



External Evaluation and Review Report

New Zealand School of Vocational
Education and Training Limited

Date of report: 24 July 2026

About New Zealand School of Vocational Education and Training Limited

The New Zealand School of Vocational Education and Training (NZSVET) delivers English language and healthcare programmes. Most students are international students and the training prepares them for the New Zealand environment.

Type of organisation:	Private training establishment (PTE)
Location:	Level 2 and Level 4, 16 Waverly Street, CBD Auckland
Eligible to enrol international students:	Yes
Number of students:	Enrolments as of end of May 2025: • two domestic students • 127 international students
Number of staff:	Six full-time staff and four part-time staff
TEO profile:	New Zealand School of Vocational Education and Training ; previously known as the New Zealand School of Radio, the PTE changed ownership in 2023. NZSVET now specialises in English language studies and healthcare.
Last EER outcome:	Highly Confident in educational performance and Confident in capability in self-assessment in 2019
Scope of evaluation:	• International Student Support and Wellbeing • English for Intermediate Learners (Micro-credential) (Level 3) ID: 128461 • New Zealand Certificate in Health and Wellbeing (Advanced Care and Support) (Level 4) Ref: 4108, ID: 128226
MoE number:	7326

NZQA reference:	C50988
Dates of EER visit:	21 and 22 August 2024, and 25 and 26 September 2025

Summary of results

NZSVET has recently pivoted its provision to English language micro-credentials and healthcare programmes. Qualification completion rates are high and outcomes for graduates are generally strong. However, there are serious concerns with NZSVET's capability to proactively identify and resolve assessment issues.

Confident in educational performance	• Outcomes for the healthcare and English language programmes are strong and students gain useful skills and knowledge. • Self-assessment of student achievement, completion data and outcomes is well established and robust.
Not Yet Confident in capability in self-assessment	• NZQA monitoring identified serious issues with NZSVET's assessment and moderation methodology across English Language and Healthcare programmes, but particularly pertaining to the New Zealand Certificate in Health and Wellbeing (Advanced Care and Support) (Level 4). • Despite the monitoring issues not proactively identified by NZSVET, graduates still attain useful skills and knowledge. • Students are well supported and involved in their learning. NZSVET uses student voice feedback to create an inclusive environment. • Governance and management have not been proactive in identifying key issues in the programmes, which undermines NZQA's confidence in NZSVET's ongoing capability in self-assessment. • There was a significant compliance gap identified through NZQA monitoring that identified non-compliance in meeting requirements of the Programme Approval, Recognition and Accreditation Rules 2022.



Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	NZSVET students complete modules, gain micro-credentials and qualifications, and learn useful transferable and sector-related skills. Reasons for withdrawals are well understood and are typically outside the control of NZSVET. The English for Intermediate Learners micro-credential has a completion rate of between 91 and 93 per cent, and students often carry on with their English language studies. Overall, qualification and micro-credential completion rates are strong, varying from 83 to 93 per cent. NZSVET benchmarks its results against other providers. Benchmarking (sourced by NZSVET from Ngā Kete) shows that the PTE has the second-highest completion rate for the New Zealand Certificate in Health and Wellbeing (Advanced Care and Support) (Level 4). While this is partially offset by the NZQA monitoring findings, the graduate outcomes appear strong. In the English language micro-credentials, students gain their objectives and go on to further study or employment. While most students remain engaged with their programme and complete, there is robust analysis of students who withdraw. This is often linked to personal circumstances rather than an issue with the design or delivery of the programme. NZSVET monitors and analyses outcomes and withdrawals well to ensure there are effective interventions when required. In both areas of provision, students gain useful skills and knowledge that help them in their next step into employment, further study, or in their personal lives.

