



External Evaluation and Review Report

Nelson Training Centre Limited

Date of report: 27 January 2026

About Nelson Training Centre Limited

Nelson Training Centre Limited (NTC) is owned and governed by YMCA Nelson. The campus is a fully operational commercial café and restaurant. NTC upskills school leavers in literacy and numeracy and provides free training in hospitality.

Type of organisation:	Private training establishment (PTE)
Location:	Unit 3/14 Vanguard Street, Nelson
Eligible to enrol int students:	No
Number of students:	Domestic: 39 students in 2025; 38 are under 18 years; 36 per cent identify as Māori or Pasifika (in Nelson, Māori are approximately 11 per cent and Pasifika 2.6 per cent of the population), and 18 per cent identify as having a disability. Students are aged 15-19 years, with an average age of 16 years. They generally have complex lives (for example, uncertain living arrangements and mental health challenges), finding it harder to progress in school and gain employment. Most students have a youth worker journeying alongside them.
Number of staff:	Three full-time staff and two part-time staff
TEO profile:	See: Nelson Training Centre Limited NTC has rolling intakes, with a maximum of 20 students enrolled at any one time. NTC's cafe is open to the public every Thursday and caters for local events.
Last EER outcome:	NZQA was Confident in NTC's educational performance and capability in self-assessment at the last EER in 2021.
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Certificate in Hospitality (Level 2)• Vocational Pathways Service Sector (NCEAP4)
MoE number:	9393
NZQA reference:	C64375
Dates of EER visit:	18 and 19 November 2025

Summary of results

NTC is a small PTE with social imperatives that are clearly driving and guiding decision-making about NTC's service and training provision. Students are developing a holistic range of skills and attributes alongside certificates and literacy and numeracy gains. NTC's self-assessment is sufficiently effective for the context and to understand student outcomes.

Confident in educational performance

NTC provides meaningful educational opportunities for the students, many having disengaged from school and other education services. Most students are experiencing achievement and success in NTC programmes.

Students gain important academic, social, pre-employment and life skills that support their entry into the workforce, to further study and in navigating life.

Learning occurs in an operational café and restaurant, providing authentic and structured experience. The programme delivery is sufficiently flexible to meet the individual needs of students and programme requirements.

NTC provides – and the students experience – a consistent and supportive environment to learn in, which provides a strong base for positive engagement and participation in education and training.

YMCA Nelson provides effective governance and oversight of NTC, enabling the important needs of students to be met including educational achievement.

Effective systems to monitor and comply with responsibilities associated with the PTE's operations, funding and programme delivery are in place and are mostly effective.

The low student-to-staff ratio and meaningful engagement ensure individual student performance and their outcomes are well understood. The systematic collection and analysis of this data over time would more convincingly demonstrate the extent, quality and sustainability of student and graduate outcomes.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Most students are successfully completing their courses, the hospitality qualification and the NCEA vocational pathway. There has been wide variability in achievement rates over the past four years and across these programmes, which reflects the context, profile of the students and some staffing challenges NTC experienced in one of those years. Overall, at least half of all students are gaining a formal qualification and NCEA certification. The focus on literacy and numeracy has resulted in gains for all, bar four students, over the past three years.</p> <p>The three staff who are all tutors know the 20 students very well and understand individual academic progress, acknowledging the students' gains. Equally, the staff have a focus on the level of participation, relationships with and between students, and engagement in learning and in the life of NTC. Staff recognise and respond to any changes to improve and maintain student confidence and wellbeing, important in NTC's approach to supporting achievement.</p> <p>Regular and full attendance (30 hours per week) is a key contributor to success, a routine most students have not developed well previously. Attendance is stringently monitored and promptly followed up, supporting the retention of students. NTC is well aware of the reasons for withdrawal, which are reported monthly to the executive director and mostly related to the personal circumstances of the student.</p> <p>There is parity of achievement for Māori, neurodiverse, disabled and the few Pasifika students, and individual student performance is well understood. As with most achievement-related data patterns of learning and achievement are not consistently analysed or used to</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.

