



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Central Otago Rural Education  
Activities Programme (REAP)

Date of report: 26 June 2025

# About Central Otago Rural Education Activities Programme (REAP)

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*Central Otago REAP delivers a wide range of adult and community education courses and services that support the learning needs and aspirations of rural communities throughout the region.*

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Type of organisation:	Private training establishment (PTE)
Location:	Central Otago REAP Office, 12-20 Centennial Avenue, Alexandra
Eligible to enrol international students:	No
Number of students:	Domestic: approximately 700 students across the organisation in 2024 – 110 students in Intensive Literacy and Numeracy (ILN), 568 in ACE, and 13 in the 'Choices' foundation skills programme. In 2024, 17 per cent of the students were Māori and 70 per cent were female.  International: nil
Number of staff:	Four full-time and 23 part-time staff <sup>1</sup>
TEO profile:	See <a href="#">Central Otago REAP</a> on the NZQA website.  Central Otago REAP is one of 13 REAPs operating under the REAP Aotearoa umbrella, providing a broad range of educational services to rural communities across Aotearoa New Zealand. These services span early childhood, primary, secondary and tertiary/adult education. This external evaluation and review (EER) focuses primarily on the adult education component of Central Otago REAP's educational delivery.

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<sup>1</sup> Includes all Central Otago REAP activities.

Last EER outcome:	The 2021 EER of Central Otago REAP resulted in summative judgements of Highly Confident in both educational performance and capability in self-assessment.
Scope of evaluation:	The current EER looked at the following focus area: Programme design and delivery (includes all programmes delivered by the PTE).
MoE number:	8292
NZQA reference:	C61517
Dates of EER visit:	22 and 23 May 2025

# Summary of results

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*There is clear and comprehensive evidence that Central Otago REAP is providing quality education and training leading to positive outcomes for its students, their families and the community. The PTE's programmes are highly valued for their flexibility in meeting both community priorities and individual student needs. Comprehensive planning, monitoring and review supports both the maintenance of this quality and its relevance going forward.*

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## **Highly Confident in educational performance**

- Students are highly engaged in their learning. They receive strong support to succeed, not only in building confidence and interpersonal skills, but also in achieving formal assessment outcomes where relevant.
- The PTE delivers education in contexts that are closely aligned with both student and community needs. Students and graduates are making meaningful, positive changes in their own lives and in the wellbeing of their families and communities as a direct result of their learning.

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

- The organisation is well managed, with a clear and consistently applied ethos. Central Otago REAP resources its activities appropriately and manages its compliance obligations effectively.
- Self-assessment is a long-standing practice at Central Otago REAP, conducted in a comprehensive, authentic and transparent manner, and supported by effective information and data management. Documentation sighted and interviews with staff confirm that self-assessment is well embedded and has been part of the organisation's operations for many years.
- NZQA is highly confident that Central Otago REAP will continue to use the insights gained through its self-assessment processes to drive meaningful and sustained improvement.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

## 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>Student achievement at Central Otago REAP is strong and clearly recorded across all programmes. Achievement is measured in a variety of ways that are well suited to the student groups served. The achievements observed by the EER team represent significant and often life-changing milestones for the students. Overall, the outcomes are overwhelmingly positive.</p> <p>The organisation and its staff place a strong and consistent focus on student achievement. Courses are carefully tailored to meet each student's individual strengths and needs, providing flexible and responsive support to help students to achieve their goals. While formal assessment is focussed on third-party certifications – such as driver licensing and first aid – the true value and success of the learning experience is assessed through meaningful indicators of personal growth and transformation.</p> <p>Approximately 17 per cent of Central Otago REAP's overall student population identifies as Māori. Within the Choices programme, this figure increases to 37 per cent. Central Otago REAP's student-centred approach has contributed to strong levels of participation and equitable outcomes.</p> <p>Rich, qualitative feedback from students and stakeholders highlights the lasting impact of REAP's programmes. Importantly, students gain a sense of validation and a renewed belief in their capabilities. They leave REAP better prepared to plan for their futures, educationally, personally and professionally. These outcomes are deeply valued.</p>

<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	<p>Central Otago REAP collects a wide range of useful data and makes effective use of it. The organisation's ongoing analysis of student engagement and progress is thoughtful and targeted, helping to identify patterns and adjust delivery to better meet students' needs. Staff routinely discuss student progress and share strategies to ensure each student has a positive and supported experience.</p> <p>Graduate outcomes are equally encouraging. The 'soft skills' are helping graduates transition successfully into further education, employment and more engaged community and family life. REAP maintains a good understanding of where students go after their studies and how they are progressing.</p> <p>Staff at Central Otago REAP demonstrate a well-informed understanding of the factors that contribute to student success. They are committed to continuous improvement, and regularly analyse data, share insights and discuss strategies for enhancing achievement. Fortnightly staff meetings and end-of-term all-staff hui provide structured forums for these conversations, ensuring that good ideas are turned into action.</p>
Conclusion:	<p>Students are gaining qualifications<sup>3</sup> and significant personal growth and benefit from courses at Central Otago REAP. These outcomes deliver meaningful value not only for the students but also for their families and communities.</p>

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<sup>3</sup> Including driver's licence, first aid, Site Safe and various other qualifications delivered online through other PTEs and/or Te Pukenga.

