



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

New Zealand Academic and  
Learning Institute Limited

Date of report: 12 September 2024

# About New Zealand Academic and Learning Institute Limited

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*New Zealand Academic and Learning Institute (NZALI) provides training in workplace literacy and numeracy, as well as leadership, work-based digital literacy, and training in customer relations management software.*

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Type of organisation:	Private training establishment (PTE)
Location:	49A Southern Cross Road, Kohimarama, Auckland
Eligible to enrol international students:	Yes
Number of students:	Domestic: 95 (12 equivalent full-time students) Māori 15, Pasifika 23, disabled nil  International: nil
Number of staff:	Nine full-time, three contractors
TEO profile:	<a href="#">New Zealand Academic and Learning Institute</a> link to provider page on NZQA website
Last EER outcome:	At the previous EER, conducted on 8 July 2020, NZQA was Confident in NZALI's educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>• Workplace Digital Literacy: Interface between Smart Devices and Digital Platforms (Micro-credential) (Level 2) (WDLL2) ID: 126101</li><li>• Developing Digital Skills to Use Cloud-Based CRM Software using Drag-and-Drop Declarative Programming Solutions (Micro-credential) (Level 4) (CRML4) ID: 127508</li></ul>
MoE number:	8021
NZQA reference:	C57316
Dates of EER enquiry:	25-27 June 2024

# Summary of results

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*NZALI takes a highly collaborative approach to developing training to meet stakeholder and student needs. Training contributes to community development and enhanced employment opportunities. Comprehensive systems, processes and an effective organisational structure support strong educational performance.*

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- Achievement is high, and nearly all students successfully complete the training. They gain confidence and skills that are highly relevant to their workplaces.
  - Management works closely with key partners, government groups and businesses to understand industry requirements, as well as employer and student needs. NZALI is highly skilled at tailoring the delivery of bespoke training solutions to meet clients' training needs across all programmes.
  - NZALI reviews its programmes regularly; improvements are client-centred. Comprehensive annual programme reviews inform future-focused decision-making. Recently developed programmes are strongly aligned to and match stakeholder needs.
  - Tutors' highly focused support ensures individual learning needs are addressed. A culturally contextualised learning environment strongly supports students' learning in a collaborative safe space.
  - A highly engaged and collaborative governance and leadership team drives strategic goals through robust and comprehensive monitoring, continuous improvement and review. These processes support and ensure consistent, outstanding educational performance and self-assessment.
  - NZALI is managing its key compliance accountabilities well, with all compliances being met in a comprehensive and timely manner.
- Highly Confident in educational performance**
- Highly Confident in capability in self-assessment**

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

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Overall course completions for micro-credentials and workplace literacy and numeracy are high, and nearly all students who enrol successfully complete the training.<sup>2</sup> Student retention is high, and those who withdraw are given opportunities to rejoin future courses. The reasons for the small number of non-completions are related to personal circumstances.</p> <p>There is a strong focus on delivery to Māori and Pasifika learners. All student groups achieve equally well, gaining important skills and knowledge that assist them to advance in their careers and enhance future opportunities.</p> <p>No students self-identified with a lived experience of disability. However, students with learning disabilities are identified during training and supported individually. Tracking disability numbers is difficult for the PTE because it is dependent on learners feeling comfortable disclosing the nature of their disability. Tutors encourage students to seek their support and to disclose known disabilities. Further work is being done to collect and understand the data on this priority group.</p> <p>NZALI is using comprehensive, real-time systems to report educational outcomes to their clients and inform annual self-review. These systems are fit for purpose and meet needs for the current delivery. As NZALI grows, and the other stacked micro-credentials are delivered, it would be beneficial to report on overall educational outcomes for each micro-credential to identify trends and understand achievement across each programme.</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.

<sup>2</sup> Refer to Appendix 2, Tables 1 and 2 for achievement data.

Conclusion:	Programme completions are strong across all delivery. Close monitoring of student progress supports strong achievement for all student groups. Self-assessment is continuous and enables client-centred improvements.
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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>NZALI training is highly valued by its stakeholders and students. Students and stakeholders appreciate the PTE's step-by-step and practical approach, as well as the regular, extensive support for the supervisors who request the training and their staff who receive the training. Workplace training is distinctly valued for its contribution to the development and growth of people in iwi groups. Stakeholders also benefit from improved capability in their workforce.</p> <p>Staff become more efficient in the use of technology without having a technical background. They develop skills to use technology effectively and independently, such as using dashboards to generate useful organisational reports. Staff improve their work skills and attributes such as communication skills and the confidence to lead and collaborate with peers.</p> <p>Some graduates are progressing to higher-paying jobs or seeking different positions within the same organisation. There is further opportunity for graduates of the first micro-credential to continue study to the next level of the stacked micro-credential.</p> <p>NZALI has developed strong networks with iwi groups, some of long standing. These relationships are authentic and ongoing. NZALI is growing engagement with new employers within iwi communities to provide creative, responsive solutions to meet stakeholders' developing needs.</p> <p>Stakeholder and student feedback informs NZALI of the high value of the programmes and how they match</p>

	stakeholder needs. NZALI has a comprehensive understanding of the value of outcomes for employers, graduates and community groups.
Conclusion:	High value training increases career opportunities for students and improves workforce capability for employers and community groups. Regular review of all stakeholder feedback informs decision-making for programme delivery and overall educational performance.

