



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Bodhi Ltd

Date of report: 17 November 2025

About Bodhi Ltd

Bodhi Ltd (Bodhi) is a small Auckland-based private training establishment which specialises in early childhood education training and development.

Type of organisation:	Private training establishment (PTE)
Location:	49 Kaurilands Road, Glen Eden, Waitakere, Auckland
Eligible to enrol international students:	No
Number of students:	Domestic: 38, including four Māori, two Pasifika and two students with disabilities
Number of staff:	Three full-time, two part-time (four full-time equivalents)
TEO profile:	See: Bodhi Ltd Bodhi delivers two main programmes: <ul style="list-style-type: none">• New Zealand Diploma in Early Childhood Education and Care (Level 5) [118961-5] leading to [2851-2]¹• New Zealand Diploma in Early Childhood Education and Care (Level 6) [122201-4] leading to [2852-2]²
Last EER outcome:	At the previous external evaluation and review in 2021, Bodhi was found to be Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	New Zealand Diploma in Early Childhood Education and Care (Level 6) [122201-4] leading to [2852-2]
MoE number:	8022

¹ For brevity, the report will refer to this programme as the Level 5 Diploma hereafter, unless otherwise stated.

² For brevity, the report will refer to this programme as the Level 6 Diploma hereafter, unless otherwise stated.

NZQA reference:	C60949
Dates of EER visit:	29 April 2025-1 May 2025

Summary of results

Bodhi comprehensively meets the most important needs of students and other stakeholders, with high rates of achievement across all groups, and with graduates gaining employment and further study at high rates. The PTE's self-assessment is generally effective, though important developments to assessment, moderation and academic leadership have occurred only recently. These developments nonetheless provide confidence that organisational self-assessment will continue to improve in future.

Highly Confident in educational performance

- Student achievement is strong, with students from all groups completing qualifications at high rates across both programmes. Relevant self-assessment processes are also strong, with the PTE analysing data very effectively to understand and support achievement.

Confident in capability in self-assessment

- The PTE provides considerable value to students, graduates and other stakeholders. Students gain job-readiness and preparedness for further study. Graduates gain employment and engage with further study at high rates. Relevant self-assessment activities are generally effective and comprehensive, but there is an opportunity to further enhance analysis of feedback. In particular, the PTE could consider ways to strengthen the evidence base for graduate employment and education outcomes.
- Programmes, courses and modules are designed well and reviewed effectively to meet the needs of students and stakeholders. The PTE's internal moderation processes support the fairness, appropriateness, validity, consistency and authenticity of assessment. Recently, the PTE has engaged in a limited number of external moderation activities on a voluntary basis. These activities add to the PTE's capability in moderation and provide some independent assurance of the effectiveness of internal moderation.
- The PTE is highly effective at supporting the students in their learning. Tutors provide

tailored, high quality academic and pastoral support to the students in all learning environments, including work placements. Students are well informed about the requirements and demands of the PTE's programmes, and student learning goals are well supported throughout each student's studies. The PTE has an opportunity to strengthen its processes regarding documentation of student support information, and the reporting of this information from staff to management.

- Governance and management include tutorial staff who are highly capable and experienced. All staff strongly support educational achievement. The PTE intends to grow its range of training offerings. Improvements to the PTE's organisational capability have occurred only recently, but these will support the PTE in its prospective growth. Organisational aims are clear, well understood by all staff, and consistent with the PTE's values.
- Bodhi manages its important compliance accountabilities very effectively.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Student achievement is strong at Bodhi, with the PTE's students completing qualifications at high rates. Overall qualification completions for the Level 5 Diploma were 79 per cent, 80 per cent, 100 per cent and 100 per cent for the years 2021-24 respectively.⁴</p> <p>Overall qualification completions for the Level 6 Diploma were 63 per cent, 88 per cent, 94 per cent and 86 per cent for the years 2021-24 respectively.⁵ In both cases, the relevant results indicate significant improvement in student achievement since the previous EER. Bodhi's 2023 and 2024 qualification completion rates for both programmes also outperform sector averages.⁶</p> <p>Priority student achievement is strong at Bodhi, with Māori, Pasifika and students with disabilities all completing qualifications at high rates. Data for all three groups is subject to fluctuations, given low enrolment numbers. However, priority student qualification completions for the level 5 and 6 programmes showed improvement since the previous EER. Additionally, priority student qualification completions remained at or above parity in most cases.⁷</p> <p>Bodhi's self-assessment processes are strong, with the PTE analysing data very effectively to understand and support student achievement. These processes include</p>

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁴ See Table 1, Appendix 1 for further detail.

