External Evaluation and Review Report

Tree House Services Limited

Date of report: 4 December 2025

About Tree House Services Limited

Tree House delivers short courses and a level 2 foundation skills programme to create pathways from education to employment. A significant proportion of tauira identify as Māori and Pasifika.

Type of organisation:	Private training establishment (PTE)
Location:	5 Carlton Gore Road, Grafton, Auckland
Eligible to enrol international students:	No
Number of students:	Domestic: (for the full year in 2024) 1872 students enrolled in short courses
	35 students enrolled in a qualification (18.66 EFTS – equivalent full-time students); 22 Māori, 22 Pasifika, one student with a disability. All students were under 25 years.
Number of staff:	10 staff (two staff members have shared roles across other PTEs within the group)
TEO profile:	[Tree House Services Limited](#)
	Tree House was acquired by the Aspire 2 Group in late 2022. Tree House is one of three PTEs that have a single chief executive and shared leadership team and operate out of shared campuses. They have a focus on foundation training, supporting youth, and pathways into sustainable employment. The PTEs are: Solomon Group, NZ Welding Services and Tree House.
Last EER outcome:	At the previous EER, conducted in June 2021, NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of Bernard & YA Holdings trading as Tree House.
Scope of evaluation:	• Certificate of Approval – Security; short course includes unit standards 27360, 27361 and 27364

- New Zealand Certificate in Foundation Skills (Level 2) Fitness and Hauora [127089-2] (Ref: 2862-2)

MoE number:	7851
NZQA reference:	C60952
Dates of EER enquiry:	2-4 September 2025

Summary of results

Students achieve well at Tree House, gaining unit standards and qualifications that support most graduates to pathway into sustainable employment or further study. Key relationships with employers and stakeholders enhance these pathways.

Highly Confident in educational performance

Highly Confident in capability in self-assessment

- Students achieve well at Tree House. Achievement rates are high for short courses and the foundation skills programme students. Students gain relevant skills and confidence to succeed in employment or further study.

- Tree House delivers outcomes that are highly valued by students, employers and community stakeholders. Graduates are well prepared and contribute positively to their workplaces and communities. Strong relationships with employers enhance graduates' opportunities to gain sustainable employment.

- Programmes are well designed and delivered to meet the needs of diverse students. Delivery is flexible and inclusive, with strong links to employment pathways. Programme review is ongoing and effectively informs improvements that support students to achieve.

- Students are well supported through holistic, culturally responsive systems. They are actively involved in their learning and their feedback contributes to course and programme improvements.

- Governance and management are strategic, inclusive and focused on educational achievement. Leadership is responsive and data-informed and benefits from the experience and resources available through Aspire2 Group. Staff are well supported.

- Tree House manages its compliance accountabilities well. Systems are in place to monitor obligations and respond to any identified issues.

- Self-assessment and reflective practice are embedded across the organisation and contribute to continuous improvement. Data is used effectively to inform decisions and enhance outcomes.

Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Tree House students consistently achieve well. Completion rates are high across programmes, with most students meeting their achievement goals.[2] Most students completing the certificate of assurance short course gain the unit standards without the need for further evidence requirements or resubmits. Course and qualification completions for the previous version of the foundation skills programme trended downwards between 2021 and 2024, and led to a review of the programme. The first cohort of students in the revised foundation skills programme is showing significant year-to-date improvements in both course and qualification completion rates. There is some variability in achievement across priority student groups (Māori/Pasifika); however, the number of students is small in all groups, making it difficult to draw any useful conclusions or trends. Achievement is tracked through a combination of attendance, engagement and progress against individual learning goals. Staff across the organisation regularly review data about student achievement, attendance and progress against individual learning goals. Insights inform ongoing improvements to delivery modes and support strategies. Internal and external moderation validates achievement, with high rates of agreement with assessor judgements across all delivery.
Conclusion:	Achievement is consistently high, and most students gain the skills and confidence needed to successfully complete their courses and programmes. The

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

[2] Achievement data is included in Appendix 1.

	organisation uses data effectively to understand achievement and to support individual students and improve outcomes. Continued development of equity-focused analysis will strengthen the PTE's understanding of priority student achievement.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Tree House delivers outcomes that are highly valued by students, employers and community stakeholders. Ongoing relationships with employers, iwi and community organisations provide feedback that confirms the relevance and impact of the programmes. The organisation monitors and reviews student destinations, employer feedback and stakeholder engagement to refine its approach and ensure programmes remain responsive to changing needs. Next-user surveys gather data on how well graduates are meeting expectations. Students gain transferable skills in communication, teamwork and problem-solving, alongside sector-specific knowledge. Students report increased confidence, wellbeing and readiness for employment or further study gained from programmes that support real-world application of skills, with strong links to employment pathways. Many students transition into paid work or further education, often receiving support for the transition from staff within the group.[3] Employers describe Tree House graduates as work-ready, reliable and well prepared for the demands of their roles. Some students in the foundation skills programme go on to further study or into work. Personal growth and development are acknowledged as important outcomes for students within the programme, many of whom have complex needs. Skills and techniques to support job-