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

Conclusion:	Student completion rates are generally strong and students gain useful skills and knowledge. While issues with assessment and moderation have been identified, students and graduates still achieve strong outcomes and skills.
-------------	---

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	Graduate destinations and the achievement of graduate outcomes are tracked and fed into self-assessment. A sample of stakeholder feedback indicates that graduates can perform the graduate profile outcomes to an appropriate standard. Exit surveys are also used to evaluate how well graduates are prepared for study, further employment or the achievement of personal goals. Evidence shows that graduates are prepared for their chosen destination. Graduate surveys are used for graduates to rate themselves on how well prepared they are for each graduate profile outcome of the qualification. Most graduates rate themselves as well prepared, and none rate themselves as not prepared for how well they can perform the graduate profile outcome. Graduates of the English for Intermediate Learners micro-credential go on to study in New Zealand, gain employment, or continue their English language studies at NZSVET. Graduates achieve the objectives they identify at enrolment, which articulate what they aim to gain from the programme. These objectives are revisited throughout delivery and at completion, providing evidence that graduates are able to apply the skills and knowledge gained at NZSVET in their chosen destinations. Most graduates of the New Zealand Health and Wellbeing (Advanced Care and Support) qualification gain employment in the aged care industry or go on to further study related to the healthcare industry. This is supported by the work placement that students participate in and

	apply the skills they have learned. Employers value the contributions that students on work placement and graduates in employment bring to their roles. The NZSVET advisory board, which includes members from the aged care industry and other relevant stakeholders, is confident in the value of the graduates for industry. The strong and purposeful connections with industry ensure that programmes are designed to meet industry needs. However, NZQA monitoring of NZSVET programmes has identified issues with assessment of learning outcomes, which weakens the evidence that graduates attain appropriate outcomes, given the intentionality and industry involvement in design of the learning outcomes.
Conclusion:	Engagement with stakeholders, particularly with industry, enables valuable outcomes for key stakeholders. Self-assessment reflects recent data and is still developing. Also, because NZQA monitoring findings show learning outcomes were not adequately assessed, this limits the effectiveness of the evidence that the graduates attain the required skills and knowledge.

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

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	The current programmes and micro-credentials reflect a substantive change in the organisation's approach to education provision that occurred beginning in 2024. The programmes and micro-credentials were developed with strong industry involvement and consultation and have been well aligned to industry and community needs. Flexible learning activities are planned and structured to include students' interests, where possible, to ensure the learning is engaging and meaningful and prepares students for future pathways.

	The work placement in the healthcare programme supports engagement and participation and ensures students are able to meaningfully apply their learning. NZQA monitoring findings in 2025 identified significant flaws in assessment processes and moderation capability. These issues have reduced confidence in NZSVET's programmes and assessment practices. NZSVET has taken steps to address the gaps through assessment redevelopment and additional professional development for tutors. Alongside this, tutors receive useful feedback on their teaching through student surveys. The survey results are analysed, interpreted and followed up with action plans by tutors and management. This contributes to the programmes' self-assessment activities, which have continued to mature. However, while self-assessment practices have strengthened, they are not yet sufficiently proactive to identify the issues raised through NZQA's 2025 monitoring. This continues to limit NZQA's confidence in NZSVET's quality assurance processes.
Conclusion:	NZSVET programmes are designed and aligned with industry needs, with flexible and effective learning activities. However, NZQA's 2025 monitoring indicates that assessment and moderation processes are not yet robust enough to consistently assure quality, highlighting the need for further improvement.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	NZSVET understands the students' needs and goals, from enrolment through to graduation. The PTE reflects on these needs and goals and tailors support to meet them. Tutors keep track of student learning and progress which is reported weekly and monthly to NZSVET management. Staff are quick to respond to students who require support,

	and the PTE explores strategies to accommodate their holistic, including learning, needs. The New Zealand context is woven into the delivery of the programmes and micro-credentials, for example by using New Zealand-related teaching and learning activities and field trips. Students receive wrap-around support for integrating into New Zealand society. Orientation activities and student support staff ensure that students are aware and supported in this new environment. Work placement supports students to gain experience in New Zealand employment settings. NZSVET's self-review of its compliance with the Code of Practice² is thorough and includes a robust action plan. Student voice and feedback is systematically collected and used authentically and thoroughly in the organisation's self-assessment activities. An updated definition of students with a disability ensures that students are adequately identified and supported. Student needs are viewed holistically. NZSVET staff have experience and professional expertise that enables them to proactively identify when a student may need extra support or a change in approach. Mental health workshops provide an extra layer of support for students and staff.
Conclusion:	Students are well supported in their studies, from enrolment through to graduation. Their needs are understood and reflected on by staff, and staff are responsive in providing prompt and appropriate support.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	The recent sale of the New Zealand School of Radio led to a change in name, direction and purpose. As a result, there has been a change in provision – moving from communications to healthcare and English language and a

