



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

MSL Training Limited

Date of report: 20 June 2024

# About MSL Training Limited

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*MSL provides mostly foundation programmes at levels 1-2, and some delivery at levels 3 and 4. Modes of delivery are face-to-face (supported learning and police preparation), blended (retail and hospitality) and synchronous online learning for English language (nearly three-quarters of enrolments).*

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Type of organisation:	Private training establishment (PTE)
Location:	15 Putney Way, Manukau, Auckland
Eligible to enrol intl students:	No
Number of students:	Domestic in 2022: 369 equivalent full-time students, being 709 students: 414 Asian, 118 European/New Zealand European, 136 Pasifika, 41 Māori and 96 disabled
Number of staff:	26 full-time and 12 part-time
TEO profile:	<a href="#">MSL Training Limited</a>
Last EER outcome:	In 2019, NZQA was Highly Confident in both MSL's educational performance and capability in self-assessment.
Scope of evaluation:	<p>The evaluation had three programme focus areas:</p> <ul style="list-style-type: none"><li>• New Zealand Certificate in English Language (Level 2) (NZCEL) ID: 115166 [Ref:1881] and Level 3 (General) ID: 123668 [Ref:1882]. This focus area represents high student numbers (mainly Asian and European) and online delivery</li><li>• New Zealand Certificate in Hospitality (Food Service and Barista Skills) (Level 2) ID: 116704 [Ref:2108] delivered through blended learning to culturally diverse learners. This programme has the highest (though small) number of Māori learners</li><li>• New Zealand Certificate in Career Preparation (Level 3) ID: 123573 [Ref:2863-1] – a vocational programme</li></ul>

specifically targeted to preparation for the police and with high Pasifika enrolments.

MoE number: 8252

NZQA reference: C53416

Dates of EER online enquiry: The EER online enquiry was completed 24-27 October 2023. The timeline for completion of the EER report was extended to allow consideration of a Tertiary Education Commission (TEC) audit outcome given the TEC audit was a live process occurring at the time of the EER.

# Summary of results

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*MSL has excellent cohesively embedded processes that ensure student needs are well met and valued outcomes achieved. Self-assessment is high quality, though could be more comprehensive given some undetected compliance-related gaps or processes needing to be addressed.*

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## **Confident in educational performance**

- Highly effective academic leadership and processes are cohesive and embedded to support teaching and learning. The collective strength of the PTE and programme management, student support and MSL tutors has sustained performance through challenging times, as has the effective establishment of new key roles and modes of learning.

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

- MSL provides exceptional attention and care to the students. MSL is driven by a hard-working team and a culture of student success. Effective processes minimise barriers to learning and ensure early responsiveness to students' needs as well as close monitoring of student progress.
- The students, mostly foundation learners, develop life-changing skills and attributes. They grow in confidence, which they highly value. Students are progressing to the next level of study. Career preparation graduates successfully pass the police entry test (and over half of all graduates have gained police roles).
- Completions are typically high and above sector averages across all demographics. MSL established new roles and processes in 2022 to respond to a dip in completions, especially for MSL's small number of Māori learners. Additional initiatives are being progressed in 2023. MSL values diversity and inclusiveness.
- Student feedback is genuinely sought and used to make improvements. MSL collects data and uses it meaningfully to understand performance and to track the impact of initiatives implemented.

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- Self-assessment is high quality, but coverage could be extended to be comprehensive.
  - Some administrative compliance gaps signal the need for additional resource and oversight to be allocated to support this function as these were gaps not self-identified by MSL.

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

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students develop important skills and attributes described as ‘life-changing’ by many interviewed for the EER.</p> <p>Qualification completions for the last four years have been between 81 and 86 per cent – an excellent outcome for mainly level 1-3 learners, and for many students facing financial stress. High course completions have also been consistent, ranging between 84 and 90 per cent.</p> <p>MSL has nearly always performed above the Tertiary Education Commission (TEC) SAC sector average across learner demographics and year-to-year since 2019. The one anomaly was in 2022, when Māori course completions, at 57 per cent (23/41 students), were well below the sector average (69 per cent).</p> <p>MSL’s internal benchmarking shows all priority learner completions declining in 2022 – Pasifika from 87 per cent in 2021 to 72 per cent, disabled student completions from 75 to 63 per cent. Māori completions, which had also dropped in 2021, notably decreased from 73 to 57 per cent in 2022.</p> <p>One factor impacting the 2022 performance was the need for MSL and students to navigate and tolerate changing, temporary premises, due to Covid-related delays to the completion of MSL’s new customised site. During this time, MSL established core roles and processes to identify and respond to students requiring individualised support.</p> <p>However, because Māori completions did not improve at the level expected, MSL implemented and is actioning Māori-specific initiatives, including with Māori students</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.

	who withdrew. MSL continues to monitor completions for other priority learner groups.
Conclusion:	Students develop important skills and attributes. Completion rates are typically high. Processes and actions are in place to respond to declining completions.

