



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

ATMC NZ Limited

Date of report: 18 December 2025

About ATMC NZ Limited

ATMC New Zealand Ltd offers level 7 diploma and applied Bachelor's qualifications in management, applied arts and healthcare to international students. The organisation was in hibernation from April 2021 until November 2022, with students enrolling from mid-2023. This is the first external evaluation and review (EER) for ATMC NZ Ltd.

Type of organisation:	Private training establishment (PTE)
Location:	85 Airedale Street, Auckland
Eligible to enrol intl students:	Yes
Number of students:	Domestic: nil International: 275 equivalent full-time students, mostly from India and Nepal
Number of staff:	13 full-time equivalents
TEO profile:	See: ATMC NZ Limited. ATMC NZ was purchased by ATMC Global in 2022. Most staff, including the chief executive, have been employed since the change of ownership. There has been a significant growth in student numbers in that time.
Last EER outcome:	This is the first EER for ATMC since the PTE was established in 2019.
Scope of evaluation:	<ul style="list-style-type: none">• Bachelor of Applied Management (Level 7) ID: 124740-3 – 110 students• Bachelor of Applied Arts (Digital Media Production) (Film Production) (Level 7) ID: 12471-3 – 15 students• New Zealand Diploma in Healthcare Management (Level 7) ID: 128838-1 – 54 students• International student support and wellbeing
MoE number:	9188
NZQA reference:	C50083
Dates of EER visit:	22-24 July 2025

Summary of results

ATMC NZ Ltd is meeting the most important needs of its students. There are two programmes with graduates, the Diploma in Management (Healthcare) (Level 7) and the Diploma in Software Development (Level 7). Academic leadership is effective. Staff are well qualified and research active. Governance and management are strong and collaborative.

Confident in educational performance

- Students achieve well. There have been 25 graduates to date – 22 from the Diploma in Management (Healthcare) and three from the Diploma in Software Development.
- Moderation for the Diploma in Management (Healthcare) needs reviewing to ensure that learners have the opportunity to consistently meet the learning outcomes in this programme.

Confident in capability in self-assessment

- Student support is effective. Currently this is provided by academic staff and management. Dedicated resourcing for pastoral support is recommended by NZQA to manage pastoral care demands from student growth.
- Internship opportunities, available for all degree programmes, assist with understanding the New Zealand work context.
- ATMC would benefit from improving collection and analysis of achievement and destination data to better demonstrate gains and outcomes for students and graduates.
- ATMC has reviewed its operational systems and processes to accommodate current and planned growth. New key staff appointments and effective governance provide confidence in ATMC's ongoing oversight of educational performance and commitment to capability in self-assessment.

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>ATMC tracks student achievement. The academic board meets monthly to review student progress reports and attendance. The chief executive signs off on programme withdrawals, which are few. Student numbers steadily increased over 2023-25, particularly in the Bachelor of Applied Management and the Diploma in Healthcare Management.</p> <p>Students' English language proficiency is assessed on entry, and those needing additional academic support are accommodated by academic writing workshops. Test results are analysed and communicated to the relevant lecturer so they can adapt their teaching approach accordingly. Feedback to the students on academic progress is comprehensive and individualised.</p> <p>There have been 25 graduates to date – 22 from the Diploma in Management (Healthcare) and three from the Diploma in Software Development. Healthcare students arrive at ATMC with industry experience from their home countries, and many are qualified nurses. The small number that graduated in 2024/25 are mostly in employment or have gone on to further study (refer focus area 2.3).</p> <p>Student placements enable the application of theoretical, class-based knowledge to their practice in the real-world context of working in New Zealand. For healthcare students, this is a win-win for both them and placement organisations. ATMC has a relationship with a residential care facility which can gauge the suitability of the student for future employment. In turn, the students can decide</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.

	<p>whether they would like to work at a residential care facility.</p> <p>Students value the opportunity to study in New Zealand with international students from cultures other than their own. Analysis of student achievement is beginning to be made. The value of outcomes has not been clearly evidenced due to historical gaps in gathering student feedback and systems for recording this information.</p>
Conclusion:	Students achieve well. Graduates have relevant employment, are in further study, or have returned to work at home. As student numbers grow, data analysis of educational achievement is beginning to be used more effectively.

