



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Brittain's 2005 Limited

Date of report: 13 August 2025

About Brittain's 2005 Limited

Brittain's 2005 (trading as Brittain's - Lifelong Choices) delivers training programmes in Taranaki, to develop skills for people seeking roles in the hospitality sector and upskill those already working in hospitality roles.

Type of organisation:	Private training establishment
Location:	55 Gill Street, Central Business District, New Plymouth
Eligible to enrol international students:	No
Number of students:	Domestic: 287 students in 2024 Ethnicity data is collected but not aggregated at the organisational level. Disability data is not collected. A programme specifically for Ongoing Resourcing Scheme school students (Supported Cookery and Barista) was delivered to seven disabled students in 2024.
Number of staff:	One full-time and five part-time (1.66 FTE)
TEO profile:	Brittain's 2005 Limited Most short-duration training is based in workplaces.
Last EER outcome:	Brittain's previous EER outcome in 2023 was Confident in educational performance and Not Yet Confident in capability in self-assessment.
Scope of evaluation:	All training including Beverages and Barista (Micro-credential) [ID: 122251-2]
MoE number:	8092
NZQA reference:	C60951
Dates of EER enquiry:	15 and 16 April 2025

Summary of results

Brittain's has strong relationships with partners in the region, and the training meets some needs of schools and industry. However, management does not have effective processes to meet NZQA expectations of a private training establishment (PTE). Self-assessment does not support Brittain's to understand educational performance or to identify key issues for improvement.

Not Yet Confident in educational performance

Brittain's generally understands student and stakeholder needs. The PTE has strong relationships with a small number of stakeholders, designing and delivering training that is flexible, relevant and tailored to their specific needs. However, evidence of the degree to which those needs are being met is limited by the informality – and lack of analysis – of stakeholder engagement.

Not Confident in capability in self-assessment

Tutors are experienced and active in the hospitality industry, and generally have extensive training experience. Training is well designed and delivered in well-appointed, work-based learning environments.

Students are well supported by tutors who provide individual coaching and mentoring in inclusive learning settings that enable them to succeed. However, incomplete achievement data provides limited evidence of achievement by cohort or at an organisational level.

Management processes do not adequately meet NZQA expectations of a registered PTE.

Self-assessment activity is ad hoc, reactive and poorly developed. Data and information are not used effectively to understand performance or to support decision-making.

Key evaluation question findings¹

1.1 How well do students achieve?

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Students gain confidence and skills that support them to move into employment or enhance their work capabilities. Most students are retained in courses and complete successfully, gaining unit standards and employability skills. A small number of students enrol in and are awarded the beverages and barista micro-credential.</p> <p>Tutors regularly monitor and discuss individual student progress, but there is no formal achievement reporting to schools or other stakeholders.</p> <p>Achievement data presented during the enquiry was incomplete and not analysed, which means that achievement outcomes were not able to be verified. Brittain's needs to improve its use of data to provide systematic reporting on educational performance across all training.</p> <p>Brittain's receives feedback on the value of outcomes from employers through one-to-one relationships and informal conversations. Return business by a small number of stakeholders indicates that they have confidence in the value of the training. Employers and schools reported growth in confidence and improvement in wellbeing for the students. Students developed and applied newly gained skills at workplaces and large hospitality events. School students gained employment through a programme with a large retail chain.</p> <p>There is limited evidence that Brittain's has a clear or detailed understanding of the value of outcomes gained through its training programmes. There is no outcomes tracking or formal, ongoing engagement with</p>

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

	stakeholders or graduates. While relationships with a small collection of stakeholders are strong, these are not well used to understand the success of the graduates and the overall value of the training over time.
Conclusion:	Students gain useful skills and knowledge. Training contributes to the hospitality and retail industries in the region. Data and information about achievement and valued outcomes is limited and not well used by the PTE to understand or demonstrate the effectiveness of training or the quality of 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:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Courses are designed and delivered within specific contexts to meet employer, community organisation and school needs. Bespoke courses are generally made up of a selection of unit standards relevant to the workplace or employment focus. Most practical delivery occurs in suitable workplaces or other learning environments with appropriate resources to enable students to learn and practise their skills in a work-like environment.</p> <p>Regular programme review is informal. Tutors review student achievement and course performance at the end of each cohort. However, the results of review conversations are not captured, analysed or formally reported. Brittain's did, however, state that some changes have been made to delivery based on tutor feedback.</p> <p>Tutors have current, relevant industry experience and work well together, with most classes delivered by two tutors in a team-teaching setting. This approach enables tutors to provide practical support in class and an additional observer for timely skills assessment. Tutors described a culture of honesty and openness within their team, enabling them to provide direct feedback to the training manager on improvements needed to aspects of course design, delivery and support for assessment.</p>

