



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report



Target Training Centre Limited
trading as Target Education

Date of report: 27 January 2026

About Target Education

Target Education (Target) offers foundation-level education and English language tuition to young people in West Auckland, and to adult student migrants and refugees in South and East Auckland. This enables the students to participate more fully in society – including some gaining entry-level employment – or to prepare for further education.

Type of organisation:	Private training establishment (PTE)
Location:	21 Charles Street, Papatoetoe, Auckland
Eligible to enrol international students:	Yes
Number of students:	<p>Domestic: 223 (equivalent full-time: 109) at the time of scoping the EER; 46 Pasifika and 14 Māori enrolments in 2024</p> <p>In 2025, approximately 55 individual students indicated that they needed assistance relating to one or more of: access to assistive technology; support with reading, writing and communication (including New Zealand Sign Language), or some other learning or disability support.</p> <p>International: nil</p>
Number of staff:	23 full-time equivalents
TEO profile:	Target Education – provider page on the NZQA website
Last EER outcome:	NZQA was Highly Confident in the educational performance and Highly Confident in the capability in self-assessment of Target in 2021.
Scope of evaluation:	<ul style="list-style-type: none">• ESOL¹ - Intensive Literacy and Numeracy (ILN) – Tertiary Education Commission (TEC)-funded provision• Youth Guarantee – TEC-funded provision
MoE number:	9515
NZQA reference:	C62833
Dates of EER visit:	18-20 November 2025

¹ English for Speakers of Other Languages.

Summary of results

Target Education is meeting the most important needs of the students. This is leading to consistently strong rates of retention and course and qualification completions. Highly effective staff and student recruitment, induction and appraisal practices support effective teaching. All this is underpinned by well-led, embedded and consistently used self-assessment practices and quality systems. Regulatory compliance and stakeholder satisfaction is also positive.

Highly Confident in educational performance

- Target operates sustainably. The PTE is judicious, knows its strengths, is self-reliant and collegial, and is a significant part of the TEC's 'network of provision' – serving underserved and vulnerable students, as well as migrants and refugees, helping them to gain useful skills, knowledge and confidence.
- Student feedback through the annual cycle of surveys, and the comments from students and graduates interviewed by NZQA, are highly positive. Target's skilful and responsive teachers earn the respect of the students, and this underpins the high rates of retention and academic success.

Highly Confident in capability in self- assessment

- Assessment quality, validity and reliability is robust. Target's performance under all external quality assurance lenses is exceptional.
- Target has a collegial, familial and celebratory culture. This helps attract and retain staff and students and also provides enjoyment of and recognition for the work staff do with the students. Staff continuing professional development is relevant and effective.
- Target's operational systems, academic quality assurance and directorial leadership is highly effective. Responsibilities and processes are well understood by all appropriate role-holders. Leadership is effective in setting goals and processes and monitoring delivery. Management has ongoing clarity into sites, programmes, and performance against the PTE's targets. Expectations are set high. All these factors contribute to the maintenance of the PTE's high performance across cycles of external evaluation and review.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Target's programme, course and qualification completion rates have mostly exceeded 80 per cent since the last EER. The overall 2025 year-to-date achievement data was not yet available at the time of the EER, but the available data and projected achievement is positive. Students can enrol at any time, and so summative programme achievement data is annualised.</p> <p>Achievement and progress are recorded primarily using an individual learning plan developed with every student. Achievement data is captured in tutor spreadsheets and in a student management system. There is extensive disaggregation of this data, which is used effectively in the review of support and programme delivery.</p> <p>Achievement is discussed and monitored at regular, well-recorded staff meetings. Withdrawals are reported in six-weekly programme review meetings where relevant information is collated, including reasons for withdrawal, completed courses, future goals and so on.</p> <p>Data used in these programme reviews shows that, for example, only about 1 per cent of Youth Guarantee students have withdrawn since 2023. The reasons for withdrawal are well understood by the PTE, and most commonly follow active support interventions by teaching staff which are recorded and discussed regularly.</p> <p>Attendance is high, routinely 99 per cent across programmes. This is registered daily; unexplained attendance is followed up daily, and students' weekly attendance is recorded in the student management system. There is robust data presentation, and analysis includes weaker and stronger performing</p>