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[3] Youth coaches and employment programmes – funded by the Ministry of Social Development contracts, including Tupu, across the PTE group – support graduate pathways into work.

	seeking, goal-setting and health and wellbeing also support gains and value for the students. In the security short course, students gain a comprehensive understanding of the requirements and different contexts of security roles. On completion of the unit standards, graduates have the mandatory skills and knowledge needed for a Certificate of Approval (security licence).
Conclusion:	Tree House delivers excellent outcomes that are valued by students, employers and the wider community. Graduates are well prepared for employment and contribute positively to their workplaces and communities. Stakeholder feedback is used effectively to inform programme development and continuous improvement.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Tree House programmes are well designed to meet the needs of diverse students and stakeholders. Programme design is informed by iwi, employers, students and community organisations to ensure the delivery is culturally responsive and meets a range of identified needs. Delivery modes are adapted to suit diverse student groups, prioritising face-to-face classes while also offering online and blended options. Tutors use a range of teaching and learning strategies to support engagement and success. These include the use of scenarios, storytelling, role plays, group activities and activities outside the classroom to supplement tutor presentations and more traditional use of workbooks. Assessment includes formative and developmental approaches, with a strong emphasis on clarifying assessment questions while making time for reflection and feedback. Effective moderation processes are in place to ensure consistency and fairness of summative assessment and to validate achievement.

	Programme review is ongoing and informed by feedback from students, tutors and stakeholders. Tree House uses this feedback to make changes to content, delivery and student support.

Tutors and educational leaders constantly review the effectiveness of assessment tools, adapt daily lesson plans, and check on the effectiveness of learning activities and in-class learning support.

Organisational targets are set to improve educational outcomes, notably in the case of the foundation programme where Tree House has set the goal of every student successfully completing a qualification. |
| Conclusion: | Programme design and delivery at Tree House are well matched to the needs of students and stakeholders. Programmes are flexible, inclusive and responsive to feedback. Authentic programme and course review provides genuine insights into how well student and stakeholder needs are met, and lead to impactful changes. |

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Tree House provides strong, individualised support for the students. The organisation fosters a welcoming and inclusive environment, with a focus on wellbeing, safety and belonging. Diverse students are actively involved in their learning and are supported to develop and succeed. Tree House is in the final stages of assessment for the Dyslexia-Friendly Quality Mark, indicating a strong commitment to neurodiverse students. Tree House monitors additional learning needs for disabled students and provides effective support. Key actions to enhance the success of disabled students are also included in the Code[4] self-review.

Useful information is provided to the students prior to enrolment and during orientation processes. Tutors and |

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[4] The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

	support staff establish clear expectations for behaviour within the learning environment and develop respectful relationships with the students. Pastoral care is embedded in programme delivery, with systems in place to identify and respond to emerging needs. Students reported feeling heard, respected and well supported.
	Small classes and additional tutors in class ensure students are supported with academic learning and to complete assessment work without anxiety. Literacy and numeracy testing informs tutors and supports them to understand what techniques and strategies could be useful to encourage student success.
	Cultural capability is a key focus, with staff engaged in ongoing development. Māori students are supported through culturally responsive practices, including engagement with mana whenua and integration of te reo Māori into classes where appropriate. Pasifika and disabled students also receive tailored support. Karakia is a normal part of the learning environment. Cross-organisational cultural activities that offer students, tutors and other staff on the shared campuses opportunities to engage with their own and other cultures are highly valued by students and staff.
Conclusion:	Tree House supports students effectively through strong relationships, responsive systems and a commitment to inclusion. Students are actively involved in their learning, and their feedback contributes to programme improvement. Support is holistic, culturally responsive and tailored to individual needs.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Tree House is well led and strategically managed. The PTE employs experienced leaders shared across the co-located PTE group – Solomon Group, NZ School of Welding. The education team leads development, design and quality assurance across the PTE group.
	Governance and management focus on educational achievement, equity and continuous improvement. The organisation has a clear purpose and strong values that guide decision-making. Aspire2 provides ongoing governance, strategic leadership and mentoring along with resourcing and support.
	Leadership is collaborative and inclusive, with input from staff, students and stakeholders. Strategic planning is informed by data and feedback, and priorities are clearly communicated to stakeholders, governors and staff. The organisation is responsive to change and proactive in addressing challenges.
	Staff recruitment is purposeful, using a robust and comprehensive process to ensure staff meet expectations. Resources are sufficient across the group and meet the needs of students well. Decisions about resources are based on evidence of need, informed by feedback from tutors, students, stakeholders and managers.
	Staff feel valued, and the annual staff survey provides leaders with clear guidance about ongoing or new areas that need focus and improvement. All staff are well supported through professional development, peer mentoring, teaching observations, team teaching and regular team meetings. Tutors are encouraged to continually reflect on their practice, make just-in-time improvements to their classes, and contribute to programme/course development.
	Self-assessment is embedded in day-to-day operations. Data is used to inform decisions, track progress, and identify areas for improvement. The organisation

