The lines of accountability are at times not clear and direct.
Conclusion:	NZCGTE has been mostly effective in managing its important compliance accountabilities. NZCGTE's understanding of NZQA rules and requirements has some gaps that have had some impact. Further attention is needed.

Focus areas

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

2.1 Implementing the 2023 EER Report Action Plan

Performance:	Good
Self-assessment:	Good
Conclusion:	NZCGTE has implemented three of the five elements of the action plan resulting from the 2023 EER. It is making progress on one other action (achievement data). The other objective of more 'timely and accurate compliance submissions' has not been met. ⁸ Overall this is not insignificant progress, made within two years of the previous EER, by a small GTE within a large government department which has undergone a major restructure, established new roles, made some key new appointments, and changed the working relationship and collaboration with other teams within Corrections.

2.2 New Zealand Certificate in Offender Management (Level 3) (2658) approved programme

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	NZCGTE is subcontracted to deliver and assess this TPK-owned, NZQA-approved programme. There is strong evidence that Corrections officers are developing the competency (under supervision) they need for their day-to-day duties inside a facility. There are robust assessment and moderation practices underpinning the level 3 unit standard results. External moderation reports have confirmed the core level 3 judgments. A 2025 NZQA consistency review found that the NZCGTE self-assessment report (completed on behalf of TPK), analysis and supporting evidence provide confidence that graduates met the qualification's expected outcomes.

⁸ See key evaluation question 6 for further details.

	Learners typically complete the programme. ⁹ The average duration to completion is 10 months. The reporting of credits and awarding of some qualifications has been delayed. A major review of CODP (which overlaps with this programme) has identified a range of areas needing improvement.
Conclusion:	This programme is meeting the important needs of Corrections' stakeholders and learners. A related self-review has found areas that need improvement.

⁹ For further details, see Appendix 1, Table 1 and Table 4.

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 New Zealand Corrections Government Training Establishment (NZCGTE):

- Explore options to better review and monitor learner achievement (see key evaluation question 1).
- Review the adult education training and assessment to ensure it is fit for purpose for the Corrections' workplace context (see key evaluation question 3).
- Clarify which factors that learners perceive most impact them when engaging and completing a programme (see key evaluation question 4).
- Ensure the quality management system covers all key activities and aligns with relevant NZQA rules and regulations (see key evaluation question 6).

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 New Zealand Corrections Government Training Establishment (NZCGTE) to:

- Ensure credits for learners are reported to NZQA within three months following assessment, as per Section 10(1)(b) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022.

Appendix 1

Table 1. New Zealand Certificate in Offender Management (Level 3) 2023-25

Learners	Enrolment count	Not yet complete	Withdrawn	Qualification completed ¹⁰	Median duration 2024-25 year to date (months)
All learners	1714	762	68	884 (93%)	10
Māori	87	44	7	36 (84%)	11
Pasifika	601	243	22	336 (94%)	10
Non-Māori and non-Pasifika	1009	465	37	507 (93%)	-
Disability	-	-	-	-	-

Sources:

1. EarnLearn and NZCGTE enrolment and completion data. Note: NZQA collated and analysed this data to populate this table.
2. NZCGTE duration data (live).

Table 2. New Zealand Certificate in Offender Management (Level 4) 2023-25

Learners	Enrolment count	Not yet complete	Withdrawn	Qualification completed	Median duration 2024-25 year to date (months)
All learners	612	251	5	356 (99%)	-
Māori	46	18	1	27 (96%)	-
Pasifika	175	86	2	87 (98%)	-
Non-Māori and non-Pasifika	385	145	2	238 (99%)	-
Disability	-	-	-	-	-

Source: NZCGTE and EarnLearn enrolment and completion data

¹⁰ Students who gained the qualification, of those who completed the final assessment.

Table 3. New Zealand Certificate in Offender Management (Level 5) 2023-25

Learners	Enrolment count	Not yet complete	Withdrawn	Qualification completed	Median duration 2024-25 year to date (months)
All learners	34	14	0	20 (100%)	-
Māori	8	7	0	1 (100%)	-
Pasifika	5	1	0	4 (100%)	-
Non-Māori and non-Pasifika	21	6	0	15 (100%)	-
Disability	-	-	-	-	-

Source: NZCGTE and EarnLearn enrolment and completion data

Table 4. New Zealand Certificate in Offender Management (Level 3) qualification awarded 2023-25¹¹

Graduates	2023	2024	2025 ¹²
All	465	358	294
Māori	70	50	26
Pasifika	101	79	100
Disability	-	-	-

Source: NZCGTE data

¹¹ There are significant discrepancies between the NZCGTE and EarnLearn qualification award data.

¹² Year to August.

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 fraud¹³*
- *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.*

¹³ 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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