



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Alpha Educational Institute Limited

Date of report: 12 March 2026

About Alpha Educational Institute Limited

Alpha Educational Institute (AEI) provides training in English language and business management education to international students.

Type of organisation:	Private training establishment (PTE)
Location:	Levels 6 & 7, 3 City Rd, Grafton, Auckland
Eligible to enrol international students:	Yes
Number of students:	Domestic: six equivalent full-time students; Māori, Pasifika and disabled students – nil International: six equivalent full-time students
Number of staff:	Three full-time equivalents, 10 part-time – AKA Education Group shared services
TEO profile:	Link to Alpha Education Institute provider page AEI joined AKA Education Group in 2021 and operates from the same premises. AKA Education Group comprises AEI and five other PTEs: Kauri Academy, AGI Education, SRA Academy, CC Training Academy and Auckland College of Tertiary Studies.
Last EER outcome:	At the previous EER, conducted on 18 and 19 August 2020, NZQA was Highly Confident in Alpha Educational Institute’s educational performance and Confident in the PTE’s capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Governance and Quality Management Systems• International Student Wellbeing and Support
MoE number:	8491
NZQA reference:	C57587
Dates of EER visit:	15-17 July 2025

Summary of results

AEI has been able to convincingly demonstrate the quality of programme activity and student outcomes. Although there is limited historical data about the recently approved programme, there is reliable early evidence of an organisation committed to continuous improvement. Systems and processes provide evidence of sound and sustained capability in self-assessment.

Confident in educational performance

- Current delivery of the sole programme approved in 2024, has a small cohort enrolled in 2025. Students enrolled in the first semester of the new programme are making good progress in their courses.
- Graduates of the earlier version of the programme gained relevant and useful knowledge and skills that supported employment in their field of study. The value of outcomes for the current programme has yet to be determined, as the first cohort has not yet graduated.

Confident in capability in self-assessment

- Programme review processes are sufficient. AEI reflects on stakeholder and student feedback and reviews internal moderation findings early to understand the effectiveness of the programme and identify areas for improvement.
- Student support is primarily delivered by teaching staff. AEI has access to wider support provision through a mature support model within the AKA group.
- The governance and management team have extensive knowledge and experience and have established a clear strategic direction for AEI. Programme delivery has been disrupted by several factors. In response, AEI has set specific targets to increase student numbers.
- AEI manages its key compliance accountabilities well. However, external moderation findings in 2022 identified issues with assessment that led to a comprehensive revision of the Diploma in Business Management (Level 7).

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:	Good
Findings and supporting evidence:	<p>Programme delivery has been intermittent during the reporting period. First semester data² for the brand management strand of the recently revised Diploma in Business Management shows 100 per cent course completion, for enrolled students.</p> <p>The English language programme is currently inactive. Past data shows low enrolments but high retention, with unclear student gains. If delivery resumes, tracking student progress will be essential to assess the programme's effectiveness.</p> <p>Entry into the level 7 diploma requires a prior level 6 qualification. Students are highly motivated, and feedback highlights meaningful learning, increased confidence and stronger problem-solving skills. Graduates of the previous programme version said gaining these skills supported their employment in marketing roles, with field trips and guest speakers enhancing the learning. Graduate and student feedback highlighted interest in additional workplace exposure. AEI is considering this feedback as part of the programme review process.</p> <p>Overall, AEI maintains strong academic and business networks. Although industry engagement is a priority for the wider AKA Education Group, the extent of AEI's brand management networks currently remains unclear.</p> <p>AEI's systems effectively support student progress, with tutor feedback contributing to successful outcomes.</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.

² Refer to Appendix 1 for 2021-25 achievement data.

Conclusion:	Early evidence suggests sound processes are delivering valuable outcomes for students. Ongoing development of industry connections and feedback mechanisms should help to ensure continued alignment with sector needs.
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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:	Good
Findings and supporting evidence:	<p>The programme is delivered in a blended format – two days in class and two online – supporting diverse learning needs and encouraging student engagement and collaboration. Small class sizes allow for personalised support.</p> <p>Two full-time teaching staff collaborate on delivery and assessment, supported by peer and teacher observations that enhance practice and foster innovation. The AKA Learning and Teaching Experience model provides a framework for student-centred, practical and engaging learning experiences.</p> <p>Internal moderation is robust, identifying areas for improvement and guiding professional development. External pre-assessment moderation has been completed, with post-assessment moderation underway at the time of the EER.</p> <p>Significant changes to the Diploma in Business Management were prompted by NZQA’s 2022 programme monitoring, which led to a Type 2 modification. The PTE engaged with academic and professional stakeholders to strengthen learning outcomes and assessment design. Although improvements have been made, some NZQA conditions remain until a full programme cycle has been completed and assessments are externally validated.</p> <p>AEI conducts annual programme reviews and has also undertaken a six-month review of the diploma to assess the effectiveness of recent changes. Feedback from staff, students and academic experts is informing ongoing improvements. This is evidence of good practice by AEI to</p>