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	<p>areas/programmes. At-risk students are identified early.</p> <p>Target's performance under NZQA national external moderation, workforce development council (WDC) moderation, consistency reviews and the NZQA monitoring lenses is exceptional. One example of engaging effectively with NZQA involved external moderation of English Language, Core Skills and Numeracy/Literacy. Twenty-five standards were sampled for 2021-23, and only one English Language standard was found to be 'not consistent'.</p> <p>WDC comments on assessment practices reflect the well-embedded quality management system, the rigour applied by the teaching staff, and the leadership of a designated academic manager role.</p>
Conclusion:	<p>Student retention and success across programmes is consistently strong. Assessment quality, validity and reliability is robust. See Focus Area summaries and summary data in Appendix 1 below for more detail.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Most Target students who graduate from a formal programme are moving to either employment or further training. There are qualification pathways within both the Youth Guarantee and ESOL-funded provision at Target. Some graduates continue with another education provider if that suits their vocational goal. NZQA evaluators interviewed graduates who were studying elsewhere and were also working; they spoke well of the guidance and support they had received from Target teachers in this transition.</p> <p>For the Youth Guarantee focus area:</p> <ul style="list-style-type: none"> • 2021 – of 27 graduates, six (22 per cent) moved into employment and 21 (78 per cent) to further education and training. • 2022 – of 19 graduates, 12 (63 per cent) moved into employment and seven (37 per cent) to further

	<p>education and training.</p> <ul style="list-style-type: none"> • 2023 – all three graduates moved into employment. • 2024 – of 13 graduates, one found employment, 11 (85 per cent) went on to further education and training. One outcome was unknown. <p>This level of detail and identification of student outcomes is typical across programmes. Data was presented in a range of formats and appears in a variety of self-assessment records.</p> <p>Target also has close links with the migrant community (particularly, but not exclusively, Chinese speakers) and with refugee support groups, which enables Target to understand and meet student and stakeholder needs. The PTE gathers formal and anecdotal feedback from stakeholders, graduates and students. This is used to track and understand the value of the PTE's offerings.</p> <p>The importance and value of Target's Youth Guarantee provision in West Auckland have increased as there is now no other equivalent provision in West Auckland or the North Shore. Collaborative networks with secondary schools and social service agencies working with 'at-risk' and youth excluded from school are also an important dimension of Target's value proposition. Stakeholders contacted by NZQA strongly endorsed the value and importance of what Target is achieving in this context.</p>
Conclusion:	<p>Target is providing significant value to students, whānau and the community through its well-placed use of funded provision at multiple sites since the last EER. This provision is focused on migrants and priority group students³, and includes the achievement of various unit standards and qualifications within NZQA-approved programmes. It also provides a pathway into entry-level employment for some graduates and eases resettlement for many more.</p>

³ Māori and Pasifika students, students with special educational needs, students from low socio-economic backgrounds. They are a key focus under the Tertiary Education Strategy's access and participation priority, with specific programmes, funding and policy measures directed toward improving their tertiary education outcomes.

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>Target's programme design and delivery is well refined, consistent and well planned. It is subject to ongoing management monitoring and review. There is also strong evidence of collegial and supportive teacher relationships, and formal and informal peer appraisal which contribute to a collaborative teaching culture.</p> <p>There are regular, purposeful and documented interactions with stakeholders and students. These ensure programmes are relevant and continue to match needs. Weekly assessment and fortnightly progress conversations with students against individual learning plans enable timely adjustments to suit each student's abilities and to meet any emerging needs. Staff job descriptions are clear on expectations and provide a structure to both the teaching and pastoral care cycle. For example, there is a 10-day turnaround in marking, and Youth Guarantee students stated that teachers return work within that timeframe. Attention to the classroom climate, group dynamics and student wellbeing is highly visible.</p> <p>Moderation plans and processes are overseen and supported by an academic manager who circulates between sites and has touch points with all programmes and teachers. External moderation and programme monitoring indicate that these are rigorous processes. Assessment design and use are serving students well, and marking processes are sound and effective. Staff have appropriate teaching qualifications and participate in relevant professional development.</p> <p>Reviews of the programme, resources and progress occur every seven weeks, and there is a cumulative end-of-programme review. These are supported by comprehensive data sets and evaluation feedback, including the end-of-programme and exit evaluations from students. Academic quality systems are suitably resourced; policies, procedures and timetabling clearly</p>