⁵ Ibid

⁶ See Table 2, Appendix 1 for further detail.

⁷ See Table 1, Appendix 1 for further detail.

	the use of up-to-date completion data from Bodhi's internal database, disaggregation of data at an appropriate level of detail, and thoughtful usage of data for the purposes of benchmarking.
Conclusion:	Student achievement is strong, with students from all groups completing qualifications at high rates across both programmes. Relevant self-assessment processes are also strong, with the PTE analysing data very effectively to understand and support achievement.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Bodhi provides considerable value to students and graduates. Destination data for the level 5 and level 6 programmes indicate that a high number of graduates gain or retain relevant employment in the early childhood education (ECE) sector.⁸ Additionally, this data indicates improvement over time regarding those students who have continued to the Bachelor of Teaching (ECE) pathway at other providers.</p> <p>In addition to employment, Bodhi's programmes and teaching also contribute to other valued outcomes, including the gaining of sector-specific skills, knowledge and job-readiness. Students and graduates gain important knowledge relating to the ECE sector, ECE practices that reflect Te Tiriti o Waitangi, health and wellbeing, and support for children's language. Additionally, level 6 students complete work placements in unfamiliar educational settings, to help broaden their abilities, experience and readiness for employment or further study.</p> <p>Bodhi's valued outcomes for students and graduates are reinforced by appropriate and ongoing engagement with key stakeholders, with the PTE continuing to maintain strong relationships with employers and other tertiary</p>

⁸ See Tables 3 and 4 in Appendix 1 for further detail.

	<p>education providers. Evaluative conversations indicated that these stakeholders strongly value the skills, confidence and attitude that Bodhi's students and graduates bring to employment and further study.</p> <p>Bodhi's self-assessment is generally effective and comprehensive, though there is an opportunity to further enhance analysis of graduate and stakeholder feedback. In particular, Bodhi currently has a low response rate for graduate surveys, and the PTE has stated an aim to improve this rate. Additionally, while Bodhi's graduate surveys gather qualitative feedback on the gaining of skills, analysis of this feedback could be further enhanced to identify common areas of strength and improvement.</p>
Conclusion:	<p>The PTE provides considerable value to students, graduates and other stakeholders. Students gain job-readiness and preparedness for further study. Graduates gain employment and engage with further study at high rates. While there is an opportunity to further enhance analysis of feedback, relevant self-assessment activities are generally effective and comprehensive.</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:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Bodhi's programmes, courses and modules are designed well and reviewed effectively to meet the needs of students and stakeholders. The PTE's Level 5 and Level 6 Diplomas are both delivered in alignment with NZQA programme conditions and Teaching Council criteria for teacher registration. This ensures that students have clear pathways to the Bachelor of Teaching (ECE) and full teacher registration.</p> <p>Additionally, reviews carried out at the end of each module incorporate student and tutor feedback, and result in changes that ensure modules better meet student needs, including changes to timetabling, course content and course structure.</p>

