



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Edvance Limited

Date of report: 30 April 2025

# About Edvance Limited

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*Edvance Limited provides work and life skills training to businesses and communities throughout New Zealand. While most programmes delivered are bespoke to the needs of the stakeholder, qualifications in business and communication are available.*

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Type of organisation:	Private training establishment(PTE)
Location:	2 Woodbine Avenue, Greenlane, Auckland
Eligible to enrol international students:	No
Number of students:	<p>Domestic: 2024 – 843 students (30.5 EFTS – equivalent full-time students)</p> <ul style="list-style-type: none"><li>• 534 students in workplace training programmes funded through Workplace Literacy and Numeracy (WLN)</li><li>• 66 students in two Intensive Literacy and Numeracy (ILN) programmes</li><li>• 243 students in a range of Adult and Community Education (ACE) programmes</li></ul> <p>Māori: 115 students – 97 WLN, 18 ILN</p> <p>Pasifika: 150 students – 136 WLN, 14 ILN</p> <p>Students with a disability: 124 students – 73 WLN, 51 ILN</p> <p>International: nil</p>
Number of staff:	Nine (9) full-time, six (6) part-time (14 full-time equivalents). Trainers are contracted.
TEO profile:	<p><a href="#">Edvance Limited</a> provider page on NZQA website</p> <p>Edvance Limited (Edvance) provides literacy and numeracy development embedded in business, leadership and communication training to business and community groups. This training is funded by the Tertiary Education Commission (TEC) through the WLN, ILN and ACE funds. Around 80 per cent</p>

of training delivered is WLN funded: bespoke workplace training to develop workplace and leadership skills, the New Zealand Certificate in Business (Team Leadership) (Level 3), or three level 3 micro-credentials (which stack to the award of the New Zealand certificate).

There are two courses of study available using the ILN funding – the Pre-entry Preparation for Employment course (PEP) which supports application to the Police, the New Zealand Defence Force or Corrections; and the Good to Great course providing living skills and literacy and numeracy training for disabled students who wish to develop independent living and employment skills. ACE funding supports a range of courses – such as the ESOL<sup>1</sup> Small Business course for refugees, Digital Skills for seniors, and Living Well for Corrections.

These courses are of varying lengths, as negotiated with the community and business organisations that apply for them, or as approved by NZQA.

Last EER outcome:	NZQA was Highly Confident in Edvance Limited's educational performance and capability in self-assessment at 25 June 2020.
Scope of evaluation:	<ul style="list-style-type: none"> <li>• Focus area 1: Workplace Literacy and Numeracy courses, including the approved New Zealand qualification and three micro-credentials</li> <li>• Focus area 2: Community courses funded through ACE and ILN funding</li> </ul>
MoE number:	7817
NZQA reference:	C57087
Dates of EER visit:	20 and 21 February 2025

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<sup>1</sup> English for Speakers of Other Languages

# Summary of results

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*Edvance records strong achievement and highly valued training outcomes for all stakeholders. Training is contextualised to the environments and needs of Edvance's stakeholders. Regular progress review ensures emerging needs are identified and responded to. Strong leadership uses data effectively to develop the organisation and staff, in line with the PTE's strategic goals and purpose.*

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## **Highly Confident in educational performance**

- Students achieve consistently strong gains in literacy, transferable life and work skills, unit standards, as well as course and/or qualification completions. Priority group students are achieving at parity in all areas. Regular analysis and use of comprehensive feedback and data informs actions to effectively address any differences in achievement.

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

- Transformative, significant change by individuals, communities and companies attests to the high value of Edvance's training. Stakeholders choose to remain with Edvance for further training. Extensive use of reporting and feedback informs the understanding of value and development in response to emerging needs.
- Training is relevant and aligned to the needs of stakeholders. Learning environments are contextualised and familiar, purposeful and practical to ensure students are engaged, retained and are able to apply their learning immediately. Regular reporting and ongoing review enable resources and delivery to remain current.
- Edvance uses contextualised assessments to show authentic achievement of skills. This is confirmed by the end-of-course presentations. Comprehensive, deliberate moderation informs programme maintenance and professional development. The validity and consistency of assessments is assured.
- Inclusive classrooms and workplace-orientated activities keep students engaged. Group work

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encourages ongoing networking. Holistic support includes client options and meets emerging student needs. Edvance uses annual feedback to critically evaluate and plan actions that have resulted in effective change to student support.