	underpin programme effectiveness.
Conclusion:	Target's skilful and responsive teachers earn the respect of the students. This underpins the high rates of retention and academic success. Student feedback and external feedback to the PTE from NZQA and Toi Mai WDC is also positive. Programmes are matching student and stakeholder needs, and the PTE's self-assessment evidence clearly supports this view.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Several well-established features and practices reflect the comprehensive support students receive at Target. These build relationships and enable student buy-in and engagement with their individual learning plans, which are a central operating feature of the design of each programme. Each student is known, and their story is heard and used to provide support appropriately, including links to external PTE services where required.</p> <p>Target has rolling intakes, so students can start when ready and motivated. Students are given a one-week trial, then a settling-in period to ensure the programme is a good fit and the arrangements and agreements are mutually beneficial. Every student is interviewed and their goals and needs are carefully identified in a face-to-face conversation. This sometimes includes whānau or another support person. After enrolment, an assessment diagnostic is used alongside appropriate starter exercise testing for certain skills and for needs analysis. Staff capture learning differences and disabilities and refer to disability response in their effective reviews of the Code of Practice for pastoral care.</p> <p>Information packs and handbooks are comprehensive and made available to all students. These may benefit from a fresh appraisal by the in-house literacy and numeracy and ESOL experts.</p> <p>Class sizes are kept small – ideally 10 to 12 students, with a maximum of 15. Target has an anti-bullying, racism and</p>

	<p>discrimination policy, which is zero-tolerance. This is covered in orientation and students are encouraged to report any incidents to their tutor or management.</p> <p>Fortnightly progress discussions with each student enable adjustments to goals and support needs and highlights and celebrates progress to be identified. There is also reflection on goals as a group. Students interviewed remarked favourably on the attentiveness of teachers to their unique goals and needs.</p> <p>Staff development – such as recent mental health-related sessions with Odyssey House and the fostering safe spaces module with Ako Aotearoa – have been attended by a number of teachers. They in turn share the learning with others. The PTE networks with community-based support agencies and draws on specialist support for students who may come to Target after referral from these partnerships.</p> <p>Students have breakfast foods available, and some qualify for a transport allowance. Lunches are made daily and some Youth Guarantee students help prepare the shared kai, gaining extra skills. Food parcels are made available for students to take home to families as needs arise. The campus environment is secure, so students remain safe while at the PTE.</p> <p>Notably, student class representatives participate in the programme review meetings. This, along with regular anonymous surveying, elevates the student voice at the PTE. Student feedback indicates that Target is safe, honest, comfortable, family-friendly and supportive. Feedback provided on programme evaluations is positive. These have a high response rate so all or most students' perspectives are captured.</p>
Conclusion:	<p>Strong support systems and processes ensure students' needs are identified and responded to appropriately, barriers to learning are effectively minimised, and students develop independence in a safe, inclusive environment. Multiple opportunities to hear the student voice include involving students in programme review.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Registered by NZQA in 1992, Target retains the original founding director-owners, one of whom is fully involved in the day-to-day management of the PTE. There is ongoing, careful management of the funding and enrolments across sites and programmes to cater to as many students as possible while still delivering within the allocation and funding requirements. The PTE chose to teach a significant number of unfunded Youth Guarantee students in 2024.</p> <p>The PTE has a well-articulated processes and practices map, and an outcomes model which identifies academic, social/cultural/environmental and desired organisational outcomes. The PTE benefits from a nimble and well-informed approach to governance and management based on years of experience. This is recognised in successive, positive EER statements of confidence and TEC audit and investment decisions. The PTE also recently won new funding from the Ministry of Education for alternative education for early school leavers at two sites.</p> <p>Staff are well experienced, skilled and qualified for their roles. They range from a chartered accountant (director) to relevant PhD and Master's-level English language teachers, as well as a diverse raft of niche qualifications which align well to programme and student needs. Numerous of the teaching staff hold formal qualifications in adult education, ESOL teaching or the New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational) (Level 5).</p> <p>There is a diversity of language speakers employed at Target, particularly Asian and Pasifika community languages and cultural backgrounds. This is relevant to understanding and supporting the student target groups effectively. New and younger staff have been hired and are now well embedded. Staff appraisal and professional development policies and activities are well refined and effective.</p> <p>Management invests in the PTE. Since the last EER there</p>