## 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>Student's improved confidence and wellbeing is a common and important outcome across MSL programmes. Students' end-of-course reflections provide relevant data about the gains students have made from their learning.</p> <p>Hospitality students interviewed for the EER highlighted the confidence and sense of direction they have gained – all have a pathway planned. NZCEL<sup>2</sup> students described their confidence in now communicating in English, resulting in multiple benefits for their family, personal and working lives.</p> <p>New Zealand police value that MSL is contributing graduates to the police academy, including quality officers from south Auckland who may not have applied but for the police preparation programme. Graduates attribute their successful police recruitment to the MSL programme. The majority of students who have sat the police entry test have passed. Over half are employed or are active in the recruitment process<sup>3</sup> with the New Zealand Police. From the outset MSL ensures that students are aware of police entry requirements and the many different reasons that can negatively impact selection into the police. Tutors advocate on behalf of graduates who have been declined, sometimes with success.</p> <p>Destination data shows further education to be a valued outcome for foundation students (where financial circumstances allow) including for learners whose initial</p>

<sup>2</sup> New Zealand Certificate in English Language (Level 2)

<sup>3</sup> For example, awaiting a start date at the Police College.

	<p>enrolment goals did not include further study. Through MSL, students gain an enjoyment of learning and build aspirations. For example, for 2022, 71 per cent of NZCEL level 2 students progressed to level 3, and 16 of the 20 level 2 hospitality students continued to higher study.</p> <p>MSL collects employment outcomes data, though collated information is limited to the number in employment, rather than analysis of the relevance of the learning to the employment. Obtaining employer feedback has been a challenge for MSL, especially through Covid and as some stakeholder businesses have ceased. At the same time, MSL is actively re-establishing employer relationships (seen in the hospitality area). Industry stakeholders engaged for the EER were very positive about the quality of MSL and its graduates. MSL has consistently met NZQA consistency review expectations across its programmes.</p>
Conclusion:	MSL makes a significant contribution to students' lives and pathways. MSL is working on developing self-assessment data to better evidence valued outcomes.

### 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>Tutors are experienced and embedded in their industries, contributing to programme relevance, as they also do through relationships with key stakeholders (police, hospitality businesses). Programme activities are informed by stakeholder needs, such as police requirements, to ensure relevant learning. Learning activities are varied and engaging.</p> <p>MSL continually reviews programmes to ensure ongoing matching of student and stakeholder needs. Different examples provided showed how programmes have been updated in response to internal reflection and stakeholder feedback. Key changes to modes of delivery have also been made to better respond to students' needs. This has included evening, part-time and blended programme delivery options – given students' external commitments –</p>



	<p>and synchronous online delivery of the English language programmes. Online delivery was initially in response to Covid and older students' fears about returning to the classroom. It has evolved into an effective and valued delivery mode. NZCEL programmes have sustained high achievement and increased participation.</p> <p>Confidence in the validity of assessment is supported by mostly positive external (and internal) moderation outcomes over the last few years.<sup>4</sup></p> <p>A key internal development in the last couple of years has been the inclusion of teaching staff in moderation, which has supported an all-of-organisation understanding of good assessment practice, assisted by ongoing professional development. Moderation results (and student feedback) are used to streamline assessment.</p> <p>Assessment is used consistently to support learning and provides students with feedback on their progress. Lots of formative activities are undertaken to support learning and to prepare students well for assessment.</p> <p>Established processes support effective self-review, including fortnightly tutor and programme leader meetings, regular stakeholder engagement, annual tutor and programme leader self-review reports, and course and programme student surveys. These have good response rates and are used to identify areas for improvement.</p>
<p>Conclusion:</p>	<p>Programmes are relevant and match stakeholder needs, informed by experienced staff, key stakeholder insights and ongoing self-review.</p>

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<sup>4</sup> Information on external moderation outcomes are provided at key evaluation question findings 1.6.