- Strong management and governance use comprehensive, ongoing review of data to inform strategic direction and organisational decision-making. Edvance has made well-considered investment in resources and staff to enable appropriate development in the organisation.
- Staff selection and development aligns with the purpose and values of the organisation. Staff are valued and willingly contribute their expertise and passion to the organisation.
- Effective management and monitoring of compliance accountabilities ensures that Edvance meets all legislative responsibilities. Regular review ensures policies and procedures are practicable and relevant, and workplace contracts ensure students remain safe.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Edvance delivers training to workplaces and communities through WLN, ILN and ACE funding allocations from the TEC. Achievement comprises not just the successful completion of qualifications, micro-credentials or unit standards.<sup>3</sup> Stakeholders also value the gains in literacy and numeracy, and transferable work and life skills. Enhanced attributes such as confidence, teamwork and retention in training are equally important achievements in this targeted education space. These many forms of achievement data are captured and show consistently strong performance.</p> <p>Data on priority group students is captured and analysed. Priority group students are in the main at parity with non-priority group students. When there is a gap identified, Edvance investigates the issue thoroughly and takes effective action to rectify the gap. This was seen in the PTE's response to the 23 per cent programme completion rate for Pasifika ILN students in 2023. Edvance took action to increase this result to 79 per cent for the same programme in 2024.</p> <p>Retention/attendance is monitored closely and remains strong. Non-attendance and withdrawals occur mainly as a result of external influences. The reasons for lack of attendance/withdrawals are analysed. Where possible, Edvance strives to be flexible to address emerging needs with stakeholders to enhance their chances of success.</p>
Conclusion:	Edvance records strong, consistent achievement of foundational and transferable skills, courses and/or qualifications. Priority group students are at parity.

<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>3</sup> See Appendix 1 for the percentage of students achieving within the programmes completed with Edvance.

	Regular analysis and use of feedback and data informs effective actions to address challenges effectively.
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## 1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>All stakeholders of Edvance gain significant value from the training undertaken. Transformative changes are attested to by students, families, communities and organisations.</p> <p>Edvance uses foundation education funds to provide bespoke targeted training that responds to the needs of communities and organisations (clients). Edvance's client managers and programme managers work closely with individual organisations to understand organisational processes, work schedules and demographics. This supports the design and development of courses that respond to client and individual staff goals. Regular interaction and reporting throughout the delivery ensures goals continue to be met and emerging needs are identified and accommodated. This also supports Edvance's review of programme and support resources, mechanisms and material.</p> <p>Organisations gain an upskilled workforce that is contributing to operational activity in a positive, informed manner. Students are gaining:</p> <ul style="list-style-type: none"> <li>• skills and knowledge they can immediately apply to the workplace</li> <li>• understandings they can introduce into their community and home lives</li> <li>• financial and/or role development</li> <li>• for some, this is their first educational success or qualification.</li> </ul> <p>Stakeholder and student feedback informs Edvance about the transferable life and workplace skills and attributes that are enhanced and/or achieved in the training. The positive responses indicate that the growth of confidence,</p>

	<p>communication skills, and the ability to manage conflict and teamwork are evident at work and in the home.</p> <p>Stakeholders are coming back or increasing the training they do with Edvance. Along with their positive feedback, this attests to the value of the training and the outcomes. Recommendations and referrals from these individuals or organisations are also providing Edvance with a substantial number of new clients every year.</p> <p>Edvance has undertaken cultural capability training as an organisation to better meet the needs of students and the organisations they are engaging with. Edvance provides training to Māori and Pasifika companies and community groups who attest to the development and advancement of knowledge among their people.</p>
Conclusion:	<p>Transformative, significant change by individuals, communities and companies attests to the high value Edvance training provides. A significant number of repeat clients – in addition to a growing number of new clients – further attests to the value of the training. Extensive use of reporting and feedback informs understanding of value and the development of capability, resources and programmes.</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:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Each programme delivered is co-designed with the client. Using the client's procedures and activities to contextualise the training supports immediate applicability and relevance. Weekly reporting on progress by the trainers, regular reporting to the client, and an open-door arrangement with programme managers allows regular review of the programme to ensure training continues to meet set goals and can be adjusted to meet emerging needs.</p> <p>End-of-programme feedback by students, trainers, programme managers and clients enables resources and core packages to be updated. Such feedback also supports programme growth. This was shown in the</p>



