



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Nelson Technical Institute Limited

Date of report: 11 December 2025

# About Nelson Technical Institute Limited

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*Nelson Technical Institute (NTI) is a small PTE delivering New Zealand certificates in foundation skills, automotive engineering and commercial road transport up to level 4. NTI has been zero fees-based for over 20 years and is funded by the Tertiary Education Commission (TEC) and the Ministry of Social Development (MSD). Industry fully funds all other short courses.*

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Type of organisation:	Private training establishment (PTE)
Location:	3 Elms Street, Wakatu Industrial Estate, Stoke, Nelson
Eligible to enrol international students:	No
Number of students:	Domestic: 105 trainees in 2024; 56 per cent were under 25 years; approximately 19 per cent of all trainees identified as Māori, and approximately 4 per cent identified as having a disability
Number of staff:	Seven staff – five full-time and two part-time
TEO profile:	<a href="#">Nelson Technical Institute Limited</a>  Training is delivered from a facility which includes a mechanical workshop equipped to deliver practical content for automotive training, as well as equipment and vehicles for driver training.
Last EER outcome:	At the previous EER in 2021, NZQA was Confident in the educational performance and capability in self-assessment of NTI.
Scope of evaluation:	Commercial Road Transport and Automotive Delivery
MoE number:	9656
NZQA reference:	C63581
Dates of EER visit:	21-23 October 2025

# Summary of results

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*Staff and management expertise and commitment to trainees is an important feature of NTI and underpins the quality of educational performance. NTI's self-assessment is sufficiently strong to understand and meet the needs of trainees and stakeholders. There are opportunities to improve the collation and analysis of feedback.*

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## **Confident in educational performance**

- Trainees are gaining driving licences, vehicle endorsements and automotive or foundational certificates. The collation, analysis and use of achievement data needs to be strengthened.
- Genuine and important upskilling, employment and pathway outcomes for trainees, their families and the wider Nelson district are evident. Better formal systematic processes for capturing feedback could be more consistently applied across all graduates and stakeholders to better demonstrate the full extent of outcomes.

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

- NTI effectively adapts programmes, delivery and resources to individual trainees' knowledge and needs. There are useful self-assessment activities used regularly to adequately understand teaching and learning quality.
- The low number of trainees in relation to staff, and experience in providing programmes and support to trainees over decades results in targeted and very strong support for trainees. Improving the cohesion of NTI processes would lift the performance self-assessment rating in key evaluation question 1.4.
- NTI has been navigating various internal and external environmental changes, particularly over the past year. Responses to these changes are well on track and will support the understanding of educational achievement and maintain the sustainability of the PTE going forward.
- Tertiary education obligations and compliances are generally well managed.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Trainees who study at NTI are looking for a range of outcomes, specifically those that lead to employment or the opportunity to enter apprenticeships. The achievement of driving licences, vehicle endorsements and automotive or foundational certificates meets this need and is clearly evident. All MSD clients achieve at least one licence or vehicle endorsement. New Zealand Transport Authority (NZTA) driving assessors award the driving licences. External moderation and strengthened internal moderation processes are now validating assessment outcomes.</p> <p>With the small number of trainees and permanent staff providing one-to-one tutoring and support, there is a sound understanding of trainee achievement at the individual level, and performance by funding category and by programme.</p> <p>During 2025, with the change in staff roles and focus of resources on programme changes (refer 1.3 and 1.5), the collation and analysis of achievement data has been lacking. Trends over time are not monitored, which would be useful considering the range of trainees and the impact of external factors. It is not clear if there is parity of achievement for Māori and disabled trainees.</p> <p>The TEC's literacy and numeracy tool is undertaken at entry and at the end of study, but the reports of gains have not been reviewed or shared with tutors or trainees this year. NTI expects that this gap will be addressed going forward into 2026 when the new student management system is fully operational and programme redevelopment is completed.</p>
Conclusion:	Trainees are gaining driving licences, vehicle endorsements and automotive or foundational certificates that lead to employment or the opportunity to enter apprenticeships. The collation, analysis and use of achievement data needs to be strengthened.