## 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>MSL has focused closely on developing an effective student onboarding process using insights from self-assessment and feedback from the student support coordinator. Study information is well written to communicate key information to the students, and sets out relevant information about study expectations and how programmes are delivered. A suggestion from police preparation students is to include information about additional potential costs that could arise associated with police training requirements.</p> <p>MSL works with each student to understand their learning goals and to support individualised learning pathways. Students are encouraged to build on their learning and to consider continued learning pathways.</p> <p>An online ākonga hub provides a comprehensive, engaging suite of information relevant to student wellbeing, and includes information about online safety and support organisations and activities to support wellbeing.</p> <p>Student attendance is given high importance, with absences followed up immediately. MSL has a clearly defined student at-risk policy and procedures which are working effectively to identify and support students with additional needs.</p> <p>The diversity and inclusiveness fostered at MSL is highly valued by students and tutors. The PTE's responsiveness to wellbeing needs is all-encompassing. It includes the valued support provided by tutors and dedicated student success coordinators, and by support services and activities such as a breakfast club, as well as connections to financial support. All staff work hard to keep students engaged and supported. MSL is clearly meeting Code of Practice expectations.</p> <p>MSL is genuinely focused on accessing student feedback to affirm and improve processes (this is seen by students). Informal student representative roles and processes could</p>

	be clearer. Self-assessment is meaningful and processes are effective. This includes analysis of end-of-course and programme student feedback, continuous review of at-risk and student support data, and student success team reporting. MSL recently established a separate Māori student voice process important to Māori students.
Conclusion:	MSL provides excellent support to the students in their learning, assisted by relevant, effective self-assessment practices.

### 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>MSL has worked hard over the last challenging few years to ensure organisation responsiveness and continuity and sustained educational performance. The PTE is actively exploring innovative options as part of future planning.</p> <p>MSL has resourced and built a strong academic management team and used the expertise of an external consultant. It has established key academic positions and student success coordinator roles. These roles work cohesively together, assisted by effective processes and shared data and insights to support educational achievement. Academic leadership ensures close attention to academic matters including curriculum development, assessment and moderation and staff professional development. MSL has resourced and established a well-implemented online learning system.</p> <p>Through identifying the decline in Māori achievement as a significant issue, MSL has allocated resources and initiatives and ongoing key actions for improvement. There is a whole-of-organisation commitment to the success of all students, and the response to this issue is a collective one.</p> <p>Establishment of a Māori student voice forum has provided MSL with a clear message that Māori students want to engage with Māori staff. MSL has responded to this</p>

	<p>initiative, which is an important reference point for ongoing focus.</p> <p>MSL collects relevant data. Collated data is comprehensive and is used effectively and meaningfully. Self-assessment is insightful. One possible area to improve is the consistency of reporting on student outcomes and achievement (past and present). Analysis and associated discussion and review takes place regularly, but there is inconsistency in the level of information in the different programme, tutor and hub reports.</p> <p>The MSL team have a collective culture and work hard to serve their students and keep them well engaged and supported. Staff are valued and supported.</p> <p>Professional development is focused on enhancing staff capability and is aligned to important areas such as mental health, assessment and Te Tiriti o Waitangi. Staff have been supported to complete adult educator qualifications. Māori staff are appreciating the opportunity to develop their knowledge of and connections to te ao Māori and as part of MSL’s response to Māori achievement.</p>
Conclusion:	Educational performance is well supported by effective organisation and academic management, cohesive processes, meaningful use of data and a commitment to student success.

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

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>MSL demonstrates a good understanding of regulatory requirements. NZQA attestation requirements have been consistently met on a timely basis.</p> <p>MSL’s Code of Practice public report on its website is well presented. Self-assessment against the Code appears effective and meaningful. MSL is in the process of working through how it will publish information about complaints and critical incidents – given it has not had any.</p>

