



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

R & R Associates Limited trading as  
Service Skills Centre

Date of report: 18 December 2025

# About R & R Associates Limited trading as Service Skills Centre

---

*R & R Associates Limited trading as Service Skills Centre (SSC, hereafter) is a Rotorua-based provider focused on empowering and supporting young people to achieve qualifications and transition to further study or employment. SSC offers programmes in foundation skills, retail, salon skills and tourism.*

---

Type of organisation:	Private training establishment (PTE)
Location:	Level 1, 1109 Tutaneke Street, Rotorua
Eligible to enrol international students:	No
Number of students:	40 domestic students; 69 per cent Māori, 31 per cent non-Māori
Number of staff:	Seven full-time staff
TEO profile:	See: <a href="#">R &amp; R Associates Limited trading as Service Skills Centre</a>

SSC delivers three programmes:

- Vocational Pathway (NCEA Level 2) ID: 117810-4 – leading to qualification 0973: National Certificate of Educational Achievement (Level 2)
- New Zealand Certificate in Retail (Customer Service and Sales Support) (Level 2) ID: 120088-1 – leading to qualification 2234
- New Zealand Certificate in Salon Skills (Introductory) (Level 2) ID: 120090-3 – leading to qualification 2201-2.

SSC has a flexible programme structure. Students can be enrolled concurrently in two or more of the above programmes, and in cases where two programmes share a unit standard in common, that unit standard can

contribute to the completion of both programmes.

The Vocational Pathway programme<sup>1</sup> offers students two pathways leading to NCEA Level 2: 1. Retail and Salon Skills, and 2. Retail and Tourism.

The New Zealand Certificate in Retail programme shares many unit standards in common with the Vocational Pathway. Students will typically complete this programme while completing one of the two vocational pathway options.

The New Zealand Certificate in Salon Skills programme shares unit standards in common with the Vocational Pathway programme. Students completing the Retail and Salon Skills pathway of that programme have the option of completing this additional qualification.

Last EER outcome:	In 2021, R & R Associates Limited trading as Service Skills Centre was found to be Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	All Programme Delivery
MoE number:	8637
NZQA reference:	C61659
Dates of EER visit:	29-31 July 2025

---

<sup>1</sup> For brevity, this programme will be referred to as NCEA Level 2 hereafter, unless otherwise stated.

# Summary of results

---

*SSC's training comprehensively meets the most important needs of students and all other stakeholders, with students strengthening their personal skills and gaining qualifications they value highly. The PTE effectively reviews its organisational performance to make improvements, though there are opportunities to improve its usage of data for educational purposes.*

---

## **Highly Confident in educational performance**

- Student achievement is strong, with students gaining the highly valued NCEA Level 2 qualification at high rates.
- Students, graduates and other stakeholders highly value the key outcomes of the PTE's training, which include personal growth, employability and preparedness for employment.

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

- The PTE's design and delivery of programmes matches many needs of the students and other relevant stakeholders well. Issues relating to assessment and moderation were identified in one area of delivery, and the PTE is addressing those issues.
- The PTE is highly effective at supporting and involving its students in their learning.
- Governance and management are highly effective at supporting educational achievement.
- The PTE is generally effective at managing its important compliance accountabilities. Some compliance issues were identified through the EER process, and the PTE is taking steps to address these.
- SSC effectively reviews its organisational performance. The PTE considers students' learning and wellbeing support needs well when making improvements. There are opportunities to improve understanding of cohort-level achievement, the formal tracking of graduate destinations, and the reliability and accuracy of some organisational data.

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

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Achievement is strong with respect to SSC's key indicator of individual student progression. Students gain unit standards on a weekly basis, and SSC presents the students with a visual representation of the credits gained each week. This provides students with a sense of accomplishment throughout their studies.</p> <p>A further key indicator of student achievement at SSC is the gaining of NCEA Level 2 – a qualification that is valued highly by the PTE's students. SSC's students achieve strongly in respect of this indicator, with NCEA Level 2 completions rising from 55 per cent to 82 per cent between 2021 and 2024.<sup>3</sup> The NCEA Level 2 completion rate for the entirety of this period outperforms the qualification completion benchmark of 40 per cent, which is set by the Tertiary Education Commission's (TEC's) Youth Guarantee performance framework.<sup>4</sup> Reasons for non-completion are well understood by SSC.</p> <p>SSC uses achievement data effectively to review its performance. The PTE has implemented a new database since the previous EER, and this continues to support its strong understanding of individual student progression. SSC has a strong understanding of trends in achievement among Māori students, who are the largest group at the PTE. SSC also collates data on the small number of Pasifika students who have been enrolled since the previous EER. These review activities have contributed to SSC's improvement in its NCEA Level 2 completions noted above.</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.

