



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Achievement NZ Limited

Date of report: 23 May 2024

About Achievement NZ Limited

Achievement NZ offers programmes at levels 1 and 2, tailored for foundation learners who are currently not engaged in employment, education or training. Through these programmes, students have the opportunity to attain skills and qualifications to enhance their readiness for the workforce or further training.

Type of organisation:	Private training establishment (PTE)
Location:	37 Niven St, Onekawa, Napier
Eligible to enrol intl students:	No
Number of students:	Domestic: 120 students (approximately 65 EFTS – equivalent full-time students) in 2023; 61 per cent Māori, 6 per cent Pasifika, 53 per cent NZ European, 6 per cent other ¹ ; 53 per cent male, 41 per cent female, 6 per cent other; 24 per cent disability-identified International: nil
Number of staff:	11 full-time, four part-time
TEO profile:	See Achievement NZ on the NZQA website ²
Last EER outcome:	The 2019 external evaluation and review (EER) of Achievement NZ resulted in summative judgements of Highly Confident in educational performance and Confident in 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:	9384
NZQA reference:	C54194
Dates of EER enquiry:	3-5 April 2024

¹ Some learners identify with more than one ethnicity.

² Achievement NZ Limited was acquired by Active Education Group (formerly known as Activate Training Centre New Zealand) in April 2022.

Summary of results

Achievement NZ delivers high-quality education and training, and comprehensive wrap-around support services, resulting in positive outcomes for its students, their families and the wider community.³

Highly Confident in educational performance

- Students are actively engaged in their learning and receive robust support in developing both confidence and interpersonal skills while pursuing formal qualifications.
- Stakeholders affirm that students and graduates are making positive changes in their lives, as well as in the lives of their families and communities. They attribute this to the education and learning acquired at Achievement NZ.

Confident in capability in self-assessment

- Achievement NZ effectively leverages its professional networks and community ties to design and implement programmes that meet the needs of students and stakeholders. The student voice is valued and acted on by PTE management.
- The organisation demonstrates strong management practices and upholds a clear philosophy and purpose that permeates its campuses. Staff are valued and well supported. Activities are appropriately resourced. Compliance responsibilities are effectively managed.
- Achievement NZ has embedded the practice of self-assessment into its operations, supported by good data and effective systems. While most self-assessment practices are well established, the PTE is making ongoing efforts to develop self-assessment practices related to disability

³ Completions in 2023 were significantly impacted by cyclone Gabrielle, as many students were unable to access classes and materials, or they moved out of the region.

support, non-completions, withdrawals and destination data analysis.

Key evaluation question findings⁴

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Course completion rates every year since 2020 have exceeded 70 per cent, surpassing national averages for similar programmes and student demographics. Programmes also offer students credits towards achieving NCEA⁵ Levels 1 and 2, which are crucial qualifications often expected by employers.</p> <p>Over half of Achievement NZ's student body identifies as Māori. Successful strategies have been implemented to address achievement disparities among Māori students, resulting in no noticeable differences in outcomes.</p> <p>In 2023, 24 per cent of learners⁶ identified as disabled, with completion rates comparable to the overall cohort.</p> <p>Intensive literacy and numeracy programmes designed to meet the specific needs of individual learners have shown promising results in improving student abilities. These tailored programmes address each learner's unique strengths and weaknesses, providing targeted instruction to support their development.</p> <p>However, summarising the progress of students in such programmes can be challenging due to the customised nature of the interventions. Since each learner receives personalised instruction based on their needs, progress may vary widely among students. Traditional metrics and standardised assessments may not fully capture the nuanced improvements made by individual learners.</p> <p>Achievement NZ staff exhibit a sound understanding of the factors influencing student achievement, and engage</p>

⁴ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁵ National Certificate in Educational Achievement.

⁶ As many students do not disclose a learning disability on enrolment, the number is likely to be significantly higher than the 24 per cent recorded.

	in regular analysis and discussion to enhance outcomes. Weekly staff meetings at each campus provide a platform for collaborative idea-sharing aimed at improving course delivery and student success. These discussions are supported by real-time data on individual and cohort achievement, enabling staff at all levels to effectively analyse and refine strategies for performance enhancement.
Conclusion:	Students consistently succeed in their courses, attaining qualifications alongside significant personal growth and other benefits. Achievement is well understood at the individual level and reported monthly.