	demonstrates a strong culture of reflection and continuous improvement with a focus on the students.
	Tree House is in a phase of rapid growth in the area of security training. The foundation programme is building with a revised curriculum that fits better with student aspirations. Ongoing engagement with funders and partners is regular, open and happens at all levels of the organisation as appropriate to roles.
Conclusion:	Governance and management at Tree House are strategic, inclusive and focused on educational achievement. Leadership is responsive and data-informed, and staff are well supported. Self-assessment is embedded and contributes to continuous improvement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Tree House has effective systems in place to manage its compliance accountabilities, with the change of ownership leading to significant improvement since the previous EER. Compliance is monitored through checklists, internal audits and staff meetings. The organisation meets the requirements of external agencies, including Ministry of Social Development accreditation. Policies and procedures are documented and reviewed annually, with changes shared with staff on a monthly schedule. A two-yearly cycle for police vetting for all staff is carefully managed.
	The education leadership team undertakes quality assurance of academic processes related to internal and external moderation, the implementation new programmes, and monitoring of delivery as approved – including a key focus on self-directed learning.
	Health and safety policies are clearly communicated and understood by staff and students. Clinical supervision is available for staff to ensure they are supported in challenging situations.
	Code of Practice obligations are well managed. The effective self-review includes a well-developed student voice process providing substantive feedback. Relevant

	actions have been identified to improve practice, including enhancements to the process for raising, resolving and feeding back on student concerns and complaints. No serious incidents or complaints have been reported during the evaluation period. The self-review and complaints information is accessible on the Tree House website.
	The organisation responds promptly to identified issues and implements improvements including staff training and development.
Conclusion:	Tree House manages its compliance accountabilities effectively. Comprehensive systems are in place to monitor and respond to obligations, and improvements are made where needed.

Focus areas

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

2.1 Certificate of Approval – Security; short course includes unit standards 27360, 27361 and 27364]

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Almost all students complete the short course, with many going into roles in the security industry. Students are well supported by an engaging learning environment and by trainers who understand and respond to a diverse range of learning needs, including for second language and neurodiverse students. Tutors are well supported with relevant training to help them to support their diverse students.
Conclusion:	Graduates of this short course are well prepared for work in the security industry. Staff are reflective, demonstrating a clear focus on continuous achievement and ensuring that delivery and assessment support students to achieve.

2.2 New Zealand Certificate in Foundation Skills (Level 2) - Fitness and Hauora [127089-2]

Performance:	**Good**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Students in the current version of the foundation skills programme have complex needs and high levels of vulnerability. They are achieving well in the revised programme, with overall course completion rates currently at 73 per cent, expected to raise to 80-85 per cent when the current cohort completes. This shows a significant improvement following the negative trends in both participation and success with the previous version of the programme. Individual learning plans are used to understand students' contexts and to identify educational and personal goals.

	Staff monitor progress against these plans with the students to ensure their unique needs are met.

Holistic support for these students includes transport, meals, expert advice from the on-site social services manager, youth coaches and referrals to a range of external services. Youth coaches provide additional support for students who are under 18 years, with opportunities to gain student licences and supported attendance at health and other appointments outside the course.

Exit surveys from previous years show strong student satisfaction, personal growth and development as well as skill and knowledge gains. Improvement in soft skills including communication, connection and teamwork is rated highly (from 89-100 per cent). The number of students surveyed was small in both 2023 (n=4) and 2024 (n=9). |
| Conclusion: | Student needs are closely met by staff who relate well to the students' complex social and learning needs. The redesign of the programme – based on stakeholder and student feedback – has resulted in delivery that better meets student needs, with improved participation and achievement rates. Year-to-date achievement rates are strong, although previous versions of the programme showed some variability in achievement. |

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. Certificate of Approval – Security; short course includes US: 27360, 27361, and 27364

<u>Unit standards attempted and completed</u>

Courses	Total no. of students enrolled – 2022	Total no. of students completed 2022	%	Total no. of students enrolled – 2023	Total no. of students completed 2023	%	Total no. of students enrolled – 2024	Total no. of students completed 2024	%	Total no. of students enrolled 2025	Total no. of students completed 2025	%
COA	187	179	96%	846	845	99%	1437	1383	96%	613	608	96%