<sup>3</sup> See Table 1 in Appendix 1 for further detail.

<sup>4</sup> See: [Reporting and monitoring – Youth Guarantee](#)

	<p>While SSC reviews its achievement-related performance effectively, there is an opportunity to strengthen its activities in this area. While SSC's NCEA Level 2 completion rate is improving, the PTE's overall qualification completion rate has been declining since the previous EER.<sup>5</sup> This is partly mitigated by SSC's comparatively high course completion rates during the same period.<sup>6</sup></p> <p>The PTE also cited rolling enrolments and the recent introduction of its tourism pathway as possible causes of the discrepancy between rates. It is nonetheless important that the PTE strengthen its understanding of student achievement across all qualifications, given the matter noted.</p>
Conclusion:	<p>Student achievement is strong, with students gaining the highly valued NCEA Level 2 qualification at high rates. SSC uses achievement data effectively to review its performance, though there is an opportunity to strengthen its understanding of cohort-level achievement.</p>

## 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>SSC's training contributes strongly to the personal growth of its students. The PTE supports students to gain confidence, communication skills and social connections. Students, graduates and other key stakeholders all attested to the value of SSC's training in helping students develop these qualities and capabilities. Additionally, the distance travelled by SSC's students on each metric is substantial given their previous negative experiences within the secondary school system.</p> <p>SSC uses data effectively to track employability, where employability is understood as the development of specific</p>

<sup>5</sup> See Table 2 in Appendix 1 for further detail.

<sup>6</sup> See Table 3 in Appendix 1 for further detail.

	<p>qualities that are sought after in the workplace. Such qualities include optimism, honesty, respect, friendliness, critical thinking, problem-solving, adaptability, motivation to work and can-do attitude. Data provided to the evaluation team indicates that students progressively make significant gains in the development of these qualities, following the completion of each assessment. Salon Skills students also attested to the value of engaging with clients during their studies, and the role that this plays in helping to build confidence in employment contexts.</p> <p>At various stages of their studies, SSC's students and graduates are strongly supported to pursue further study and relevant employment. Support mechanisms include digital tools that enable students to visualise their journey from enrolment to the completion of their qualifications, and to plan for a further career thereafter. In the case of tourism, tutors also support students in planning their next steps, by assisting students to gain driver licences, prepare CVs, and prepare for job interviews.</p> <p>Upon completing their studies, some graduates engage with further study, and others engage with relevant employment in industries such as hair and beauty. While SSC has some knowledge of the destinations of its graduates, the PTE does not formally track these destinations. There is an opportunity to strengthen the PTE's review of its own performance in this area by formally tracking the destinations of its graduates.</p>
Conclusion:	<p>Students, graduates and other stakeholders highly value the key outcomes of the PTE's training, which include personal growth, employability and engagement with employment. Self-assessment is effective, though it could be strengthened by the formal tracking of graduate destinations.</p>

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>SSC designs and updates its programmes to meet the needs of students and stakeholders, and the PTE is effective at reviewing its performance in this area. Since the previous EER, SSC has introduced Retail and Tourism as a vocational pathway to NCEA Level 2. This pathway programme has its own unique delivery site, and it provides students with training in tourism – which is a key industry in Rotorua. SSC’s Retail and Salon Skills pathway programme also has its own delivery site, complete with salon equipment and facilities appropriate for practical activities with real clients.</p> <p>SSC’s course delivery model is well designed, well structured and effective at engaging students in their learning. Tutors have a solid understanding of this model, which flexes to meet the needs and learning styles of the PTE’s students. All learning takes place during course time, and classroom learning is largely self-directed. Theoretical and practical activities are both successful at engaging students in their learning. Workbooks, activity books and quizzes prepare students well for summative assessment, while practical activities provide numerous opportunities to demonstrate practical skills. SSC’s assessment tool for literacy and numeracy identifies student needs, and this tool assists students in making gains in this area through the teaching and learning.</p> <p>Issues were identified in the PTE’s assessment and moderation practices in 2024 and 2025, and the PTE has been responsive in addressing these issues. In 2024, NZQA national external moderation found that SSC did not meet requirements relating to Numeracy and Core Skills systems unit standards. A 2025 NZQA programme monitoring report for the New Zealand Certificate in Salon Skills (Level 2) found that SSC partly meets the relevant criteria. SSC is taking steps to meet the relevant NZQA requirements in both cases, and to improve its assessment and moderation practices. These steps include the introduction of new moderation templates, improvements</p>