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students at Achievement NZ are making improvements in their well-being and are gaining valuable skills and knowledge, including essential 'soft skills' such as teamwork, communication and confidence. Most students arrive at Achievement NZ having disconnected from formal education and, to some extent, from broader societal engagement. Through good teaching and a nurturing environment, the strengths of students are recognised, validated and cultivated, enabling them to plan for their future educational and personal endeavours.</p> <p>In 2022, 64 per cent of Youth Guarantee graduates transitioned to either employment or higher education. Data for 2023, although not complete, indicates approximately 80 per cent of graduates in employment or further training from the Napier cohorts.</p> <p>Although all graduates are typically contacted four months post-graduation, recent challenges, such as the impact of cyclone Gabrielle, have complicated destination tracking, with many students relocating, often outside the region. Recognising this, the PTE has recently undertaken to improve its graduate follow-up procedures. By maintaining close ties with external stakeholders such as industry partners, community organisations and other relevant</p>

	<p>entities, Achievement NZ gains valuable insights into how their actions and offerings are perceived and valued by those outside their immediate environment.</p> <p>The graduate and feedback system that Achievement NZ has put in place since the last EER will enable the PTE to further explore the benefits and value to employers when learners gain employment, as well as gathering information to better understand community and whānau benefits.</p>
Conclusion:	<p>Students at Achievement NZ are gaining high value from their studies by consistently achieving or surpassing their academic, vocational and personal objectives. The institution's longstanding relationships with stakeholders highlights its success in delivering outcomes that are highly valued by their industries and communities.</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:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Achievement NZ makes a dedicated effort to align with the personal and academic aspirations of each student. The mix of programmes and delivery methods is tailored to suit the needs of students, stakeholders and the communities they serve. Constant feedback from students, schools and social service agencies ensures that the organisation remains well attuned to student needs and fosters strong stakeholder relationships.</p> <p>Each student's aspirations and interests are documented through a collaborative process, resulting in individual learner achievement plans which are then uploaded to the PTE's student management system. Weekly progress updates enable real-time tracking by students, teachers, programme leaders and PTE management. Additionally, students engage in reflective discussions on their assessment plans every month with Achievement NZ staff, ensuring ongoing monitoring and realisation of student needs.</p> <p>The relationship with Activate Education Group has enhanced the sharing of academic understanding and</p>

	<p>processes, and the upholding of academic standards across all campuses. The organisation is committed to continually enhancing educational performance. Teaching and management staff discuss teaching practices and share ideas, experiences and knowledge through daily interactions and staff meetings. This collaborative approach fosters a culture of ongoing improvement and innovation within the organisation.</p> <p>All staff are included in the regular review and updating of programmes, and there was evidence of strong internal and external moderation processes supporting sound assessment.</p>
Conclusion:	<p>Achievement NZ's active and ongoing engagement with its learners and stakeholders is a key aspect of the organisation. This continuous interaction ensures that programmes and initiatives align with the evolving needs of students, families, workplaces and the broader community, ensuring the relevance and effectiveness of the training.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>At Achievement NZ, students benefit from comprehensive and ongoing social and academic support provided by staff at all levels of the organisation. Through timely and thorough study information, intending students are guided into courses that align with their aspirations and abilities. Teachers and students alike described various activities and initiatives that foster motivation, engagement and growth during their time at Achievement NZ. Regular and constructive feedback ensures students understand what is required to succeed in their programmes.</p> <p>Attendance monitoring plays a crucial role in promoting student engagement and success, with clear expectations communicated to students, families and referral agencies, and timely follow-up support as needed.</p> <p>The PTE provides all necessary study resources and also offers daily transportation to and from campuses where public transport is limited. Students enjoy daily meals</p>