	<p>have been improvements in campus amenities and ongoing staff professional development. Staff gather from all three sites at least twice annually, for networking updates and internal professional development and review. Staff feel valued and are clear about their roles and responsibilities.</p> <p>The evaluators sampled a range of sources showing effective self-assessment and traceable decision-making and actions towards improvement. These included succinctly and well-captured management meetings which show regular monitoring, operational review and planning discussions occurring. They also feature pastoral, achievement and student outcome-focused discussion.</p> <p>Programme review and advisory group meetings, academic quality meetings, staff appraisal and development are all comprehensive. Staff information, including up-to-date and accurate job descriptions and clear and current policies and procedures and teaching plans, are also in place.</p>
Conclusion:	Academic leadership is ongoing, improvement-focussed and effective. The PTE is suitably staffed and resourced and has a clear understanding of the student groups and their needs. This underpins the strong achievement and valued outcomes of the students.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The 2025 TEC audit report shows good management of compliance. The audit found that 'overall, systems, processes and practices are acceptable, with minor nonconformities. Improvements will need to be monitored'. This is significant as most students are TEC funded and there are multiple funding streams and eligibility requirements that the PTE must manage effectively.</p> <p>Target continues to strongly comply with NZQA's registration and programme-related rules and quality assurance requirements. Since the last EER, numerous consistency reviews, annual national external moderation cycles, and a monitoring and assessment review have all been positive. NZQA moderation of English Language, Core</p>

	<p>Skills and Numeracy/Literacy sampled 25 standards in 2021-23. Only one English Language standard was found 'not consistent'. Timeframes and volumes of reporting results to NZQA are positive and reflect the stated enrolments.</p> <p>The PTE has appropriately sought approval for programme changes; two foundation programmes were going through this process following a successful consent to assess application in 2025. A well-structured teaching plan is in place and is monitored to ensure programmes are delivered as per NZQA approval.</p> <p>Target has also been engaging effectively with Toi Mai WDC for external moderation of Computing standards (2022-24). This was a compelling example of a constructive, thorough and well-documented moderation arrangement.</p> <p>The Code of Practice review is completed by management drawing upon student, graduate and staff feedback and internal reviews. The Code is well implemented across outcomes.</p>
Conclusion:	Target continues to manage its compliance accountabilities well across the range of requirements. Experienced staff follow a comprehensive quality management system.

Focus areas

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

2.1 ESOL - Intensive Literacy and Numeracy (ILN) provision

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The ESOL-ILN students are migrants and refugees. Their in-person, individual learning needs assessment is supplemented by the literacy and numeracy Starting Points assessment tool. This diagnostic tool is used primarily to place the student in the appropriate class. From that point, the student is taught by a team of well-qualified and culturally adept English language teachers. As the PTE has a range of levels of ESOL classes available, individual needs and goals are well matched. Some students are progressing to higher-level study including degree-level.</p> <p>Common student goals are around improving confidence in using English (speaking and listening in particular) in familiar settings: shops, neighbours, schools, doctors, cafes, etc. Along with evidence captured in individual learning plans, student attendance and satisfaction ratings across the regular surveys are also seen as important parameters of engagement and achievement. A key funding measure is to deliver targeted learning hours to eligible students – and the PTE’s delivery in Panmure and Henderson is matching that need and measure.</p>
Conclusion:	Target is operating a cohesive and well-resourced English language school within the PTE. Students’ needs are consistently well understood and met. Their attendance and progress and satisfaction with services are all well monitored and positive. Target is delivering a valuable educational service which clearly matches funder needs.