	<p>MSL has constantly met NZQA consistency review requirements. It has met the external moderation requirements of the relevant workforce development councils and most NZQA moderation reviews, including all national external moderation requirements. In 2021, NZQA's monitoring of the level 4 hospitality programme found that MSL had an effective system for the moderation of assessment.</p> <p>Recently, in 2024, NZQA's moderation monitoring found that MSL's level 3 hospitality programme partially met requirements with an action plan needed to address the areas for improvement identified by NZQA.</p> <p>There are some other areas to improve that MSL intends to address, or has already actioned. NZQA identified that MSL had notable late credit reporting in 2023. MSL has since developed an action plan to address this. It also needs to update its website to remove references to historic sites and to ensure all appropriate site notifications have been made to NZQA. Regarding this last issue, it is noted that this was identified pre-EER scoping in August 2023 but is still yet to be fully addressed.</p> <p>In 2020-21, a Tertiary Education Commission investigation found gaps in MSL's enrolment processes that led MSL to enrol students in programmes lower than their existing qualification levels. While improved processes to address this issue were long established at the time of the EER, the more recent 2023 TEC audit report found that two out of five youth guarantee students sampled were ineligible to be enrolled as youth guarantee students because they already held a level 3 qualification. This raises some doubt as to the effectiveness of, and improvements made to, MSL's enrolment process regarding checking of prior qualifications.</p> <p>A detailed annual quality assurance and compliance calendar assists MSL to meet multiple compliance requirements. MSL undertakes annual internal audits of its processes to support the management of key compliance accountabilities, as well as quarterly reviews of academic activities (such as learning hours). The recent TEC audit has identified the need for MSL to improve processes to correctly reflect students' attendance as records for one</p>
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	programme did not demonstrate delivery to required teaching hours.
Conclusion:	While MSL demonstrates some effective processes and evidence of effective compliance management, some gaps in meeting or demonstrating adherence to expected compliance requirements signals a need for greater attention to be given to this area.

# Focus areas

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

## 2.1 New Zealand Certificate in Career Preparation (Level 3)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	

## 2.2 New Zealand Certificate in English (General) (Level 2) and New Zealand Certificate in English (General) (Level 3)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 2.3 New Zealand Certificate in Hospitality (Food Service and Barista Skills) (Level 2)

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	The Good rating for performance reflects disparate achievement for Māori (Appendix 1, Table 8) and variable learner outcomes year to year, though excellent progression is noted for 2022. As with the other focus areas, excellent teaching, learning and support practices were observed.

## 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 MSL Training Limited:

- develop self-assessment data to understand and demonstrate the link between programme learning outcomes and graduate employment outcomes
- ensure that its website information is up to date in reflecting programme delivery sites and that all current permanent and temporary sites are notified to NZQA
- ensure that improvements to attendance recording processes are sufficient to effectively demonstrate delivery to required teaching hours
- review the adequacy of resource and oversight allocated to administrative compliance management.

## 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 MSL Training Limited to:

- track the impact of improved processes to make sure credits for students are being accurately reported within three months of assessment in accordance with Rule 10(1)(b) of the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022
- improve assessment materials and assessor decisions as identified by the 2024 NZQA moderation monitoring report for the level 3 hospitality programme to ensure that assessment methodology is fair, consistent and appropriate given the stated learning outcomes in accordance with the Programme Approval, Recognition, and Accreditation Rules 2022 (Rule 13.1(a), Rule 4.1, Criterion 6).



# Appendix 1

## MSL programme performance data (provided by MSL)

**Table 1. All programme statistics**

Enrolment data	Total EFTS	Total (heads)		Māori%	Pasifika%	Disabled%
2023	339.65	671		6.25% (42)	18.3% (121)	10.68% (70)
2022	369.01	709		5.8% (41)	19.1% (136)	13.5% (96)
2021	369.42	657		7% (46)	21.7% (143)	17.6% (116)
2020	299.57	561		9.1% (51)	19.7% (111)	23.5% (132)
2019	396	690		19.8% (130)	16.8% (135)	18.5% (92)
Completion data	Qualification All%	Course All%	Course All non-Māori%	Course Māori%	Course Pasifika%	Course Disabled%
2023	82.96%	85.31%	89.11%	56.54%	77.36%	91.42 (64)
2022	82.3%	84.2%	88.6%	56.6%	72.1%	62.5% (60)
2021	85.9%	89.2%	91.9%	73.1%	83.1%	75.0% (87)
2020	86.0%	90.1%	91.1%	88.8%	86.8%	84.0% (111)
2019	81.4%	90.1%	92.7%	85.5%	70.4%	89.9% (82)