	to the PTE's internal moderation plan, and the redesign of assessments across all areas of delivery.
Conclusion:	The PTE's design and delivery of programmes matches many needs of students and other relevant stakeholders well. Issues relating to assessment and moderation were identified in one area of delivery, and the PTE is addressing those issues.

#### 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' learning goals are well understood and supported at SSC. Students complete an interview as part of the enrolment process, and the PTE formally identifies the learning goals of its students during this process. During the programme itself, tutors review these goals together with the students. Additionally, tutors make use of career visualisation tools to help students plan toward the meeting of their learning and life goals.</p> <p>SSC is effective at providing key study and non-study information to the students, including through its student handbook. Evaluative conversations indicated that students understood expectations relating to SSC's programmes, including attendance, behaviour and dress code expectations. Students also remarked that the learning portal was accessible and easy to follow.</p> <p>SSC reviews its student support-related performance effectively, and it has made several improvements in this area since the previous EER. Across both sites, SSC recently introduced a policy of two tutors per class, to ensure that all students receive adequate one-on-one support in their learning, and to ensure that student behaviour is well managed. The PTE has also introduced support courses, which provide students with strategies for the management of mental health issues.</p> <p>Tutors are highly responsive to student wellbeing needs during class time. However, in cases where external support agencies are better placed to respond to wellbeing needs, tutors refer students to those agencies and</p>

	<p>exercise appropriate judgment in doing so. SSC has a strong network of support agencies to respond to student wellbeing needs as required. This relationship is also mutually beneficial, in that support agencies sometimes refer students to SSC prior to enrolment.</p> <p>SSC has a well-designed, inclusive learning environment, and the PTE also strongly supports students to form social and academic support networks. Tikanga and Māoritanga are embedded within the learning, which is beneficial for the high proportion of Māori students at SSC. This is supported by the presence of many Māori tutors and other staff members. Across all demographics, new students join their programme during the quietest day of the week, which enables those students to be supported and welcomed into the group in a low-pressure environment.</p>
Conclusion:	The PTE is highly effective at supporting and involving its students in their learning. The PTE understands learning and wellbeing support needs well, and it considers these carefully when reviewing its performance to make improvements.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>SSC has a clear educational purpose and niche within the tertiary training sector. SSC meets important community needs by providing students who are under-served by the school system with an alternative pathway to education. Additionally, SSC addressed an earlier EER recommendation regarding its niche of training provision, by explicitly building the attainment of NCEA into its organisational vision.</p> <p>SSC has effective decision-making processes and a clear organisational structure. Strong examples of effective organisational decision-making include the introduction of Retail and Tourism as a vocational pathway to NCEA Level 2, and the opening of a new delivery site specifically for this pathway. Governance and management are identical, with SSC's owner also holding the role of chief executive.</p>