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 teaching team is collegial and engaged in reflection on delivery. Staff are appropriately qualified in their fields of expertise and are well supported by management. Programme delivery is informed by the significant industry experience of the lecturers, including overseas experience. Interaction with industry ensures the papers within each programme remain current and relevant.</p> <p>There are regular opportunities for teaching staff to discuss good assessment practice and assessment decisions. Delivery and assessment of programmes is mostly consistent with graduate programme outcomes. Student feedback is used to improve delivery and programme materials. Programmes are well resourced. There is regular programme review and degree monitoring. The student handbook and course book are comprehensive.</p> <p>Staff professional development is generous and includes staff days with topics identified by academic staff. Professional development has included the purpose and processes of moderation. External moderation has validated most assessor decisions, with recommendations</p>

	<p>for improvement. Peer observations are undertaken to ensure consistency of practice and to provide feedback on performance. Mentoring of new staff is systematic and supportive. Integration of Māori protocol into delivery has occurred and is welcomed by staff and students.</p> <p>There is a strong research culture, and ATMC provides opportunities for degree-level staff to collaborate around applied research interests. Learning resources and reporting processes have been moved online to improve access for students and staff. Students value the tutors' extensive research backgrounds, ongoing involvement in research, and enthusiasm for teaching.</p>
Conclusion:	ATMC's programme design and delivery is engaging and meets stakeholder needs well. Most teaching staff are recent appointments and are well qualified. More time is required to gauge the effectiveness of academic processes.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Student orientation is thorough. The student handbook is comprehensive and the website up to date. Academic staff and management provide pastoral care. While this works well currently, there is a potential tension for staff between meeting teaching and research responsibilities and providing pastoral care to the students.</p> <p>The Code of Practice for pastoral care is included in student material and on classroom walls as a reminder. ATMC is a student-centric organisation. Each class has a student representative who attends student council, and there is a student representative on the board. Student clubs are well attended and focus on activities that students request. ATMC has excellent teaching spaces and facilities.</p> <p>Students are well supported academically and are asked to give regular feedback on their programme, lecturer and the programme materials. Outcomes are aggregated and used to analyse for trends. Students noted that when issues are</p>

	raised with ATMC, solutions are actioned promptly. There is a QR code that can be scanned to get immediate advice and support from staff. Students have the opportunity to apply their knowledge and skills at placements.
Conclusion:	Student voice is encouraged. Students are enthusiastic about and appreciate the pastoral and academic support provided. Currently, student support involves all staff. While this has worked to date, ATMC understands the value of dedicated pastoral support staff to accommodate planned growth in student numbers (see Recommendations).

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>ATCM actioned the wide-ranging recommendations in the NZQA monitoring report of 19 June 2019. The organisation went into hibernation when New Zealand borders were closed during the Covid years and the enrolment of international students was impossible. From June 2020 to June 2021, all senior management oversight and authority rested with the chief executive of ATMC Global located in Sydney, Australia. The director of studies in Auckland oversaw the general day-to-day running of ATMC NZ. Since 2023, highly experienced chief executives and a director of operations have been appointed to oversee operations, with the current chief executive in place since 2024.</p> <p>Under the new ownership, ATMC identified issues that needed addressing to strengthen the performance of both governance and management. The board focussed on building a strong foundation and made considered decisions around vision, strategic intent and sustainability. ATMC NZ has ongoing financial support from ATMC Global.</p> <p>Lecturers are appropriately qualified, experienced and committed, ensuring students gain appropriate skills and knowledge. New lecturers are supported, mentored and</p>

	<p>resourced. Academic leadership is focused and inclusive, with good oversight of most operational activities.</p> <p>Management is collaborative and works closely with the teaching team who reported feeling valued and regularly consulted. Strong and effective communication across the organisation occurs through regular meetings. There is a genuine open-door policy from senior managers for both staff and students. The organisation demonstrates an effective approach to managing change carefully.</p>
Conclusion:	<p>Governance is strong, with a clear purpose and direction. Key recent senior staff appointments reflect a planned commitment to supporting educational achievement and relevant outcomes for graduates.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>ATMC used the time over Covid – when there were no students – to review and strengthen its procedures and processes, including management of its compliance accountabilities. This included a review of all systems, policies and procedures. The quality management system has been updated (ongoing), and a compliance calendar put in place to inform regular compliance requirements. Structured monitoring and reporting processes and proactive engagement with regulatory changes have improved management of these accountabilities.</p> <p>Statutory requirements with NZQA are managed well. There is a risk register and a student complaints process that effectively captures processes and outcomes. Programmes are delivered as approved. This is particularly important when tracking approved programme hours outside the classroom when students are on industry internships.</p> <p>Contracts for placements with industry providers demonstrate clear guidance for both students and employers. The planned development of memoranda of understanding for formalising and strengthening</p>