### 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>Central Otago REAP's commitment to meeting both the personal and academic goals of every student is a stand-out feature of the organisation. A key factor in its success is its strong reputation for delivering genuine value to the students, which often extends beyond the individual to positively influence the lives of their families and wider communities.</p> <p>A key strength of Central Otago REAP is its ongoing, meaningful engagement with a broad range of stakeholders at all levels of the organisation. This engagement includes daily interactions with students; student satisfaction surveys; regular staff meetings; feedback surveys from staff and external stakeholders; participation in professional networks; involvement in community projects; consultation with teachers, parents and agencies; and local liaison committee meetings. The PTE uses the insights gained from these interactions to inform programme planning and strategic decision-making, ensuring that offerings remain relevant and responsive.</p> <p>A personalised and supportive approach begins at the point of entry. Every prospective student is interviewed prior to enrolment, and an individual learning plan is co-developed based on that conversation. Students interviewed during this EER spoke positively about this process, noting that they understood how their learning plan shaped their educational experience, and they found the approach empowering.</p> <p>In some cases, Central Otago REAP supports students by facilitating connections to suitable online learning opportunities. This is complemented by practical assistance – such as helping students access devices, internet connectivity and study spaces, and building the confidence and skills needed to effectively use digital tools.</p>

	<p>Students also provide regular feedback through surveys on course delivery, teaching methods and the learning environment. This feedback is actively analysed and used to guide meaningful improvements to programme delivery.</p> <p>An example of the tailored, responsive approach is the Choices programme. It creates a 'learner and educator community of wellbeing', drawing on local knowledge, community interests and guest speakers to build student confidence and develop soft skills. Morning sessions focus on group-based wellbeing activities; in the afternoons, more individualised learning with mentoring and tailored support takes place, creating a balanced and highly responsive learning environment.</p>
Conclusion:	<p>Central Otago REAP has access to a wealth of feedback and data, which it uses constructively to respond to change and guide future development. This responsiveness ensures that programme delivery remains relevant, effective and aligned with both community and student aspirations.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students benefit from strong and consistent academic and social support that extends across all levels of the organisation. From the outset, prospective students receive clear, timely and thorough study information to help guide them into programmes that align with their aspirations and abilities. These activities are done in a respectful, mana-enhancing way by REAP staff.</p> <p>Throughout their learning journey, students are supported by a wide range of activities and initiatives designed to foster engagement, motivation and personal growth. Both staff and students described numerous examples of how these efforts contribute to a positive and empowering learning experience.</p> <p>Central Otago REAP makes a significant effort to understand and respond to the diverse engagement needs of its students. Small class sizes allow for personalised</p>

	<p>attention, and staff meet regularly to review each student's progress and ensure tailored support is in place. Students receive timely, constructive feedback that helps them understand what is required to succeed and progress confidently in their learning.</p> <p>Barriers to learning are proactively identified, with responsive strategies implemented to address individual needs. There is skilled differentiation in teaching and goal-setting approaches, particularly notable in the way staff manage the wide age range of students. Older adults and younger, early school leavers receive targeted support that reflects their unique goals and generational expectations. The management of group dynamics is both sensitive and effective.</p> <p>The learning environment is enriched by co-location with a number of external support agencies, enabling students to access holistic, wrap-around care and services as needed. The PTE also ensures that students have the necessary study resources to fully participate in their learning.</p> <p>The student voice is not only heard but is valued and acted upon. Opportunities for direct engagement with management empower students and provide the leadership with honest, timely and unfiltered feedback.</p> <p>Student feedback about both the organisation and teaching is overwhelmingly positive. Staff are described as approachable, responsive and genuinely invested in their students. A developing sense of cultural competency among staff is contributing to an inclusive environment where all students feel respected and supported.</p>
Conclusion:	<p>Students at Central Otago REAP are experiencing an inclusive, student-centred learning environment supported by a reflective and responsive organisational culture. This commitment ensures that the diverse needs of students are not only met but actively embraced – fostering ongoing success, engagement and personal development.</p>