	<p>Workplace assessment of unit standards is effective and valid, using checklists and observation by supervisors with support from Brittain's training manager. Internal moderation is done by two tutors with significant education and training experience, and external moderation confirms the validity of assessor decisions.</p> <p>There is some variability in the recording of assessment results, although timely unit standard credit reporting is in place.</p> <p>Feedback from students through surveys is not well managed or systematic. Staff gather feedback from students during class, but there is limited response or action taken in response to informal or formally collected feedback. Teaching staff were not clear on how student feedback is gathered or used and did not receive feedback on the quality of their teaching, or areas for development. Student feedback is collected but is not systematically used to identify strengths and areas for improvement, or analysed to contribute to programme review.</p> <p>Stakeholder feedback is informally and irregularly sought from a small cohort of industry and personal connections, most often in response to external requirements.</p>
Conclusion:	<p>Courses appear to be generally meeting student and stakeholder needs. Tutors are well connected with industry and provide relevant training in suitable learning environments. However, feedback from stakeholders and students is not systematically collected or analysed to inform the PTE about how well training aligns with the needs of employers and schools in the region.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Learning environments are safe and inclusive, with individualised approaches provided where needed. The mix of theory and practical activities supports students to stay engaged in work or work-like settings.</p> <p>Positive learning environments and wrap-around student support provide students with the support they need to achieve their goals. Students are well supported in small classes of 12-15 by two tutors who ensure individual learning and assessment needs are met. Britain's has no formal student support processes or systems in place, but the delivery model ensures student needs are identified and responded to. Student support is fit for purpose within the training context, with the training manager taking a lead role and providing guidance to other staff in more challenging situations.</p> <p>Students and staff reported that teaching and learning resources were useful and suitable. Understanding the effectiveness of support for teaching and learning would be strengthened by improving processes for collecting feedback from students and better use of data at an organisational level.</p> <p>The 2024 Code of Practice self-review was a very brief update to the comprehensive self-review completed in 2023.</p>
Conclusion:	Students receive sufficient support to enable them to achieve their goals within the short course context. There is limited evidence of student feedback being used to understand how effectively students are supported in their learning, or to make improvements.

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

Performance:	Marginal
Self-assessment:	Poor
Findings and supporting evidence:	<p>The PTE's purpose is to provide training tailored to regional industry needs. Review and development of an updated strategic plan in collaboration with an advisor is still in progress.</p> <p>The PTE is responsive to changing needs. Longstanding relationships with a small collection of employers and schools are key to the ongoing success of the PTE in maintaining student numbers. Contracted tutors deliver training at a range of workplace venues that have sufficient resources for practical skills training.</p> <p>Recent external contracted support for the training manager has helped to develop programme and other documentation and improved the PTE's understanding of NZQA rules and requirements. Academic leadership is informal and could be strengthened to provide more robust quality assurance.</p> <p>The training manager/owner is the primary trainer who also takes responsibility for most academic management and quality assurance functions. However, business processes and associated systems are still developing. The evaluators did not see evidence of a stable and effective record-keeping system for general documentation and student files/results. This raises concerns about the accessibility and security of student records.</p> <p>Self-assessment is limited, with an ad hoc approach to improvement that appears to be primarily reactive to external requirements or review. Unfortunately, many of the weaknesses noted in previous EERs in 2021 and 2023 are still evident, with limited sustained improvement. Significant gaps include analysis and reporting of achievement, proactive monitoring of compliance requirements, and use of data to inform developments in teaching and learning and to support self-assessment.</p>
Conclusion:	Brittain's provides training that meets some industry and regional needs. However, governance and management support for educational achievement is primarily focused

	on providing suitable staffing and resources. There is limited academic leadership outside the classroom. This has resulted in insufficient attention to NZQA's expectations of a PTE, including the use of data within self-assessment activities to understand and improve performance.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Poor
Self-assessment:	Poor
Findings and supporting evidence:	<p>There are significant gaps and weaknesses in Brittain's management of important compliance accountabilities. For example, the current delivery of a micro-credential is missing the required online component. While the PTE reports that the online hours are being met through print-based reading activities, this does not align with the intent of the micro-credential approval. In addition, the use of temporary delivery sites is not always notified to NZQA, which is a basic compliance requirement.</p> <p>Although the quality management system was reviewed in 2025, it is not consistently applied in practice and does not appear to be fit for purpose. It lacks the functionality and relevance needed to support effective compliance management in Brittain's context.</p> <p>Student record-keeping processes also require improvement to fully meet the requirements of Part 2 of the PTE Enrolment and Academic Records Rules 2022. Current practices do not provide adequate assurance that student data is being managed in line with regulatory expectations.</p> <p>More broadly, compliance responsibilities are not embedded into routine operational activity. While a compliance matrix was developed in response to the 2023 EER improvement plan, it is not functioning effectively and does little to enhance the organisation's capability to meet compliance expectations. A more robust approach is needed, such as implementation of a comprehensive compliance calendar or schedule, along with standardised checklists (e.g. for the approval and establishment of new programmes or delivery sites).</p>

	It is concerning that similar weaknesses were identified in the 2021 and 2023 EERs. Both EERs highlighted a general lack of awareness of certain responsibilities, and that issues were often only addressed following direct notification from NZQA.
Conclusion:	Brittain's demonstrates significant weaknesses in managing important compliance accountabilities. Key issues include non-compliance with programme delivery requirements, inadequate notification of temporary delivery sites, and poor student records management. The PTE's reactive approach to compliance management poses ongoing risks and highlights the need for sustained and systemic improvement.

Focus areas

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

2.1 All training including Beverages and Barista (Micro-credential) [ID: 122251-2]

Performance:	Marginal
Self-assessment:	Marginal

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 Brittain's 2005 Limited:

- Strengthen the use of achievement and outcomes data by collecting and analysing student achievement and destination outcomes at cohort and organisational levels to support self-assessment and continuous improvement.
- Embed a proactive compliance management system – including, for example, a compliance calendar and checklists used to support routine oversight of obligations such as micro-credential delivery approvals, site notifications and student record requirements.
- Systematically collect and use student and stakeholder feedback by establishing consistent methods for gathering and analysing feedback from students, employers and schools. Then use this information to evaluate programme effectiveness and inform quality improvements.
- Ensure the quality management system is practical, understood and used consistently by staff, and supports the systematic management of key academic and compliance processes.

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.

NZQA requires Brittain's 2005 Limited to:

- Improve the student records management systems by implementing reliable, secure systems that ensure that all student records and results are accessible, accurate, and compliant with the PTE Enrolment and Academic Records Rules 2022.

Appendix

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 fraud²*
- 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.*

² 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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