2.2 Youth Guarantee provision

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Youth Guarantee-funded course and qualification completions are consistently above the funder targets (60 per cent course completion, 65 per cent qualification completion). They also exceed the PTE's internal targets (80 per cent for both course and qualification completion). Although there is a downwards trend in year-on-year pass rates over the EER period, total enrolments are small, which amplifies the small-sample effect.⁴ See Appendix 1.</p> <p>The literacy and numeracy for adults assessment tool (LNAAT) is used primarily to identify students' strengths and weaknesses, to assign suitable learning activities, and to show students their progress. Students work through unit standard-based learning materials, self-paced and with teacher guidance, and sometimes in facilitated sessions as a group. There are also useful outings, group building sessions and guest speakers.</p> <p>Achievement captured in individual learning plans, programme reviews and reporting unit standard results to NZQA shows that students are most commonly gaining credits to complete NCEA Level 1 or Level 2, and/or achieving New Zealand Certificate in Foundation Skills (Level 1 and 2), New Zealand Certificate in Computing (Level 2), New Zealand Certificate in Hospitality (Level 2). Some have also passed a driver's licence with Target's assistance.</p> <p>Soft skill gains include literacy and numeracy, improved personal and future-focused confidence, improved interpersonal communication, and developing work-readiness. Some students have pathwayed to employment and many more have continued to higher-level vocational courses at Target or elsewhere. All retained Youth Guarantee students in 2022-24 moved on to either further study or employment.</p>

⁴ Youth Guarantee students 2022: 19; 2023: six; 2024: 20; 2025: 35.

	<p>Target recently recruited two additional teachers who have prior experience in alternative education, including with Māori and Pasifika students who make up the majority of the Youth Guarantee enrolments at Target. This shows management's response to increased local demand in a catchment where a number of Youth Guarantee providers have deregistered.⁵ Enrolments at Target have increased over and above TEC funding to date.</p>
Conclusion:	<p>Students are achieving well. The programme model is well designed and effectively delivered and reviewed by teachers who have appropriate qualifications and experience. The PTE is delivering high-value, much-needed educational provision to young people, who in many cases did not thrive and succeed at secondary school.</p>

⁵ Most recently Transformation Academy and Vision West.

Recommendations

Recommendations are not mandatory, 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 Target Training Centre Limited:

- Improve the capture and use of learning differences and disability information. This may improve the PTE's evidential responses to the requirements of Code review. (Related to key evaluation questions 1 and 4.)
- Explore new ways of engaging with stakeholders and other TEOs, and recording the core value of these interactions, as an alternative to the current model of programme advisory groups. (Related to key evaluation question 3.)
- Conduct a full review of the current student handbooks using the adult literacy embedding and ESOL teaching expertise within the PTE. Ensure the handbooks are as readable and accessible by the target students as possible; if necessary, supplement them with short explanatory videos in relevant community languages. (Related to key evaluation question 4.)

These recommendations are provided as a 'value-add' to the EER process and do not indicate current gaps in performance or self-assessment.

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

Target Education participation and achievement data summary 2022-25⁶



Source: Target Education student management system, as reported to TEC.

⁶ Some funded programmes do not use course or qualification completions as a key measure of student achievement. These include: Intensive Literacy and Numeracy- (ESOL) (ILN); Workplace Literacy; Adult Community Education - Literacy, Numeracy, and Digital Literacy; and Prepaid Language Tuition.

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 fraud⁷*
- 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.*

⁷ 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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