	<p>change from delivering the New Zealand Certificate in Business (Team Leadership) (Level 3) as modules to a set of stacked micro-credentials, allowing more flexibility for employees to acquire the qualification.</p> <p>Student-centred training, small class sizes, contextualised activities and opportunities to practically apply the knowledge engage the student. Assessments are relevant and authentic to workplaces. In addition, an end-of-course presentation demonstrates each student's application of their knowledge and skills to a workplace project. Feedback is provided and has recently been an area of focus for Edvance in response to findings from moderation. Care is taken to ensure feedback provides opportunities for continued improvement to occur.</p> <p>Comprehensive, positive internal and external pre- and post-assessment moderation ensures assessment is valid, appropriate and consistent. An annual moderation schedule ensures all unit standards are regularly reviewed, and each trainer's work is sighted. This supports targeted professional development of training staff and ensures all assessments reflect the latest version and practice.</p>
Conclusion:	<p>Training is relevant and aligned to the needs of stakeholders. Learning environments are contextualised, purposeful and practical to ensure the students are engaged and retained and can apply the learning immediately. Regular reporting, review and moderation ensures resources remain current and assessments are valid and consistent.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Organisations and community groups approach Edvance to support their employees' literacy and numeracy development and improve their business, leadership and communication skills. The structured programme outline provides guidance on learning goals negotiated between Edvance and the client. This can be altered if</p>

	<p>circumstances change to ensure students can successfully engage with and complete their courses.</p> <p>A student handbook is issued to each student at the commencement of training. A 'treasure hunt' activity is used to orientate and ensure the students understand the studying commitment and their rights and obligations as a tertiary student. An updated enrolment form has enabled an effective collection of self-disclosed learning differences – information that is passed to the trainer for targeted support for these students. This also supports Edvance's self-review of processes and informs their annual review against the Code of Practice and the Dyslexia-Friendly Quality Mark awarded in 2022. Such reviews inform operational practice, consideration of learning needs, and the targeted professional development of staff.</p> <p>When support needs are identified by the trainers, they report to the programme managers who coordinate with their points of contact in the client organisation for a support response. This incorporates company/community procedures for a more holistic, ongoing approach.</p> <p>Although Edvance uses one-on-one training to support student needs, most training involves group work. This supports the development of networks that persist beyond the training as the students develop presentations to their workplaces.</p>
Conclusion:	<p>Strong support mechanisms enable students to progress and make significant gains. Inclusive classrooms and group-orientated activities support networking and the identification of holistic support that meets needs as they emerge. Feedback is used annually to critically evaluate and plan actions that have resulted in effective change.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>During 2024, the ownership of Edvance changed. Management in both organisations strived to ensure that the transition occurred smoothly, and that Edvance staff were informed at all stages. The clear purpose and direction of Edvance remains unchanged and embedded in daily activities and decision-making. Edvance management is working closely with the new governance to form strategic goals that reflect the developments Edvance wishes to achieve this year (this is unchanged practice) as well as meeting the goals of the new governance group. The long-established monthly reporting to the board is continuing to inform management and governance of progress against the strategic growth and compliance.</p> <p>A close working relationship enables strong and open communication throughout the organisation. Staff are recruited for their experience and passion to help, and are developed to further support growth within their roles and meet requirements. Regular all-of-staff events (social, developmental and community outreach) enable staff to feel that they contribute and are valued. Edvance purposefully aligns staff development and annual goals with the strategic goals of the organisation. Both are monitored regularly to understand progress and address emerging needs.</p> <p>Edvance captures feedback and other data in online systems that support real-time access. This enables greater efficiencies in practice, access and review, as well as training resources, policies and procedures. This supports informed review of data at the regular staff meetings, the monthly reporting cycle, and annual self-reviews. As a result, deliberate, ongoing development is evident throughout the organisation's actions.</p>
Conclusion:	Strong, effective management and governance uses comprehensive, ongoing review of data to ensure strategic goals reflect the targeted growth of all aspects and functions of the organisation. Considered investment in

	resources and staff enables deliberate development within the organisation. Staff selection and development aligns with the purpose and values of the organisation. Staff are valued and willingly contribute their expertise and passion to the organisation.
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## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Edvance manages and monitors its compliance accountabilities using a number of checks and measures:</p> <ul style="list-style-type: none"> <li>• Important activity is diarised, ensuring timely meeting of accountabilities.</li> <li>• Regular review of policies and procedures ensures Edvance remains compliant and aligns with operational practices.</li> <li>• Monthly reporting enables management and governance oversight of important compliance activity.</li> <li>• Regular internal audits of systems inform ongoing review.</li> </ul> <p>Rigorous oversight ensures Edvance has met all NZQA rules, regulations and requirements. The organisation met its funding allocations from the TEC in 2023 and over 90 percent of its allocation in 2024. Annual TEC audits around funding conditions have identified a minimal number of issues in enrolment that needed further explanation. Edvance was able to address these queries through comprehensive record-keeping.</p> <p>The award of the Dyslexia-Friendly Quality Mark – alongside meeting the requirements of the Code of Practice – means Edvance completes regular, comprehensive review of its support and pastoral care systems and processes. This organisation has not had any complaints for over 10 years, and a critical incident that occurred during 2024 was addressed and successfully concluded in line with the PTE's policy and procedures. As required, a self-review report</p>