### 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>Programme design and delivery strongly matches stakeholders' needs. Programme delivery is flexible, relevant and focused on community objectives.</p> <p>NZALI's programme review is ongoing and done in real time with partners. Regular feedback to the partners enables the PTE to adapt resources before the next delivery and improve delivery aligned to partners' needs and students' progress – tailoring and adjusting to requirements but within the approved programme.</p> <p>Staff are thoughtful, interactive and use theory and experience to inform their teaching practice. They have high levels of awareness about delivering to students' contexts and considering students' prior experiences. Learning is tailored to student needs, and staff use a student-centred approach to cater to emerging student needs.</p> <p>Consistency is achieved through provision of detailed lesson plans and resources that can be tailored when and as needed. Training includes practical and relevant resources for students to apply in their workplaces. Training is guided in the classroom, and students work collaboratively with peers. Practice exercises online support independent learning.</p> <p>Learning design processes are collaborative, worked through as a project. Expert teaching staff share training</p>

	<p>challenges and teaching solutions to ensure improvements support student progress. Teaching staff check teaching strategies, conduct formal observations, team teach, and use student and peer feedback in real time to ensure consistency of delivery. These processes validate practices and quality assure during each session. This enables staff to respond to problems and address needs in a timely manner.</p> <p>Formative and summative assessment practices are robust and scaffold learning. A systematic and regular internal and external moderation process maintains academic integrity and validity while providing teaching staff with feedback which is used to inform improvements. External post-assessment moderation is conducted by contractors and provides a further objective lens for validation of achievement.</p> <p>Annual programme review effectively brings together ongoing adaptations to inform timely decisions for improvements and ongoing programme development.</p>
Conclusion:	<p>Learning activities, resources and assessments are relevant and engaging. Programmes are tailored to stakeholder requirements. Continuous, ongoing and comprehensive review and improvement processes inform programme design and ensure that delivery matches stakeholder needs.</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>To inform the training, NZALI conducts comprehensive analysis of the needs of the students and stakeholders. Most cohorts are small, and training is conducted in workplaces or hired venues.</p> <p>Strong relationships develop between students and their tutors. Students receive tailored support which leads to their success. Teachers are flexible and available to respond to students' questions outside of class times.</p>

	<p>Online resources are available to support learning in the micro-credentials.</p> <p>LNAAT<sup>3</sup> is used to assess students' literacy and numeracy skills and needs when they start their study. Literacy and numeracy progress reporting is also supported by a matrix tracking tool that maps literacy and numeracy demands within lesson plans. This provides ongoing evidence of student progress, to supplement progress reporting using the LNAAT.</p> <p>Whakawhanaungatanga<sup>4</sup> is central to building relationships and ensure students' comfort in the learning environment. This also includes collaborative development of class agreements and checking in with students about their learner preferences and goals. Teaching staff provide a safe and nurturing learning environment which is contextualised to student workplace needs. NZALI works in tandem with all partners to provide the wraparound support and culturally appropriate delivery.</p> <p>The Code of Pastoral Care (2021) is well promoted among all staff, and NZALI reviews its pastoral care practices regularly. Stakeholder and student feedback is highly positive and constructive, which NZALI responds to in a timely manner. NZALI uses student and stakeholder feedback to reflect on the training and make appropriate improvements or changes.</p>
<p>Conclusion:</p>	<p>Students are effectively supported through a student-centred approach which encourages them to take ownership of their learning and determine how they want to learn. Regular student and stakeholder feedback is used continuously to understand student needs and respond appropriately.</p>

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<sup>3</sup> Literacy and Numeracy for Adults Assessment Tool

<sup>4</sup> Whanaungatanga is about making and maintaining relationships. These relationships create a sense of belonging, obligation, support, responsibilities and roles.



## 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>NZALI's strategic direction and vision is clearly driven by the needs of its stakeholders. The PTE's mission is to enable learning and development that is people-focused, industry-relevant and market-responsive, and these strong values are intentionally aligned. This alignment supports development for various iwi groups, businesses and government entities (councils). The PTE uses an innovative approach in engaging with stakeholders throughout design, delivery and feedback reporting.</p> <p>A strong academic advisory board supports the PTE leadership and provides important external perspectives. Each member holds complementary skills and experience which enables the organisation to draw on expertise around business, education and employment practice.</p> <p>Academic and business leadership is equally strong, leading to effective business decisions mutually informed by the educational and business sustainability drivers. The organisational structure positions key staff in leadership roles with clear outcomes aligned to the mission. The chief operating officer is a strong role model who effectively leads the academic team. The leadership team is supported and guided by the business focus and financial acumen of the chief executive.</p> <p>Staff feel valued and listened to and understand that their contributions are welcomed and useful to the business and decision-making. They receive ongoing professional development, while peer mentoring supports staff wellbeing and growth.</p> <p>A health and safety app provides a check-in for staff when they are away from the office. All staff are police vetted and receive training in first aid.</p> <p>Decision-making is a collaborative effort. NZALI uses educational performance data effectively to inform ongoing improvements. The PTE is highly reflective and responsive. Collaborative approaches to projects ensure that feedback</p>

	is acted on immediately to make improvements and is collated to inform annual reviews.
Conclusion:	NZALI governance and management proactively support high educational success. Creative, collaborative and highly reflective and responsive governance, and management and collective decision-making clearly align with the organisation's exemplary educational achievement.