**Table 2. SAC programmes at Levels 1-3 against TEC SAC Sector Average Comparisons**

Completion data	Course All Domestic%	Course All Non-Māori%	Course Māori%	Course Pasifika%	Course Disabled%
MSL Training EPI 2023	85.31%	89.11%	56.54%	77.36%	91.42%
Level 1-3 Sector Average (2023) <sup>5</sup>	-	-	-	-	-
2023 MSL Training/Sector Difference	-	-	-	-	-
MSL Training EPI 2022	84.2%	89.7%	56.6%	71.5%	62.5%
Level 1-3 Sector Average (2022)	74.9%	80.2%	69%	72.1%	-
2022 MSL Training/Sector Difference	9.3%	9.5%	-12.4%	-0.6%	-
MSL Training EPI 2021	89.2%	92.2%	72.9%	82.0%	75.5%
Level 1-3 Sector Average (2021)	76.0%	80.7%	71.5%	71.7%	-
2021 MSL Training/Sector Difference	13.2%	11.5%	1.4%	10.3%	-
MSL Training EPI 2020	90.0%	91.3%	88.8%	86.4%	84.0%
Level 1-3 Sector Average (2020)	72.7%	78.4%	66.1%	70.7%	-
2020 MSL Training/Sector Difference	17.3%	12.9%	22.1%	15.7%	-
MSL Training EPI 2019	82.0%	92.3%	84.8%	83.8%	89.9%
Level 1-3 Sector Average (2019)	61.3%	80.1%	66.8%	70.3%	-
2019 MSL Training/Sector Difference	20.7%	12.2%	18.0%	13.5	-

SAC Level 1-3 Sector Average from TEC Ngā Kete

<sup>5</sup> 2023 data available at the time of reporting

**Table 3. Youth Guarantee Levels 1-3 against TEC SAC Sector Average Comparisons**

Completion data	Course All Domestic%	Course All Non-Māori%	Course Māori%	Course Pasifika%	Course Disabled%
MSL Training EPI 2023	78.06%	86.43%	53%	76.69%	100%
Level 1-3 Youth Guarantee Sector Average (2022) <sup>6</sup>	-	-	-	-	-
2023 MSL Training/Sector Difference	-	-	-	-	-
MSL Training EPI 2022	77.8%	91.5%	51.2%	66.2%	70.3%
Level 1-3 Youth Guarantee Sector Average (2022)	71.5%	77%	66.4%	68.8%	-
2022 MSL Training/Sector Difference	6.3%	14.5%	-15.2%	-2.6%	-
MSL Training EPI 2021	80.7%	84.2%	73.0%	80.2%	85.7%
Level 1-3 Youth Guarantee Sector Average (2021)	72.3%	76.6%	69.1%	69.5%	-
2021 MSL Training/Sector Difference	14.4%	7.6%	3.9%	10.7%	-
MSL Training EPI 2020	86.7%	88.1%	86.8%	86.4%	80.8%
Level 1-3 Youth Guarantee Sector Average (2020)	68.7%	74.4%	62.7%	68.5%	-
2020 MSL Training/Sector Difference	18.0%	13.7%	24.1%	17.9%	-
MSL Training EPI 2019	84.0%	90.1%	80.8%	82.7%	85.1%
Level 1-3 Youth Guarantee Sector Average (2019)	70.0%	76.8%	64.3%	68.0%	-
2019 MSL Training/Sector Difference	14.0%	13.3%	16.5%	14.7%	-

Youth Guarantee Level 1-3 Sector Average from TEC Ngā Kete

<sup>6</sup> 2023 data not available at time of reporting.

**Table 4. SAC programmes at Levels 4 plus against TEC SAC Sector Average Comparisons**

Completion data	Course All Domestic%	Course All Non-Māori%	Course Māori%	Course Pasifika%	Course Disabled%
MSL Training EPI 2023 <sup>7</sup>	81.81%	85.05%	50%	90.47%	100%
Level 4-7 Non-degree Sector Average (2023)	-	-	-	-	-
2023 MSL Training/Sector Difference	-	-	-	-	-
MSL Training EPI 2022	84.0%	83.7%	0%	82.1%	0%
Level 4-7 Non-degree Sector Average (2022)	73.4%	77.6%	64.6	67.7%	-
2022 MSL Training/Sector Difference	10.6%	6.1%	-	14.4%	-
MSL Training EPI 2021	88.4%	88.2%	75.0%	92.3%	0%
Level 4-7 Non-degree Sector Average (2021)	79.7%	83.3%	71.9%	75.5%	-
2021 MSL Training/Sector Difference	8.7%	4.9%	3.1%	16.8%	-
MSL Training EPI 2020	90.5%	92.2%	88.5%	91.6%	0%
Level 4-7 Non-degree 4-7 Non-degree Sector Average (2020)	78.7%	82.3%	70.8%	76.3%	-
2020 MSL Training/Sector Difference	11.8%	9.9%	17.7%	15.3%	-
MSL Training EPI 2019	87.6%	97.6%	88.3%	59.8%	0%
Level 4-7 Non-degree Sector Average (2019)	81.2%	83.9%	76.9%	77.9%	-
2019 MSL Training/Sector Difference	6.4%	13.7%	11.4%	-18.1%	-

SAC Level 4-7 non-degree Sector Average from TEC Ngā Kete

<sup>7</sup> 2023 data not available at the time of reporting.