	inform NTC about where it is doing well and about opportunities for improvement.
Conclusion:	NTC provides meaningful educational opportunities for the students, many having disengaged from school and other education services. Most students are experiencing achievement and success in NTC programmes.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NTC students have complex lives which affect their learning and readiness to gain employment. Attaining a qualification and NCEA level 2 opens pathways that may not have been accessible or apparent to the student prior to study at NTC. NTC's own data indicates that some graduates continue to further study, but a higher proportion gain entry-level employment in hospitality. NTC liaises with whānau and community agencies (social workers, youth workers, Te Pipi Oranga, tertiary education organisations and employment brokers) to support the graduates into their next destination of work or study.</p> <p>NTC's focus on pre-employment, social and life skills contributes to graduates' progression to further study and employment. Students develop strategies to manage their anxiety and relationships with peers, tutors and the public.</p> <p>The hospitality programme establishes hygiene and food safety practices, and students develop a range of cooking skills, enabling them to confidently produce a meal for themselves and their whānau. Personal development for entry into the workforce, punctuality, presentation, problem-solving and communication are all transferable into other aspects of life, enhancing the students' and graduates' abilities and attributes.</p> <p>NTC receives very positive anecdotal feedback from employers, next-level tutors, stakeholders and graduates. The PTE needs to continue to develop and reliably implement processes to gather information on graduate outcomes and benefits. This information will better evidence the full significance of the skills, attributes and</p>

	outcomes gained, including the sustainability of skills beyond the NTC environment.
Conclusion:	Students gain important academic, social, pre-employment and life skills that support their entry into the workforce and to further study, and in navigating life.

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 NTC campus is located within a commercial cafe and restaurant, giving students the experience of working front of house and in kitchen positions in an authentic hospitality environment.</p> <p>The tutors have extensive hospitality and chef experience. Assessment and moderation training supports their teaching practice. The tutors' continued engagement with the industry benefits the running of a successful café and the relevant programme design and delivery.</p> <p>NTC has effectively integrated NCEA and hospitality skills into the programme. Internal moderation systems are in place and are implemented, while satisfactory external moderation is well evidenced.</p> <p>Students develop core skills identified by employers as important in the workplace, including specific hospitality skills and knowledge to work at an introductory level in a range of food preparation, cooking, presentation and food service in a commercial hospitality setting. Rolling enrolments provide an opportunity to have peers support and teach each other the skills they have developed, which enhances each person's learning.</p> <p>Students have daily and long-term programme goals which are reflected on and reviewed by both students and tutors. On café days a debrief about what went well and what could be improved on includes tutor and student feedback, providing immediate recognition of effort and success. The analysis and use of formal programme-related information</p>

	gathered by survey from students and graduates needs to be developed further.
Conclusion:	Learning occurs in an operational café and restaurant, providing authentic and structured experience. The programme delivery is sufficiently flexible to meet the individual needs of students and programme requirements.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>NTC works closely with external agencies, youth workers and whānau to understand student needs and to introduce the PTE, the programme and study expectations before enrolment. Students have an experience of adults and services working collaboratively toward goals to benefit them.</p> <p>NTC staff are experienced and have personal and professional attributes that enable them to engage and effectively connect with NTC students. The team leader focuses on external relationships with stakeholders and social services to ensure continual effective connection and access to a range of health, financial and counselling services. This is important to ensure that the holistic support around students within and beyond NTC occurs reliably, supporting the wellbeing of students so they can focus on their academic study and skill acquisition.</p> <p>Informal feedback from students and stakeholders is very positive. Collation and systematic use of this information may provide opportunities to validate the significant influence NTC has on the success and support of students.</p> <p>Students have a positive experience of education at NTC, where they learn and are able to achieve and grow. This differs significantly from the previous negative learning experiences and prolonged periods of truancy or intermittent attendance at school. In the practice-based learning, tutors work alongside students in the kitchen, café and restaurant to monitor progress, their level of comfort and skill development. These are matched with the student's exposure to experiences (for example being</p>