	<p>In running the organisation, the chief executive is supported effectively by a quality and training manager as well as administration and tutorial staff.</p> <p>SSC's recruitment and development of staff is effective. In addition to appropriate qualifications and experience, staff are recruited based on their manner, personality and values, to ensure that they can respond to the distinct needs of the PTE's students. Staff are well supported on entry into the organisation and receive regular check-ins with management regarding their development goals.</p> <p>SSC is highly effective at allocating resources to teaching, learning and educational achievement. A virtual tour of both delivery sites indicated that these sites were clean, well-sized and appropriate for the relevant training provision. Additionally, students have access to Chromebooks, headphones, training equipment, lockers, workbooks and other relevant learning and non-learning materials. SSC takes a measured approach to growth, and the PTE operates a sustainable business model that is aligned with its purpose.</p> <p>SSC reviews its organisational performance effectively, though there is an opportunity to improve the reliability and accuracy of some organisational data to support this review. As discussed further in 1.6, issues relating to SSC's databases have contributed to the late reporting of some unit standard credits, and it is important that the PTE address these issues.</p>
Conclusion:	<p>Governance and management are highly effective at supporting educational achievement. The PTE's review of its performance in this area is effective, though there is an opportunity to improve the reliability and accuracy of some organisational data.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>SSC has clear processes for managing its important compliance accountabilities. The chief executive takes responsibility for the management of most such accountabilities, with the quality and training manager taking responsibility for moderation. The PTE uses a compliance calendar, which brings into one place its accountabilities to a range of external agencies.</p> <p>SSC manages many of its compliance accountabilities effectively. This includes the PTE's submission of statutory declarations and annual fee returns, which were received within expected timeframes. This also includes the submission of other key documentation as required, including delivery site approval applications and statutory declaration as a fit and proper person forms.</p> <p>However, the evaluation team identified an issue during the EER which indicates that SSC's performance and self-assessment regarding compliance can be further strengthened. The percentage rates of unit standard results reported beyond NZQA's 90-day timeframe ranged from 2 per cent to 14 per cent during 2021-24. The percentage rates of students affected by late reporting of unit standards ranged from 16 per cent to 81 per cent during the same period.</p> <p>In response, SSC explained that internal issues pertaining to database capability contributed to inaccuracies in the PTE's data, and that these needed to be resolved manually before data is submitted to NZQA. SSC also explained that the resolution of these inaccuracies contributed to delays in the reporting of unit standards to NZQA. The PTE expressed an intention to address these issues. It is important that it does so in the interests of ensuring that results are reported to NZQA in a timely manner.</p> <p>As discussed further in 1.3, a 2025 NZQA programme monitoring report for the New Zealand Certificate in Salon Skills (Level 2) found that SSC partly meets the relevant criteria – where the relevant criteria pertain to NZQA rules</p>

	regarding assessment and moderation practices. SSC is responding appropriately to relevant NZQA requirements.
Conclusion:	The PTE is generally effective at managing its important compliance accountabilities. Some issues were identified through the EER process, and the PTE is taking steps to address these issues.

# Focus areas

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

## 2.1 All Programme Delivery

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</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.*

NZQA recommends that R & R Associates Limited:

- Consider ways to strengthen its understanding of enrolment and completion across all qualifications, to better support the PTE's meeting of relevant requirements.
- Consider formally tracking destination data in future, to improve the PTE's understanding of its contribution to long-term student and graduate outcomes.

# 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 R & R Associates Limited to:

- Ensure credits for students are accurately reported to NZQA within three months following assessment, as per Section 10.1(b) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021.

# Appendix 1

**Table 1. Qualification completions for Vocational Pathway (NCEA Level 2) [ID: 117810-4] (data provided by SSC)**

Year	SSC NCEA Level 2 qualification completion rate		
	Retail and Salon Skills NCEA Level 2 Pathway	Retail and Tourism NCEA Level 2 Pathway	Overall
2021	55%	N/A	55%
2022	67%	N/A	67%
2023	73%	N/A	73%
2024	78%	94%	82%

**Table 2. SSC's overall qualification completion rates (data provided by SSC)<sup>7</sup>**

Year	SSC overall qualification completion rate		
	Māori students	Pasifika students	All students
2021	61.1%	100.0%	66.7%
2022	53.7%	60.0%	55.6%
2023	43.3%	55.6%	59.6%
2024	74.0%	80.0%	72.0%

**Table 3. SSC's overall course completion rates (data provided by SSC)**

Year	SSC overall course completion rate		
	Māori students	Pasifika students	All students
2021	57.0%	59.8%	58.8%
2022	56.5%	91.3%	70.1%
2023	78.3%	70.1%	75.6%
2024	78.2%	67.0%	78.3%

<sup>7</sup> TEC data for 2024 was not available at the time of the EER enquiry.

# 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.*

---

<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 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/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)