## 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>Central Otago REAP operates as a not-for-profit charitable trust governed by a board of trustees. The board brings together a strong mix of educational, financial and management expertise. Recently, the board undertook a self-review, supported by REAP Aotearoa, which has strengthened its governance practices and affirmed its commitment to ongoing capability development.</p> <p>The organisation is stable, sustainable and strategically focused. The board provides effective oversight of both clearly defined strategic priorities and organisational performance, ensuring the PTE continues to meet its objectives.</p> <p>Through well-established local and national networks, the PTE remains responsive to changes in the education sector, funding environment and community needs. This ensures that the education and support it provides are relevant, valued and aligned with good practice in adult and community education. The PTE also filters their own learnings and educational practices out to the wider REAP network.</p> <p>An open-door policy and strong internal communication contribute to a welcoming and positive organisational culture. The collegial and supportive team environment is fostered through regular opportunities for professional dialogue, debriefing and development. Staff are clearly valued for their skills and commitment, and they are provided with appropriate resources and professional development opportunities to succeed in their roles.</p> <p>The PTE operates with sound and well-established administration and management systems, underpinned by ethical practices and a clear commitment to transparency. Although the PTE does not formally assess the students, and therefore moderation is not applicable, academic integrity is still robustly maintained. The systems the PTE</p>

	<p>has in place, particularly regular planning and review meetings, ensure this.</p> <p>Effective communication and collaborative management practices ensure that all staff are engaged in regular planning, review and decision-making activities. Self-reflection and continuous improvement are embedded within the organisation. Management leads this process effectively, ensuring that insights gained from data and feedback are actively used to refine practices and maintain strong educational performance.</p>
Conclusion:	<p>Central Otago REAP has a well-defined vision and a strong understanding of its purpose, underpinned by effective leadership that actively champions educational success. The organisation maintains regular, transparent and robust performance monitoring processes that promote accountability and drive continuous improvement.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Central Otago REAP demonstrates a thorough understanding of its compliance responsibilities and manages these effectively to ensure all obligations are met. Compliance oversight sits with the general manager, who provides regular updates to the board. A compliance calendar is used to track deadlines and manage required actions efficiently.</p> <p>Indicators of sound compliance management include:</p> <ul style="list-style-type: none"> <li>NZQA attestations and returns have been submitted within required timeframes, with no recent compliance risks identified by NZQA. Programme delivery aligns with the organisation's sole NZQA-approved training scheme.</li> <li>The PTE is meeting the requirements of the Code of Practice<sup>4</sup>, demonstrated by the submission of an</li> </ul>

<sup>4</sup> [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

	<p>attestation to NZQA indicating completion of a self-review within required timeframes. The self-review is publicly available on the PTE's website.</p> <ul style="list-style-type: none"> <li>• Funding partner requirements are consistently met through well-established evaluation and reporting systems that ensure timeliness and accuracy. This includes Te Kahui Kahu – Social Services Accreditation, whose 2023 audit of Central Otago REAP comprehensively established this high performance.</li> <li>• Charitable status obligations are upheld through up-to-date financial auditing in accordance with the Charitable Trusts Act.</li> <li>• Police vetting is in place for all staff and volunteers, reflecting the organisation's commitment to student safety and wellbeing.</li> <li>• The most recent Annual Performance Letter from REAP Aotearoa confirms that Central Otago REAP meets business performance and sustainability thresholds, and that all reporting obligations have been met on time.</li> </ul>
Conclusion:	Central Otago REAP employs proactive and effective practices which ensure that its compliance responsibilities are managed effectively.

# Focus areas

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

## 2.1 All training – design and delivery

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

# 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<sup>5</sup>

**Table 1. Choices statistics 2023-24**

Year	No of enrollments - Choices	Māori	NZ Euro	Pacifica	Disabilities Health	Male	Female	Other
2022	19	9	10	0	19	10	8	1
2023	20	5	15	0	20	12	8	0
2024	13	5	8	0	13	4	9	0

**Table 2. ACE statistics 2023-24**

Year	No of enrollments - ACE REAP	Māori	NZ Euro		Male	Female	Other
2022	1006	93	848	9	264	739	3
2023	637	63	429	11	154	481	2
2024	568	89	352	6	133	435	2

**Table 3. ILN statistics 2023-24**

Year	No of enrollments - ACE ILN	Māori	NZ Euro		Male	Female	Other
2022	51	6	42	0	32	19	0
2023	125	20	100	0	58	67	0
2024	110	25	73	0	66	44	0

<sup>5</sup> Data provided by Central Otago REAP.

# 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>6</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>6</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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