Table 2. Overall short course completion data

Year	Total enrolled	Total completed	Completion %
2022	420	412	98%
2023	952	951	99%
2024	1872	1815	97%
2025	931	925	99%
Total	4155	4083	98%

Table 3. New Zealand Certificate in Foundation Skills (Level 2) – Fitness and Hauora [127089-2]

Course completions

YTD data for 2025 – 26/08/2025

Learners	Completion data – 2025 - YTD
Māori	64.36%
Pasifika	84.12%
Non- Māori and non- Pasifika	NIL
All learners	72.97%
Expected CC rate once Sept intake graduates	80.00-85.00%

Table 4. Qualification completion – 2025

YTD data for 2025 – 26/08/2025

Learners	Completion data – 2025 - YTD
Māori	62.22%
Pasifika	80.98%
Non- Māori and non-Pasifika	NIL
All learners	70.85%

Table 5. Achievement data for previous version of the New Zealand Certificate in Foundation Skills (Level 2)

Course Completion Overall, Customer Service

Year	Maori	Maori no.	Pasifika	Pasifika no.	None-M None-P	None-M None-P no.	All Learners	All Learners no.
2021	74.9%	9	70.4%	11	100.0%	4	74.6%	24
2022	60.6%	8	60.7%	9	100.0%	2	78.6%	19
2023	73.9%	3	75.0%	2	36.7%	1	62.7%	6
2024	52.4%	18	64.5%	16	100.0%	1	62.0%	35

Qual Completion Overall, Customer Service

Year	Maori	Maori no.	Pasifika	Pasifika no.	None-M None-P	None-M None-P no.	All Learners	All Learners no.
2021	75.0%	5	57.1%	4	100.0%	4	70.6%	13
2022	50.0%	6	63.6%	8	100.0%	2	66.7%	16
2023	45.5%	1	50.0%	2	71.4%	1	60.0%	4
2024	45.5%	7	56.3%	7	100.0%	1	55.0%	15

Graduate outcome (2022 – 2025)

The graph below demonstrates the total number of contactable students and the total number of students currently studying or working related to their course of study

For **2021 and 2022**, graduate information has been analysed using data provided during the programme handover by **Tree House (Bernard and YA Holdings Limited)**.

Analysis:
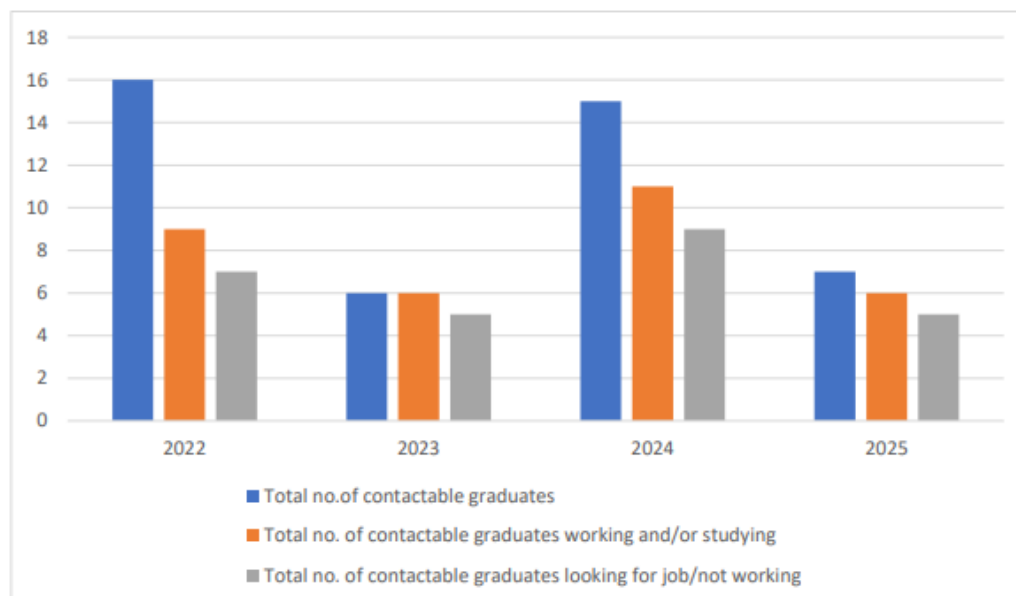
Graduate outcome

Year	Total no. of Graduates (cohort based)	Total no. of contactable graduates	Total no. of contactable graduates working and/or studying	Total no. of contactable graduates looking for job/not working
2022 (v2)	16	9	7	2
2023 (v2)	6	6	5	2
2024 (V2)	15	11	9	1
2025	7	6	5	1

All data provided by Tree House during the EER enquiry.

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[5]*

- *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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[5] 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.

Final

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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