	under pressure in the café) in a purposeful way that includes the student's perspective and readiness to engage. Tutors respond to needs and vulnerable moments of the students by giving them strategies, options and reorientating to another activity when feeling overwhelmed.
Conclusion:	NTC provides, and the students experience, a consistent and supportive environment to learn in, which provides a strong base for positive engagement and participation in education and training.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Governance of the PTE is embedded within the wider structure of YMCA Nelson, a community-based, not-for-profit organisation with mission and values centred on youth development, social responsibility and community connection.</p> <p>YMCA Nelson's strong social imperative drives the strategic direction and decision-making about NTC's education provision and how resources are used to support Nelson's vulnerable youth. The recent purchase of a café and investment into developing the space to accommodate a training room and continue the café operations is an example of this longer-term commitment.</p> <p>The executive director role and the board take responsibility for and have oversight of quality assurance, policy development and processes specifically in health and safety and safeguarding. This enables NTC staff to focus on the important work of supporting youth in their learning.</p> <p>The board meets monthly, with the executive director reporting directly to the board on NTC performance, ensuring that governance oversight includes educational achievement, student outcomes and operational performance (e.g. monitoring of incidents and staff training).</p>

	<p>Overall, the executive director and board are supporting NTC and its staff to undertake effective academic quality assurance processes and support students to achieve meaningful education outcomes in a relevant and coherent programme of study.</p> <p>Self-assessment is sufficient for the nature, purpose and size of the PTE. There are opportunities for the board and executive director to consider the resource and time to tighten and improve data collection processes, and to undertake analysis beyond individual student and other anecdotal outcomes. Improvement in this area would better evidence and acknowledge where exemplary practice/performance is occurring.</p>
Conclusion:	<p>YMCA Nelson provides effective governance and oversight of NTC, enabling the important needs of students to be met, including educational achievement.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The executive director and team leader have a process for monitoring and are responsible for reporting compliance obligations to the board. The following NZQA accountabilities are understood and generally well met:</p> <ul style="list-style-type: none"> • A range of attestations and declarations – all current and submitted on time. • Permanent site approval. • Programmes delivered as approved. • Participation in external moderation. • Review of the quality management system, including policies reviewed monthly by the board. • Annual Code² self-review, with attestation completed and submitted. However, a summary of the self-review

² Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

	<p>and complaints and critical incidents is not available on NTC's website.</p> <p>An issue has been identified with the late reporting of credits to NZQA. NTC was unaware that the process for reporting was not being effectively implemented. This is an area NTC needs to monitor more closely.</p> <p>YMCA Nelson's wider safeguarding framework recognises the vulnerability of NTC's student group and ensures police vetting of all staff occurs in line with the Vulnerable Children Act 2014. Monthly meetings of the safeguarding and health and safety committees, with the head tutor as a standing member, ensure these areas are continually monitored at both operational and governance levels.</p> <p>NTC has other obligations not monitored by NZQA, and evidence was provided to demonstrate that NTC is meeting required standards in relation to building and café registration and food safety standards.</p>
Conclusion:	<p>Effective systems to monitor and comply with responsibilities associated with the PTE's operations, funding and programme delivery are in place and are mostly effective.</p>

Focus areas

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

2.1 New Zealand Certificate in Hospitality (Level 2)

Performance:	Good
Self-assessment:	Good

2.2 Vocational Pathways Service Sector (NCEAP4)

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 Nelson Training Centre Limited:

- Reliably collate achievement data and student programme feedback for analysis to understand quality and consistency in these areas across all trainees, over time.
- Systematically use the developed graduate survey and collate feedback gathered from stakeholders on the outcomes of graduates.

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 Nelson Training Centre Limited to:

- Report credits to NZQA within 30 working days, as per Section 10.1(b) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021
- Publish data (as part of self-review or otherwise) on critical incidents in line with section 10(g) of the Code. This means recording any critical incidents and providing an annual summary to provider management, students, other stakeholders and the Code administrator. The summary should include overall numbers even if this number is zero.

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 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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