### 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>NZALI has comprehensive processes and systems which enable timely management of its key compliances. The chief executive officer and quality assurance director work together on a calendar system to meet key deadlines in reporting to NZQA and other stakeholders. Reporting to key stakeholders is detailed and informs Tertiary Education Commission funding to employers.</p> <p>Policy changes are discussed and shared with all staff in regular meetings, and feedback is used to make improvements. This continuous and ongoing improvement informs annual review of policies.</p> <p>Code self-review is carried out annually and is reflected in operational activities and meeting the Code self-review publishing requirements. The PTE maintains oversight of complaints. There were no critical incidents or complaints during the reporting period.</p> <p>There is a check process in place for NZQA reporting. NZQA requirements are monitored, and any required actions are taken prior to reporting.</p> <p>Clear processes for controlling documentation and updates signed off by the chief executive are evidence of good management oversight.</p>
Conclusion:	NZALI is highly responsive in managing its compliance accountabilities, using comprehensive systems which

	include check processes to regularly monitor and action all requirements.
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# Focus areas

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

## 2.1 Workplace Digital Literacy: Interface between Smart Devices and Digital Platforms (Micro-Credential) (Level 2)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	This micro-credential is designed collaboratively with stakeholders to meet the needs of the workplace. Staff establish strong relationships with the students and provide support to ensure the goals of students and their employers are met. Feedback from students and their employers attests to the high value of the outcomes.
Conclusion:	Bespoke design and delivery in students' workplaces is tailored to specific contexts and needs. NZALI is delivering high value outcomes.

## 2.2 Developing Digital Skills to Use Cloud-Based CRM Software using Drag-and-Drop Declarative Programming Solutions (Micro-credential) (Level 4)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	Students attend weekly classes over a period of 10 or 20 weeks. Students described effective learning environments, strong social and academic support networks and supportive teachers. High value outcomes include internal promotions and highly paid job opportunities.
Conclusion:	Innovative design and delivery provide students with support to succeed, offering product certification and opportunities for career advancement and increased earning capability.

## 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. Micro-credential completions 2021-24 (data supplied by NZALI)**

Micro-credential	Year of programme	Number of learners					Retention	Attrition	Completion rates	Employment placement
		Māori	Pasifika	NZ European	Other	Total				
Practising Leadership with Self-Awareness L5(PLSAL5)	2021/2022; 2023, 2024	7	11	5	2	25	100%	0	100%	In employment
Workplace Digital Literacy: Interface between Smart Devices and Digital Platforms L2(WDLL2)	2021/2022; 2023/2024	2 19		1 4		26	100%	0	100%	In employment
Developing Digital Skills to Use Cloud-Based CRM Software using Drag-and-Drop Declarative Programming Solutions L4 (CRML4)	2022; 2023; 2024	7	28	4	2	41	90%	10%	100% Sales force Certification:	TupuToa Datacom NZME 360Tuned Merkle Aotearoa Chorus Trust Power

**Table 2. Workplace Literacy and Numeracy Employer Fund achievement 2020-24 (data supplied by NZALI)**

Employer WLN	Year of programme	Number of learners					Retention	Completions
		Māori	Pasifika	NZ European	Other	Total		
Whakatohea Māori Trust Board - Opotiki	2020/2021	12	-	10	3	57	85-90%	100%
	2021/2022	13		2				
	2022/2023/2024	17						
Whakatohea Open Ocean Mussels - Opotiki	2021/2022	21	1	18	1	41	85-90%	100%
OPAC - Opotiki	2021	9	5	3	7	24	85-90%	100%
Whakatāne District Council	2022	10	1	12	1	24	85-90%	100%
Whakatāne New World	2021/2022	10		20	3	67	85-90%	100%
	2022/2023	13	1	20				
Whakatāne Consortium (The Comm, Brosnahans, Top Notch)	2021/2022	16	-	12	2	50	85-90%	100%
	2022/2023	5		15				
Tunnickliffes Timber	2021/2022	15	-	9	-	24	85-90%	100%
	2022/2023							
Te Puna Ora O Mataatua (TPOOM) - Whakatane	2022/2023	30	-	2	-	52	85-90%	100%
	2023/2024	20						
Te Runanga O Ngati Awa (TRONA)- Whakatane	2022/2023	33	-	-	-	33	85-90%	100%
Kohanga Toroa - Whakatane	2023/2024	20	-	-	-	20	85-90%	100%
Kohanga Apanui - Whakatane	2023/2024	21	-	-	-	21	85-90%	100%
Miraka - Taupo	2023/2024	38	-	-	-	38	85-90%	100%

# 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>5</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>5</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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