	<p>prepared by their peers, which not only fosters a sense of community but also encourages participation in daily activities.</p> <p>The student voice is actively encouraged and heard through an elected class representative group, which engages directly with PTE management. This empowers students to voice their concerns and contribute to finding solutions, while also providing unfiltered feedback to management.</p> <p>Student feedback regarding the organisation and teaching is overwhelmingly positive, reflecting the close rapport between students and staff. Staff members demonstrate developing cultural competency, fostering a highly inclusive environment and enabling robust educational support for all students.</p>
<p>Conclusion:</p>	<p>Students at Achievement NZ are experiencing an inclusive and student-centred learning environment, supported by a reflective and student-centred organisational culture. This commitment ensures the ongoing effectiveness of the institution in meeting the diverse needs of its student body.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Achievement NZ Limited is one of five subsidiaries of Activate Education Group, a holding entity for the group's education initiatives. The board of directors overseeing Achievement NZ comprises individuals with expertise in education, finance and governance, ensuring effective oversight of the organisation.</p> <p>The PTE is well managed, with a clear philosophy, purpose and values evident throughout the organisation. The campuses present a welcoming atmosphere and are well resourced. The head office of Achievement NZ, located on the Napier campus, functions as the central support hub for all other campuses. The PTE holds a repository of teaching and assessment resources accessible to regional staff, facilitating efficient use of resources and consistent delivery and assessment across locations.</p> <p>Qualified and experienced staff are effectively managed and developed, contributing to high staff retention. Staff are valued for their expertise and are provided with support and opportunities for professional growth. The PTE formally reviews the performance of all teaching staff biannually, alongside providing regular and ongoing feedback of a formative nature. This staff review is also the focus for individualised professional development planning which all staff take part in.</p> <p>Achievement NZ has robust administration and management systems, guided by ethical practices. Decision-making processes are informed by thorough data analysis and feedback from students and stakeholders.</p> <p>The PTE uses self-reflection to drive ongoing improvements in meeting the needs of students and stakeholders. Management leads the self-assessment process effectively, fostering a culture of continuous improvement within the organisation.</p>
Conclusion:	Achievement NZ has a clear vision and understanding of its enterprise, supported by strong leadership that actively fosters educational achievement. Regular, transparent and

	effective performance monitoring mechanisms are in place within the organisation, ensuring accountability and continuous improvement.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Achievement NZ demonstrates a clear understanding of its compliance responsibilities and effectively manages them to ensure obligations are met. Compliance oversight is carried out by the general manager, who uses a detailed workplan to identify, schedule, monitor and report on compliance obligations and associated risks. This proactive approach ensures that all staff are aware of their roles in maintaining compliance standards.</p> <p>Indications of effective compliance management include:</p> <ul style="list-style-type: none"> • Submission of NZQA attestations and returns within stipulated timeframes, with no recent history of risks associated with NZQA. Achievement NZ has consistently demonstrated a high level of compliance with moderation standards. • Delivery of courses at Achievement NZ in accordance with their NZQA-approved programmes and micro-credentials. • Effective systems in place to meet reporting obligations to various referral agencies and funding partners, ensuring timely and accurate reporting. • Meeting of obligations regarding the Code of Practice⁷, demonstrated by the submission of an attestation to NZQA indicating completion of a self-review within required timeframes. • All staff undergo police vetting to comply with the requirements of the Children’s Act 2014.

⁷ [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

Conclusion:	Achievement NZ has a sound understanding of its compliance accountabilities and employs proactive and effective practices to ensure that all obligations are met.
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Focus areas

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

2.1 Programme design and delivery

Performance:	Excellent
Self-assessment:	Excellent

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 Achievement NZ Limited:

- Conduct thorough analysis of educational performance at programme level. This analysis should encompass withdrawal rates, reasons for non-completion and destination outcomes. By conducting a comprehensive analysis of educational performance at programme level, Achievement NZ can identify trends, patterns and areas for improvement.

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

Course and qualification completions 2019-23⁸

Table 1. Course completions

Overall	2019	2020	2021	2022	2023*
YG**	48%	70%	78%	69%	56%
SAC** L1 & 2 closed 2023	55%	66%	92%	90%	60%
SAC/UFS** L3 closed 2023	13%	57%	56%	71%	63%

Table 2. Qualification completions

Overall	2019	2020	2021	2022	2023*
YG	8%	51%	59%	44%	52%
SAC L1 & L2 closed 2023	45%	60%	86%	75%	75%
SAC/UFS L3 closed 2023	0%	35%	33%	38%	38%

*Preliminary data as of December 2023 SDR. Reporting from December SDR to April SDR yet to be completed and reported.

**YG=Youth Guarantee funding; SAC=Student Achievement Component funding; UFS=Unified Funding System

NB: 2023 course completion outcomes were impacted by Cyclone Gabrielle. If adjusted for Cyclone Gabrielle withdrawals, completion rates track similarly to previous years.

⁸ Data supplied by achievement NZ.

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 fraud⁹*
- *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.*

⁹ 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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