**Table 5. Study and Career Preparation programme statistics**

Enrolment data	Total EFTS	Total (heads)		Māori%	Pasifika%	Disabled%
2023	27.28	70		7.14% (5)	68.57% (48)	0
2022	24.69	75		6.66% (5)	68% (51)	0
2021	33.50	71		56.33% (4)	63.38% (45)	13.90% (12)
2020	16.64	61		14.75% (9)	54.09% (33)	9.8% (6)
2019	9	19		31.5% (6)	36.8% (7)	31.5% (6)
Completion data	Qualification All%	Course All%	Course All non-Māori%	Course Māori%	Course Pasifika%	Course Disabled%
2023	72.86%	76.67%	90.00%	90.00%	72.36%	0
2022	78.95%	80.41%	80.39%	100%	77.48%	0
2021	84.09%	87.12%	91.11%	100%	82.67%	91.67% (11/12)
2020	90.24%	91.46%	80%	100%	91.38%	100%
2019	100%	100%	100%	100%	100%	31.5% (6/6)

**Table 6. New Zealand Certificate in English Language (Level 2) statistics**

Enrolment data	Total EFTS	Total (heads)		Māori%	Pasifika%	Disabled%
2023	52.71	125		0	0	1.6% (2)
2022	70.3	157		0	0	1.2% (2)
2021	59.5	119		0	0	0
2020	41.9	84		0	8.3% (7)	0
2019	75	150		0	1.3 (2)	0
Completion data	Qualification All%	Course All%	Course All non-Māori%	Course Māori%	Course Pasifika%	Course Disabled%
2023	85.71%	87.63%	87.63%	-	-	100% (2/2)
2022	77.5%	78.5%	81.9%	-	-	100% (2/2)
2021	92.4%	94.2%	94.1%	-	-	-
2020	95.7%	96.9%	96.8%	-	71.4%	-
2019	80%	90.7%	92.5%	-	50% (1)	-

**Table 7. New Zealand Certificate in English Language (General) (Level 3) statistics**

Enrolment data	Total EFTS	Total (heads)		Māori%	Pasifika%	Disabled%
2023	40.03	79		0	3	0
2022	36	72		0	0	0
2021	32.5	66		0	1	0
2020	28.1	57		0	1	0
2019	39	77		0	1	0
Completion data	Qualification All%	Course All%	Course All non-Māori%	Course Māori%	Course Pasifika%	Course Disabled%
2023*	82.5%	83.13%	83.13%	-	-	-
2022	88.8%	90.1%	90%	-	-	-
2021	85.7%	90.3%	91%	-	0%	-
2020	81.9%	87.5%	87.1%	-	100%	-
2019	89.7%	92.9%	91.6%	-	100%	-

**Table 8. Hospitality Programme (Level 2) statistics**

Enrolment data	Total EFTS	Total (Heads)		Māori%	Pasifika%	Disabled%
2023	15.47	50		26% (13)	20% (10)	5.3% (3)
2022	11.27	34		26.4% (9)	32.3% (11)	0.4% (2)
2021	17.35	52		17.3% (9)	38.4% (20)	13.4% (7)
2020	13.10	43		25.0% (11)	41.0% (18)	9.3% (4)
2019	16.1	44		31.8% 14	31.8% (14)	40% (18)
Completion data	Qualification All%	Course All%	Course All non-Māori%	Course Māori%	Course Pasifika%	Course Disabled%
2023*	67.76%	74.31%	88.46%	43.41%	76.89%	66.67%
2022	61.5% (21)	61.5% (21)	82.3% (14)	60.0% (5)	33.4% (3)	100% (2)
2021	66.6% (34)	70.7% (36)	80.8% (17)	41.1% (3)	71.8% (13)	85.7% (6)
2020	83.3%	84.6%	100% (14)	68.5% (7)	81.8% (14)	75% (3)
2019	81.1%	81.1%	92.7% (18/20)	77.6 % (10)	71.9% (10)	83.3% (15)



# 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>8</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>8</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 2021, 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 including ITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.*

*In addition, the Private Training Establishment Registration Rules 2021 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, training schemes 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 2021. 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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