	<p>Internal moderation processes support the fairness, appropriateness, validity, consistency and authenticity of assessment. The PTE has made a range of improvements to relevant internal processes in these areas since the previous EER. Internal pre-moderation processes align assessment tasks to learning outcomes and ensure that assessment instructions are clear. Internal post-moderation processes include cross-marking to ensure the verification of assessor decisions.</p> <p>Reviews carried out at the end of each module examine trends in student grades, diagnose reasons for lower-than-expected grades, and propose adjustments to modules to improve grades. Academic integrity and misconduct policies are clear, appropriate and well communicated to the students. Additionally, the PTE's processes in this area are effective in ensuring the authenticity of student work.</p> <p>Bodhi has engaged in a limited number of external moderation activities on a voluntary basis. These activities add to the PTE's capability and provide some independent assurance of the effectiveness of internal moderation. Samples of external moderation indicated agreement between moderators and assessors on overall grade categories, and isolated instances of unresolved discrepancies on specific letter grades.</p> <p>The evaluation team commends Bodhi on its voluntary engagement with external moderators, as well as its efforts to continue strengthening its external moderation arrangements with other organisations. These will continue to contribute to the comprehensiveness, scale and frequency of its moderation processes.</p>
Conclusion:	<p>Programmes, courses and modules are designed well and reviewed effectively to meet the needs of students and stakeholders. The PTE is effective at supporting the fairness, appropriateness, validity, consistency and authenticity of assessment. Recent, voluntary engagement in external moderation activities adds to capability in moderation, and provides some independent assurance of the effectiveness of internal moderation.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Bodhi has a rigorous and comprehensive enrolment process which requires entry assessments, interviews, letters of reference and police checks. This process ensures that prospective students are well informed about the requirements and demands of Bodhi's programmes. This process also ensures that the learning and career goals of prospective students are well understood. These goals are well supported throughout each student's studies at Bodhi, including after graduation when students gain employment or further study at high rates.⁹</p> <p>Tutors take responsibility for academic and pastoral support at Bodhi, and the PTE is highly effective at supporting students in their learning. Small cohorts enable tutors to know their students personally and to identify specific learning and wellbeing support needs.</p> <p>Bodhi responds well to student support needs in a range of ways. During online learning, tutors provide students with optional weekly Zoom sessions in which the students can ask questions about course-related matters. During placements, tutors visit the students and their workplace mentors, to check on student progress in that setting, and to ensure that student needs are being met. Additionally, evaluative conversations with students indicated that the tutors are highly responsive to their emails and that they provide useful feedback on assessments.</p> <p>The level 5 and 6 programmes both have practical work experience components which strongly contribute to the job-readiness of Bodhi's students and graduates. To support its students during the practical work experience components of study, Bodhi reviews its relationships with key industry stakeholders to ensure that placement conditions are suitable for its students.</p>

⁹ See 1.2 and Tables 3 and 4 in Appendix 1 for further information on Bodhi's graduate outcomes.

	<p>Where issues have arisen during student placements, Bodhi has addressed these effectively. This includes the PTE taking action to support students into new placements where necessary.</p> <p>Bodhi's review of the Code of Practice for pastoral care is comprehensive and well evidenced, and the PTE's relevant self-assessment activities are generally highly effective. There is nonetheless an opportunity to further enhance reporting processes between tutors and management regarding the documentation of student support information.</p>
Conclusion:	<p>The PTE is highly effective at supporting students in their learning. Tutors provide tailored, high quality academic and pastoral support to the students in all learning environments, including work placements. Students are well informed about the requirements and demands of the PTE's programmes, and student learning goals are well supported throughout each student's studies.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Bodhi's academic leadership is generally effective at supporting educational achievement. The PTE's director and chief executive – who also deliver programmes – are responsible for governance and management at Bodhi. These staff, together with the PTE's tutors, are experienced in early childhood education. Staff capability in respect of student support is strong among all tutorial staff, and these staff continue to build their capability in this area. Processes for the recruitment and development of staff are also effective, with policies and procedures that pertain to institutional fit, competence and fairness.</p> <p>Bodhi is generally effective at balancing innovation, responsiveness and continuity. In addition to current delivery, Bodhi intends to grow its range of offerings and – relative to proposed delivery – the PTE is building organisational capability to ensure that this growth is</p>

	<p>supported. Regarding organisational capability, recent additions to the academic board include members with general and industry-specific academic experience, as well as members who hold business experience. The PTE operates a sustainable business model, which has been supported by the improvements to organisational capability, as noted.</p> <p>Bodhi's aims, values and direction are clear and understood by all staff. The PTE's aims include the empowerment of student teachers within early childhood education, and the provision of requisite skills and knowledge to those teachers. These aims are consistent with Bodhi's values of ako, maramatanga, whānaungatanga and mōhiotanga.</p> <p>Additionally, Bodhi's governance and management have made improvements to its strategic planning, with the support of the academic board. The PTE has strategic goals that are aligned to its aims and values, well-defined milestones toward meeting those goals, and effective processes for measuring progress toward those milestones.</p>
Conclusion:	<p>Governance and management include capable and experienced tutorial staff, and these staff all support educational achievement. With the PTE intending to grow its range of training offerings, ongoing improvements to organisational capability support this prospective growth. Organisational aims are clear, understood by all staff, and consistent with the PTE's values.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Bodhi manages its important compliance accountabilities very effectively.</p> <p>The PTE uses a comprehensive quality assurance calendar that includes the assignment of responsibilities to staff on the meeting of compliance accountabilities to a range of</p>