	<p>relationships with placement providers is a positive development.</p> <p>ATMC is compliant with the Code of Practice and rates itself as 'Well implemented' across all the relevant Code outcomes, apart from outcome 9, which is rated as 'Implemented'. Agents are systematically engaged and their performance regularly reviewed. The ATMC student files sampled were compliant for visa, insurance and entry requirements for degree-level programmes. There is a strong health and safety culture that guides adherence with building requirements, facilities and resources.</p>
Conclusion:	ATMC manages its compliance accountabilities well. Many of these processes and systems are recent and require more time to be fully embedded and tested.

Focus areas

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

2.1 Bachelor of Applied Management (Level 7) ID: 124740-3

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	At the time of the EER there were 110 students enrolled in this qualification, with no graduates to date. There are no specialisations in this degree. Students engage in core management knowledge, with the vocational part of the programme being a 60-credit capstone project or internship at level 7, or a 60-credit research project at level 7.
Conclusion:	Students respect the approach and experience of their lecturer. Academic and pastoral support is effective.

2.2 Bachelor of Applied Arts (Digital Media Production) (Film Production) (Level 7) ID: 12471-3

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	At the time of the EER there were 15 students enrolled in this qualification, with no graduates to date. This degree has two specialisations: Film Production and Digital Media Production. To complete the qualification, students need to achieve 120 credits at level 5, 150 at level 6, and 90 at level 7. Students must complete either a 60-credit capstone project or 60-credit capstone internship at level 7.
Conclusion:	Students are engaged with and enthusiastic about their learning. Academic and pastoral support is effective.

2.3 New Zealand Diploma in Management (Healthcare) (Level 7) ID: 128838-1

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>At the time of the EER there were 54 students enrolled and in class in the New Zealand Diploma in Management (Healthcare) (Level 7), with no graduates to date. Fifty-six students are completing the Diploma in Management (Healthcare), the previous qualification. At the time of the EER, 56 students from this diploma were on placements.</p> <p>Additional moderation requested from NZQA demonstrated that while the level of assessment tasks was appropriate, the tasks did not give learners the opportunity to meet all the learning outcomes. There was 39 per cent agreement with assessor decisions; therefore, assessor decisions could not be fully supported.</p> <p>Of the 19 graduates from the Diploma in Healthcare Management who graduated in 2025, 10 have gone on to further study at various institutions in New Zealand, eight to employment in New Zealand and one to employment overseas. Of the three graduates from 2024, one has gone on to further study, one to work in New Zealand and one to work overseas.</p> <p>The recent appointment of a part-time placement co-ordinator to manage both healthcare placement and future degree internships is a positive development as student numbers grow.</p>
Conclusion:	Students are engaged and enthusiastic about their learning. Graduates are mostly in employment or have progressed to further study. NZQA moderation identified that assessor decisions did not consistently meet learning outcomes. This finding is reflected in the rating for this focus area.

2.4 International student support and wellbeing

Performance:	Good
Self-assessment:	Good

	Refer to key evaluation question 1.4 for details of 'How effectively are students supported and involved in their learning?'
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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 ATMC NZ Limited consider:

- Reviewing assessment tasks and marking guides for the New Zealand Diploma in Management (Healthcare) to ensure that learners are consistently assessed and marked against the learning outcomes.
- The benefit of improving collection and analysis of achievement and destination data to demonstrate gains and outcomes for students and graduates.
- Prioritising dedicated pastoral support staff, planned for 2026, to enable academic staff to focus more on teaching, research obligations and professional development.
- The value of additional resourcing to support development of industry relationships that facilitate student access to relevant internships across the qualifications in focus for this EER.

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

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- Identify organisational fraud²*
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

² NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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