	<p>and an annual account of complaints and critical incidents have been published on the newly updated website.</p> <p>Because Edvance works with students who are in the workplace or community, the PTE completes and reviews comprehensive memorandums of understanding with clients. These stipulate the accountabilities of each party, including responsibilities for the health and safety of each student. Where there is a sharing of services, the sub-contracts clearly outline how NZQA requirements will be met. Edvance reviews them at the conclusion of each cohort delivery.</p>
Conclusion:	<p>Effective management and monitoring of compliance accountabilities ensures that Edvance meets its legislative responsibilities. Regular review ensures policies and procedures are practicable and relevant, and contracts define clearly the training commitment.</p>

## Focus areas

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

### 2.1 Workplace literacy and numeracy courses, including the approved New Zealand qualification and three micro-credentials

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

### 2.2 Community courses funded through Adult Community Education and Intensive Literacy and Numeracy funding

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

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

**Table 1. Successful completion of WLN and ILN funded programmes**

<b>WLN</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
All WLN	52%	81%	89%	90% (596/665 )	91% (426/467)
WLN Māori	46%	65%	84%	85% (102/120)	88% (85/97)
WLN Pasifika	38%	76%	92%	90% (191/213)	88% (119/136)
WLN non-Māori, non-Pasifika	-	-	-	88% (227/257)	94% (230/244)
WLN students with a difference or disability	-	-	-	89% (41/46)	88% (64/73)
<b>ILN</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
All ILN	50%	65%	81%	73% (77/105)	85% (63/74)
ILN Māori	75%	42%	74%	69% (11/16)	83% (15/18)
ILN Pasifika	42%	33%	64%	23% (3/13)	79% (11/14)
ILN non-Māori, non-Pasifika	-	-	-	86% (63/73)	86% (38/44)
ILN students with a difference or disability	-	-	-	90% (37/41)	88% (45/51)

**Table 2. ACE funding programme completion**

<b>ACE</b>	<b>2023</b>	<b>2023</b>	<b>2024</b>	<b>2024</b>
Living Well Corrections	100%	206/206	100%	155/155
Pre-Entry Police	54%	21/39	75%	15/20
Small Business ESOL	78%	21/27	83%	29/35
Better Digital Futures	88%	106/120	93%	25/27
Other	98%	52/53	100%	6/6
Total	91%	406/445	95%	230/243

**Table 3. New Zealand Certificate in Business (Team Leader) (Level 3) and micro-credential completions**

	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>
NZC MOD1	83% (15/18)	100% (37/37)	75%	72%
NZC MOD2	59% (23/37) complete 15 still to complete (makes up to 100%)	100% (18/18)	80%	100%
NZC MOD3	76% (29/38) complete 9 still to complete (makes 100%)	96% (27/28)	85%	Not delivered
Micro-credential 1 Workplace Team Leadership	78% (18/23) complete	100%	N/A	N/A
Micro-credential 2 Managing Performance in the Workplace (Micro-credential MOD2)	19 enrolled, all still retained and to complete (2 potentially will withdraw)	N/A	N/A	N/A

**Table 4. Unit standard completion**

<b>Year</b>	<b>Credits registered</b>	<b>Unit completion</b>
2020	242 (80 units)	92%
2021	853 (238 units)	94%
2022	1399 (393 units)	97%
2023	1534 (467 units)	96%
2024	2361 (703 units)	93%



**Table 5. Literacy and Numeracy (reading, writing, and numeracy) progress for ILN and WLN programmes**

<b>WLN</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
All (%)	99	98	99	98	98
Māori (%)	100	96	100	896	98
Pasifika (%)	100	98	100	98	97
Non-Māori and non-Pasifika (%)	99	99	99	100	98
<b>ILN</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
All (%)	100	94	80	88	78
Māori (%)	100	33	89	100	90
Pasifika (%)	100	100	75	100	100
Non-Māori and non-Pasifika (%)	100	91	79	84	67

**Table 6. Work and life skills gains**

<b>Skill</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Self-confidence (%)	81	78	75	78	75
Verbal communication (%)	81	75	72	74	73
Problem-solving (%)	70	72	70	66	57
Motivation (%)	68	71	63	62	55
Time management (%)	57	59	57	58	46
Teamwork (%)	74	81	75	80	71
Conflict management (%)	54	60	55	51	50
At least one work-ready skill chosen (%)	93	95	93	92	97

# 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 fraud<sup>4</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>4</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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