	<p>external agencies, including NZQA, the Tertiary Education Commission and the Teaching Council. The PTE has submitted all attestations and returns to NZQA within expected timeframes.</p> <p>Bodhi also manages its other important accountabilities very effectively. Evidence sighted by the evaluation team indicates that the PTE keeps its quality management system up to date, and that its policies and procedures are aligned well to relevant legislation. Additionally, the PTE reports and publishes data on its website relating to complaints and critical incidents, as required by the Code of Practice.</p>
Conclusion:	Bodhi manages its important compliance accountabilities effectively.

Focus areas

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

2.1 New Zealand Diploma in Early Childhood Education and Care (Level 6) [122201-4] leading to [2852-2]

Performance:	Excellent
Self-assessment:	Excellent

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 Bodhi Ltd:

- Consider ways to strengthen the evidence base for graduate employment and education outcomes, to improve the PTE's understanding of graduate outcomes.
- Consider ways to enhance reporting processes between tutors and management regarding the documentation of student support information, to better identify future and emerging student support needs.

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. Bodhi Ltd's qualification completion rates for 2021-24 (data provided by Bodhi)

Qualification Completion Rates

Qualification	Group	2021	2022	2023	2024
NZ Diploma in ECE – Level 5 [Ref: 2851]	# completed	79% (8/10)	80% (14/17)	100% (20/20)	100% (13/13)
	Māori	50% (2/4)	71% (5/7)	100% (2/2)	0 0
	Pasifika	100% (1/1)	50% (1/2)	100% (2/2)	100% (1/1)
	Non- Māori and non-Pasifika	100% (5/5)	87.5% (7/8)	100% (16/16)	100% (12/12)
	Learners with a disability	0 0	0 0	100% (1/1)	0 0
NZ Diploma in ECE – Level 6 [Ref: 2852]	# completed	62.5% (5/8)	87.5% (10/11)	94% (15/16)	86% (13/15)
	Māori	50% (1/2)	100% (1/1)	100% (1/1)	0 0
	Pasifika	50% (1/2)	100% (1/1)	0% (0/1)	80% (4/5)
	Non- Māori and non-Pasifika	75% 3/4	87.5% (8/9)	100% (14/14)	100% (9/9)
	Learners with a disability	0 0	0 0	0 0	100% (1/1)

Source: Selma (SMS)

Table 2. Bodhi Ltd's qualification completion rates compared with other providers 2021-23 (data extracted from TEC's Ngā Kete portal by Bodhi)

Qualification completion rates compared to other providers:

Provider	Qualification Completion Rate (2021-2023)
NZMA	85.6%
NZTC	81.6%
Open Polytechnic	60.3%
Bodhi	83.3%
Average	78.1%

Source: Ngā Kete

Table 3. Bodhi's level 5 graduate destinations (data provided by Bodhi)

Level 5 Graduate Destinations

Year	Number of graduates	Employed in the ECE sector	Studying ECE Level 6 Diploma	Other
2021	8	8 (100%)	8 (100%)	n/a
2022	10	7 (75%)	8 (80%)	n/a
2023	20	20 (100%)	16 (80%)	n/a
2024	13	13 (100%)	10 (75%)	n/a

Table 4. Bodhi Ltd's level 6 graduate destinations (data provided by Bodhi)

Level 6 Student Destinations:

Year	Number of graduates	Employed in the ECE sector	Completed Bch.Tch (ECE)	Other
2021	5	4 (80%)	2 (40%)	n/a
2022	10	9 (90%)	7 (70%)	n/a
2023	16	16 (100%)	59% complete 23% completing	1 teacher migrated to Perth and is in a Head Teacher position
2024	15	15 (100%)	Still collecting data	1 teacher migrated to London and holds a 2IC position

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 fraud¹⁰*
- *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.*

¹⁰ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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