² [The Tertiary and International Learners Code of Practice](#).

	rebranding to the New Zealand School of Vocational Education and Training. The new mission and vision of NZSVET is aligned to its provision and objectives. Governance and management demonstrate a clear commitment to improving programme quality, with recent changes to assessment and moderation processes showing intent to address identified issues. Though these actions were retrospective in resolving issues, they were identified by NZQA rather than proactively by NZSVET. It is too early to demonstrate whether these revised processes are consistently effective over time. NZSVET has a relatively flat management structure. This supports educational achievement and ensures information is used effectively across all levels of the organisation to enable appropriate resourcing and staff support. Staff feel valued and are also involved in relevant and useful research that enhances programme delivery. The vision and mission statements of the organisation are clear. Students and stakeholders are at the centre. The strategy, mission and vision are lived by the organisation and supported through the advisory board and connections to industry, which brings a diverse range of professional skills relevant to the areas of provision. The organisation responds to change and demand, and considers systems, student support and product offerings in response to evidence.
Conclusion:	Organisational purpose and direction are aligned to the goals and aspirations of NZSVET. That said, while there have been some improvements in self-assessment activities, the PTE was not proactive in identifying key issues in the programmes, which undermines NZQA's confidence in NZSVET's ongoing capability in self-assessment.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	Most compliance accountabilities have generally been managed effectively. NZSVET has implemented a compliance calendar and internal audits to ensure compliance accountabilities will be met. These processes have shown some evidence and provide confidence that compliance accountabilities can be effectively managed. Code of Practice requirements are well understood, and while the self-review identified some gaps, actions that are self-identified are followed up in management meetings. An audit of international student file requirements validated compliance with international student requirements. NZQA monitoring of NZSVET's New Zealand Certificate in Health and Wellbeing (Advanced Care and Support) (Level 4) found NZSVET's assessment and moderation did not meet criteria set out in NZQA's Programme Approval, Recognition and Accreditation Rules 2022.
Conclusion:	While most compliance accountabilities have been managed effectively, there has been a significant compliance gap in meeting the Programme Approval, Recognition and Accreditation Rules 2022 which impacts on the 2025 EER findings.

Focus areas

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

2.1 International Student Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	International student support is strong and effective. Compliance accountabilities in the Code, including student visa requirements and requirements for 24/7 support staff, were met and managed well. Management, teaching staff and student support staff are effective in ensuring there is an inclusive learning environment that supports a wide range of cultures.
Conclusion:	NZSVET is very effective in supporting and managing the wellbeing of international students. This is evidenced by a robust Code self-review with identified gaps addressed effectively by a suitable action plan.

2.2 English for Intermediate Learners (Micro-credential) (Level 3)

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	Achievement for students and graduates in the English for Intermediate Learners micro-credential is generally strong. While NZQA monitoring has identified some issues with assessment practice, it is clear that graduates are still attaining useful outcomes, evidenced by their objectives being met. NZSVET is retrospectively fixing the issues identified.
Conclusion:	Achievement is strong. While NZQA identified some issues through monitoring, NZSVET has made progress in addressing these issues.

2.3 New Zealand Certificate in Health and Wellbeing (Advanced Care and Support) (Level 4)

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	NZQA monitoring identified non-compliance with the Programme Approval, Recognition and Accreditation Rules 2022. This resulted in NZQA removing accreditation of this programme.
Conclusion:	Achievement is strong. However, NZQA has serious concerns regarding assessment and moderation practices.

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 School of Vocational Education and Training Limited continue to refine self-assessment processes to ensure they are adequate and enable NZSVET to identify and resolve issues.

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.

Continue to implement and monitor the effectiveness of corrective actions to ensure ongoing compliance with the Programme Approval, Recognition and Accreditation Rules 2022.

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 fraud³*
- 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.*

³ 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz