



# External Evaluation and Review Report

Bay of Plenty Technical Institute  
Limited

Date of report: 1 October 2025

# About Bay of Plenty Technical Institute Limited

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*Bay of Plenty Technical Institute Limited, trading as Pacific Coast Technical Institute (PCTI), delivers training focused on meeting industry needs in primary and manufacturing industries. Youth and Trades Academy programmes are a key focus.*

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Type of organisation:	Private training establishment (PTE)
Location:	12 York Ave, Mt Maunganui, Bay of Plenty
Eligible to enrol intl students:	No
Number of students:	Domestic: 264 students in 2024; 74 Māori (24 per cent), 16 Pasifika (5 per cent), 123 with a disability (39 per cent) and 184 under 25 years (59 per cent)  No international students
Number of staff:	Nine full-time and nine part-time staff
TEO profile:	<a href="#">Bay of Plenty Technical Institute</a>
Last EER outcome:	At the previous external evaluation and review in 2021, PCTI was found to be Highly Confident in educational performance and Highly Confident in capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>• Aquatic Fish Industry Skills (Level 3) (Micro-credential) 127242-1; delivered by distance across New Zealand</li><li>• New Zealand Certificate in Food or Beverage Processing (Level 2) 123300-2; partial qualification delivered to Trades Academy students. The full qualification is being delivered to Youth Guarantee-funded students in 2025.</li></ul>
MoE number:	7921
NZQA reference:	C60947
Dates of EER visit:	6-8 May 2025

# Summary of results

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*PCTI is well connected with schools, industry, employers and the community. Industry-relevant training meets the most important needs of stakeholders and students. Experienced directors provide strong leadership for an innovative PTE that has successfully responded to an extended period of disruption and uncertainty in the sector. PCTI continues to invest in resources and facilities to ensure pathways support ākonga to continue with education or move into employment.*

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## **Highly Confident in educational performance**

PCTI delivers training that meets well the needs of schools, industry, employers and the community. Strong stakeholder partnerships and experienced leadership underpin the organisation's ability to respond effectively to evolving needs.

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

Ākonga are supported to achieve in an inclusive environment, gaining industry-relevant skills, NCEA credits and personal development outcomes that contribute to long-term success. Achievement is improving, but some variation in course and qualifications is evident across the period in scope.

The organisation maintains effective systems for compliance and continues to invest in resources, staff capability and academic oversight. While some minor compliance issues were noted, these are being addressed through improved systems and processes.

Professional development for staff is informed by feedback from tutors, students and other stakeholders.

The organisation uses a range of data and tools to monitor student progress and graduate outcomes. There is scope to more systematically capture and analyse employment, personal development and wellbeing outcomes. This would enhance PCTI's ability to share clear evidence of valued outcomes for students and employers in order to support funding decisions and enable better reporting to stakeholders.

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Self-assessment is embedded and improving, with strengthened academic oversight and reporting. Recent staff appointments have further developed systems and processes, particularly in compliance and operational leadership for tutorial staff.

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

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students develop academic and practical skills, gaining confidence and acquiring relevant industry knowledge.</p> <p>PCTI uses a range of tools and data to monitor student attendance and progress at both individual and cohort levels. Attendance is recognised as a key factor in educational success and is a critical performance indicator for Trades Academy contracts. Data is used effectively to understand student progress, identify reasons for withdrawal, and inform programme development and targeted interventions.</p> <p>The PTE actively monitors withdrawals and works to retain students where possible. For the Aquatic Fish Industry Skills micro-credential, withdrawals are commonly linked to changes in employment. Among youth, poor attendance and personal circumstances are the main contributing factors to withdrawals, although schools reported that Trades Academy students' overall attendance at schools has improved.</p> <p>Individual learning plans enable students and tutors to monitor learning goals, track progress, and stay motivated.</p> <p>PCTI has a significant proportion of Māori ākonga enrolled in Youth Guarantee programmes. Most students also declare that they have a disability. While Pasifika achievement rates show some variability, Māori students generally achieve better than non-Māori in course completion rates. No significant parity issues have been identified. Individual disability data is reviewed and actively used to guide effective interventions for individuals and groups. Analysis of disabled learner achievement would provide a complete view of</p>

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

	achievement trends for all priority learner groups. Some information is collected on students' personal development, including improvements in communication and social skills that support long-term success. While the recording and analysis of soft skills is not yet systematic, PCTI recognises the significance and value of these outcomes for students' wellbeing and future engagement with learning and employment.
Conclusion:	Students are achieving well, and PCTI generally meets key benchmarks and contractual commitments. Data and information are used to monitor student attendance and academic progress. However, further analysis could enhance reporting and provide further understanding of achievement trends.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The PTE delivers highly valued outcomes for students, employers and the wider community. Programmes provide meaningful pathways into employment in primary industries across the Bay of Plenty and other regions, supported by strong partnerships with schools, alternative education providers, local employers and industry groups.</p> <p>Most of PCTI's youth students remain engaged in education at school, gain NCEA credits, and develop work-ready skills. Students report increased confidence and a sense of belonging, supported by respectful relationships with tutors and peers.</p> <p>Whānau feedback highlights improved communication, social interaction and consistent attendance as key personal gains that contribute to students' overall wellbeing and long-term success.</p> <p>The PTE maintains strong industry relationships and contributes to the community through events and charitable initiatives. Recognition through business awards and student achievements further demonstrates the value of outcomes to employers and the region.</p>

	<p>The Aquatic Fish Industry Skills micro-credential is delivered to the aquatic growing industry, aquaculture industry and pet stores. In pet stores the programme provides professional development for pet store staff and aquarium enthusiasts, improving fish care practices and creating opportunities for promotion and job satisfaction.</p> <p>PCTI maintains relationships with past students and understands the value of the training. Information about student destinations is collected. However, more systematic analysis of post-study outcomes would strengthen the organisation's ability to demonstrate long-term impact and value across cohorts.</p>
Conclusion:	<p>The PTE delivers outcomes that are highly valued by students, employers and the community. Students gain confidence, qualifications and practical skills that support employment and further education. Strong partnerships and community engagement reinforce the value of the organisation's contribution. Further analysis of employment and further study outcomes would provide additional evidence to strengthen self-assessment and understanding of value.</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>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Programme design and delivery are responsive and well aligned to student and stakeholder needs. Continuous improvement is embedded into practice, with regular review processes identifying strengths and areas for improvement to programme resources and delivery. Changes are made in response to feedback as quickly as possible to benefit current students.</p> <p>The appointment of a new academic manager in 2024 has strengthened academic oversight. Issues identified within NZQA monitoring activity and national external moderation led to timely improvements to assessment and moderation practice. Current moderation processes are systematic and collaborative, with evidence of intentional support and</p>

	<p>development to improve assessor practice across all teams.</p> <p>Learning is hands-on and practical, with individual support provided where needed. Real-world experiences, such as field trips to commercial food production sites, enhance relevance and engagement. The product-based approach to learning fosters entrepreneurial skills. Programme adjustments – such as the partial delivery of the Food or Beverage production programme – were made to better suit Trades Academy students following high withdrawal rates in 2021.</p> <p>Feedback from tutors, students and industry partners informs programme review and development. Monthly programme reports provide oversight of attendance, progress and student needs.</p>
Conclusion:	<p>Programme design and delivery are generally well matched to the needs of students and stakeholders. Continuous improvement is evident, and recent changes have strengthened academic processes and responsiveness. Improvements to assessment and moderation processes and practices have addressed previous concerns, with positive external moderation results. Learning activities are relevant and engaging, with strong industry input.</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>Students are well supported through a comprehensive, wraparound approach that includes transport, food, counselling and access to a health nurse. These supports are key to maintaining engagement and are tailored to individual needs.</p> <p>Strong relationships with whānau, schools, employers and students are central to the PTE's approach. Hui and regular communications report on student progress and address challenges collaboratively. Students feel respected and confident discussing both academic and personal matters with the tutors.</p>



	<p>Tutors are selected for their industry experience and are trained to teach in ways that foster engagement and motivation. Staff development is prioritised and aligned with identified needs, including participation in the Tapatoru<sup>2</sup> professional development programme with Ako Aotearoa.</p> <p>Learning environments are inclusive and responsive. Tools like the Literacy and Numeracy for Adults Assessment Tool are used to identify literacy and numeracy learning needs and inform teaching strategies. Individual learning plans and one-to-one conversations help students track progress and stay focused on their goals.</p> <p>Student engagement is closely monitored through weekly staff meetings, term reports and regular communication with school staff and employers. A pastoral care log records issues and interactions, which ensures staff are aware of any concerns, the support that has been provided, and to ensure risks are well managed.</p> <p>While formal survey feedback provides some useful insights, regular conversations between students, tutors and management support meaningful student input that leads to improvement.</p>
Conclusion:	<p>Students are effectively supported and actively involved in their learning. A strong focus on relationships, individualised support and inclusive practices ensures that wellbeing and engagement are prioritised. Systems for monitoring progress and responding to needs are well established. Continued investment in staff development and the student voice will ensure student needs continue to be met.</p>

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<sup>2</sup> The Tapatoru Ako Professional Practice Award is a professional development framework, a reflective practice tool, and a whole-organisation approach to capability building: <https://ako.ac.nz/programmes-and-services/tapatoru/what-is-tapatoru>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Governance and management are responsive, experienced and focused on delivering outcomes for students, industry and the region. The organisation remains true to its mission while adapting to evolving needs, including recent sector and funding changes.</p> <p>The directors bring long-standing sector experience and maintain strong relationships with schools, industry partners and advisory board members. Strategic partnerships with industry organisations and other education providers support programme relevance and provide opportunities for growth.</p> <p>Recent appointments have strengthened academic and operational leadership through enhanced oversight and improved reporting. Monthly reports track achievement and tutor activity, and a new student management system supports data-informed decision-making.</p> <p>Staff are well supported through professional development, counselling and a culture that encourages and values staff views. Recruitment is strategic, with a focus on fit and capability. Resources are maintained to industry standards, enabling effective teaching and learning.</p> <p>While stakeholder engagement is strong, there is an opportunity to better analyse and report on the effectiveness of these relationships and to use organisational-level data more systematically to tell the story of performance and impact.</p>
Conclusion:	Governance and management are effective in supporting educational achievement. Leadership is experienced and responsive, with a clear strategic direction and strong stakeholder relationships. Recent improvements in academic oversight and organisational systems have strengthened capability.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The PTE has effective systems in place to manage its compliance accountabilities. Oversight of compliance is led by one of the directors, supported by the recently appointed operations manager. A compliance calendar is in place to manage regular submissions and reporting.</p> <p>PCTI has consistently met most of its NZQA requirements, including timely submission of attestations and returns.</p> <p>Compliance with moderation requirements has shown some variability during the period. All national external moderation results have been satisfactory since 2023, and an action plan has addressed issues identified in a recent monitoring report for the Certificate in Animal Care (Fish, Companion Animals, Lifestyle Block Animals) ID 126963-2.</p> <p>Delivery of programmes and micro-credentials is aligned with NZQA approval conditions. A shared system supports online access to teaching and learning resources to ensure consistency. A learning resource designer manages changes to ensure resources are quality assured and that tutors are using the current versions.</p> <p>PCTI has completed its annual Code of Practice<sup>3</sup> self-reviews and attestations to NZQA within required timeframes.</p> <p>Late credit reporting to NZQA in 2024 was a result of changes during the implementation of a new student management system. Processes have since been improved, with checks in place to ensure the issue does not recur.</p> <p>The Code of Practice self-review is comprehensive, and complaints are well managed. Health and safety is actively managed by a dedicated advisor who supports staff and ensures procedures are followed. Risk assessment management and other safety protocols are in place and regularly reviewed.</p>

<sup>3</sup> Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

Conclusion:	Important compliance accountabilities are being managed effectively. While some issues were identified in the past, recent improvements in moderation, and the recruitment of an operations manager, have strengthened compliance systems. The organisation demonstrates a proactive approach to meeting external requirements and maintaining safe, well-supported learning environments.
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# Focus areas

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

## 2.1 Aquatic Fish Industry Skills (Level 3) (Micro-credential) 127242-1

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>This micro-credential is delivered via distance learning to students employed in pet shops and aquatic industry employers across New Zealand. Ninety per cent of students are employed in animal care retail roles during their study.</p> <p>The programme is highly valued by both students and employers, who report that students apply their new knowledge directly in their workplaces to improve customer advice and the quality of fish care in-store. This reflects strong alignment between programme outcomes and industry needs.</p> <p>Student achievement is good, with a 67 per cent qualification completion rate comparing well with other distance programmes. Practical assessments are conducted in-store and verified by managers, ensuring the relevance and authenticity of learning.</p> <p>Students are supported by a dedicated tutor who provides assistance via phone and email. While feedback indicates that students would benefit from more regular online interaction with the tutor and peers, the current support model is generally effective in maintaining student engagement and completion.</p>
Conclusion:	The Aquatic Fish Industry Skills micro-credential is meeting a clear industry need and delivering valued outcomes for students and employers. Students are achieving well, applying their learning in real-world contexts, and receiving effective support.

## 2.2 New Zealand Certificate in Food or Beverage processing (Level 2) 123300-2

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Trades Academy students enrol in selected unit standards from the New Zealand Certificate in Food or Beverage Processing programme. Course completion rates have improved steadily, supporting students to be awarded NCEA level 2. Rates of achievement have risen, with 76 per cent of students achieving NCEA level 2 in 2022, rising to 82 per cent of students in 2024. This is the primary achievement goal identified by students at the start of their Trades Academy programme at PCTI. Achievement is strong given the complex needs of youth learners.</p> <p>Since 2022, the PTE has adapted delivery to better suit school-based learners by offering a subset of the full qualification. This targeted approach has improved relevance and accessibility for youth learners.</p> <p>Regular attendance and participation are key outcomes for this group, and the programme is contributing positively to their educational pathways.</p> <p>Programme delivery is practical and hands-on, supported by field trips and industry-relevant learning activities. Individual support is provided for theory and assessment, helping students stay engaged and succeed. Students gain unit standards that contribute to NCEA and a pathway to a New Zealand Certificate. This prepares them for employment while still at school. Ongoing review will be needed to determine whether delivery of the full programme meets student and stakeholder needs.</p>
Conclusion:	The partial delivery of the New Zealand Certificate in Food or Beverage Processing (Level 2) is delivering positive outcomes for Trades Academy and Youth Guarantee-funded students. Unit completions and NCEA level 2 achievement rates continue to improve.

# 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 the PTE:

- Consider ways to systematically analyse and report on valued outcomes, including personal development and soft skills for students, to provide a more comprehensive understanding of value for stakeholders across all programmes and training.
- Consider adding analysis of achievement rates for disabled students to identify trends.
- Continue to review delivery of the New Zealand Certificate in Food or Beverage Production to determine how well the programme meets student and stakeholder needs.

# Requirements

*Requirements relate to the PTE's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

NZQA requires the PTE to:

- Accurately report credits for students within three months of assessment in accordance with NZQA Rule: Consent to Assess Against Standards on the Directory of Assessment Standards Rule 2022, Section 10, 1 (b).

# Appendix 1

## Data provided by PCTI

### Achievement data: PCTI overall

Year	European /other	Māori	Pasifika	Disability	U25	Total students	Course completion	Total qual completion
2021	162	66	14	38	136	242	85%	65%
2022	184	117	13	56	188	314	71%	58%
2023	158	60	6	63	143	224	72%	65%
2024	174	74	16	123	184	264	73%	72%

### Student demographics: PCTI

Year	European/other	Māori	Pasifika	Disability	U25	Total students
2021	67%	27%	6%	16%	56%	242
2022	59%	37%	4%	18%	60%	314
2023	50%	19%	2%	20%	46%	224
2024	55%	24%	5%	39%	59%	264

### Achievement: Youth Guarantee-funded students (Vocational Pathways and NCEA level 1)

Year	Total students enrolled	Total course comp	Total qual completion
2021	15	70%	50%
2022	16	36%	25%
2023	41	77%	42%
2024	37	66%	56%

### Achievement: Youth Guarantee funded students (Vocational Pathways and NCEA level 2)

Year	Total students	Total course comp	Total qual completion
2021	18	74%	37%
2022	14	68%	50%
2023	13	84%	72%
2024	36	76%	73%



**Achievement data: 127242 Aquatic Fish Industry Skills (Micro-credential) (Level 3)**

Year	Total students enrolled	Successful qual completion	Total qual completion %	Total course /module completion %
2022	12	8	66%	66%
2023	52	35	67%	72%
2024	42	26 (3 still to complete)	62%	69 (to date) %

**Achievement data: New Zealand Certificate in Food or Beverage Processing (partial programme)**

	<b>Trades Academy Food or Beverage Processing level 2 units</b>	
Year	Enrolment #	Percentage of students achieving NCEA level 2
2022	40	76%
2023	44	80.5%
2024	36	82%

# 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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