	ensure successful implementation of the revised programme, and the quality of programme delivery.
Conclusion:	AEI has effective programme review processes that use stakeholder and student feedback to understand the effectiveness of the programme and identify areas for improvement and relevant changes. The impact of these changes is still emerging.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>AEI provides comprehensive pre-enrolment and induction support to ensure students are well informed and prepared for academic success. Orientation spans the first two days on campus and includes a mid-semester check-in to reinforce understanding of academic requirements. In 2025, an online induction was introduced to support student integration into both the programme and life in New Zealand, enhancing accessibility and flexibility.</p> <p>International students benefit from well-managed agent relationships and thorough monitoring of personal documentation, supported by regular audit checks. Students' goals are clearly understood, and support services are well communicated through campus-wide resources, including flyers and contact information for essential services such as banking, healthcare and counselling.</p> <p>Staff demonstrate strong rapport with the students, and the student ambassador process provides valuable feedback that informs leadership decisions. The use of the Te Whare Tapa Whā model during induction and ongoing support reflects a culturally responsive approach to wellbeing. A free counselling service is available, although current students said they had not used the service.</p> <p>AEI's shared resource model ensures students are aware of where and how to access support. The institution's commitment to continuous improvement is evident through comprehensive feedback processes that guide planning and decision-making.</p> <p>Support mechanisms are fit for purpose given the current small student cohort. As enrolments grow, AEI will need to monitor and adapt these systems to ensure the blended delivery model continues to meet student needs effectively.</p>
Conclusion:	Support is enabling students to achieve well on courses. Self-assessment has been effective in identifying student

	needs; however, addressing student feedback is a work in progress.
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1.5 How effective are governance and management in supporting educational achievement?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>AEI is part of the AKA Education Group which includes five other training companies and shares the same governance and management. The PTE has a clear purpose and direction that aligns with the group’s wider business objectives. The experienced and knowledgeable AKA governance team guides the AEI senior management team, and clearly defined goals are set and monitored.</p> <p>Although initial enrolments into the newly relaunched programme are low as at the time of this report, AEI’s integration into the wider AKA Education Group provides stability through shared services and financial support, mitigating risk by enabling cross-subsidisation and targeted investment. AEI uses shared resources across the AKA Education Group. Dedicated resources for teaching and learning contribute to maintaining sound academic quality. Academic leadership is effective in monitoring programme outcomes, and review processes inform decisions that drive continuous improvement.</p> <p>AEI’s commitment to data analysis is strong; however, datasets specific to individual programmes, such as the English language programme, are limited due to the short duration of delivery.</p> <p>Staff recruitment is well managed. Comprehensive staff induction and training include an introduction to teaching and learning practices and the Code of Practice for pastoral care 2021. Many staff have long tenure, and some staff resources are shared across the group to maximise resource efficiency and ensure comprehensive coverage of responsibilities. Teaching staff have extensive experience in their field and are well qualified.</p>

	The PTE uses a real-time dashboard to effectively track and monitor key operational and academic metrics. Robust data systems and reporting processes inform the annual strategic plan and support a comprehensive framework for reviewing and enhancing educational performance through targeted management practices.
Conclusion:	A strategic and knowledgeable governance team is supported by experienced senior management and academic teams to ensure important organisational goals are being met. Small enrolment numbers must be addressed to boost programme value and sustainability. Self-assessment could benefit from more focus on AEI student and stakeholder needs to inform the overall educational performance of this PTE.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>AEI has sound systems and processes to monitor and maintain compliance responsibilities through a calendar system. Compliance requirements are strongly emphasised for staff and are included as part of induction. Staff are proactive in checking requirements with NZQA, and all attestations are up to date. Programme delivery hours are monitored through scheduled timetables of learning activities, and self-directed learning is reviewed within classes by teaching staff.</p> <p>The quality management system is updated regularly, and ongoing improvements are made to processes to respond to issues and ensure that improvements continue.</p> <p>Previous moderation findings led to significant conditions and requirements for programme changes. NZQA approved a new version of the programme in 2024, and conditions remain until NZQA conducts the next round of programme monitoring. AEI continues to review programme delivery and assessment, and improvements are ongoing. External moderation is planned for after each semester.</p> <p>Code self-review is comprehensive and informs staff development and improvements. Effective processes are in</p>

	<p>place to ensure agents have a sufficient understanding of the programmes and the PTE to provide accurate information about the programme and the industry.</p> <p>International student files are well managed. Comprehensive systems support a two-step audit process to verify student qualification and enrolment documentation. Immigration NZ's visa requirements and the currency of insurances are well monitored.</p>
<p>Conclusion:</p>	<p>AEI understands its compliance accountabilities, and has systems and processes have been improved to meet them.</p>

Focus areas

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

2.1 Governance and Quality Management Systems

Performance:	Good
Self-assessment:	Good

2.2 International Student Wellbeing and Support

Performance:	Good
Self-assessment:	Good

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 Alpha Educational Institute Limited:

- Identify and pursue strategic partnerships with businesses relevant to each specialisation strand to strengthen AEI's understanding of workplace needs and enhance employment pathways for graduates.
- Consider how programme review can more comprehensively evaluate how well the programme effectively prepares students for the workplace and enables them to be work-ready.

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. Diploma in Business Management (Level 7 v1)

	2020	%	2021	%	2022	%	2023	2024
Enrolments	188		106		19		-	-
Retention	181	96%	106	100%	19	100%	-	-
Course completions	1042/1079	97%	605/609	99%	32/32	100%	-	-
Qualification completions	172	91%	103	97%	8	42%	-	-
Non-completions	9	5%	3	3%	11	58%	-	-
Graduates responded in relevant employment	30/47	64%	12/12	100%	5/8	63%	-	-
Graduates responded in further study	2/47	4%	-	-	-	-	-	-

Table 2. Diploma in Business Management (Level 7 v2)

	2025	%
Enrolments	3	-
Course completions in first semester	12/12	100%

Data supplied by Alpha Education

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 fraud³*
- *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.*

³ 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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