<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The gaining of licences, endorsements and automotive certificates authentically prepares the trainees for industry and results in employment and, for some, apprenticeships. These are the most important outcomes for all graduates which benefit themselves, their families and communities. Zero fees provide an opportunity for many trainees to enrol without a student loan or additional financial burden, a crucial factor in the lives of NTI trainees.</p> <p>Some graduates pathway to further study in the level 4 automotive programmes. Stakeholders, graduates, MSD and employers report sustained outcomes, with the primary benefits being gaining employment, upskilling, increasing financial independence and increasing personal confidence. The pathway for graduates to gain further licences and expand work opportunities provides ongoing security and increased likelihood of sustained employment.</p> <p>The uninterrupted MSD funding (over many years) and a recent increase attest to the quality of the immediate and sustained outcomes gained by MSD clients over time. The workforce development council recognises the strong industry support and connections NTI has in the district.</p> <p>NTI knows the immediate destinations of the graduates, and these are clearly strong and reported to the funders. Stakeholder feedback is high-level through contact with the NTI small team of staff. Feedback collection is not systematic or consistently occurring to provide detailed information across all programmes for review and use. Improving processes around the collation and analysis of data and information would be beneficial.</p>
Conclusion:	Genuine and important outcomes for trainees, their families and the wider Nelson district are evident. Systematic processes for capturing feedback could be more consistently applied across all graduates and stakeholders to better demonstrate the full extent of 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:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>NTI programmes reflect the employment and skill needs of the Nelson region. The tutors are experienced in commercial road transport and automotive industries and update the programmes based on industry knowledge and expertise. This forms the basis for the quality delivery of relevant and current programmes.</p> <p>Programme structure allows learning to be self-paced in a design where theory components are taught one-on-one or in small groups, using a workbook. The practical application is individually taught, with practice opportunities using industry-standard equipment, vehicles and trucks to applying the learning, and for assessment.</p> <p>During 2025, NTI has been redesigning programmes in response to a range of factors, for example: to ensure continued access to NCEA credits through foundation programmes, and to remove the unit standard (26777) in the New Zealand Certificate in Commercial Road Transport (Level 3) which has been a barrier to trainees completing the qualification. External moderation indicated the need to update programmes and assessments to meet qualification requirements. In response, NTI's internal moderation process has been strengthened and is more robust, closely monitored and occurring reliably. Current external moderation (pre- and post-assessment) validates this improvement.</p> <p>Peer observation and tutor and staff meetings are useful activities keeping all staff in the PTE up to date with programme and trainee matters. Feedback from individual trainees through daily engagement and continued attendance is the primary trainee feedback mechanism. Trainee surveys are collected but not collated or analysed. Collation and comparison of feedback over time and sharing all feedback consistently with tutors and staff are areas for improvement.</p>
Conclusion:	Programmes, delivery and resources are effectively adapted to the individual trainee's knowledge and needs. There are useful self-assessment activities to understand teaching and learning quality, but they are not completed as the process intends.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Trainees at NTI vary in age, pastoral care and learning needs. NTI has 30 years' experience in supporting trainees in the automotive, commercial road transport and foundation programmes. There is a shared understanding across the small PTE of what is required to enable NTI's trainees to succeed. Systems and processes that suit the size and context of the PTE are well embedded, and pastoral care is the responsibility of all staff, a key factor in the success of trainees.</p> <p>NTI is aware of barriers to employment and learning, and a learning plan for each trainee is agreed to support their progress. Monthly meetings are held to discuss trainees, their attendance and support needs, including those of the tutors. As discussed in 1.3, one-to-one teaching and learning occurs, and tutors know each individual well and are aware of their wellbeing and needs.</p> <p>In addition to academic support, pastoral care activities include a wide range of support in the form of advice, use of facilities, resources and staff expertise to continually support trainees to attain their goals, often exceeding what the funding supports. Graduates describe the staff as going above and beyond, and schools and MSD note that NTI enrolls trainees that other providers decline.</p> <p>The effectiveness of support is evident to NTI in each individual's progress and achievement in employment, licences and further study. NTI has identified the need to involve all staff in NTI's review of the Code of Practice.<sup>2</sup> The previous Code review identified some areas for improvement which are yet to be planned. The student voice is evident but not systematically collated or reviewed to provide an understanding beyond each individual trainee.</p>
Conclusion:	The low number of trainees in relation to staff, and the experience of providing programmes and support to trainees over decades results in targeted and very strong support for trainees. Improving the cohesion of NTI processes would lift the self-assessment rating for this key evaluation question.

<sup>2</sup> Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>In response to changes in funding, the impact of Covid and internal staffing challenges, NTI started 2025 with a restructure of the small team. This was to define distinct roles and clarify responsibilities, ensuring more transparency and an effective line of sight as to how well these roles are undertaken. The impact of staff absence has been minimised, with every position having another staff member able to step into the role and continue duties or provide additional support. This sustainable approach is important to maintain the performance of the PTE and support trainee achievement.</p> <p>A significant amount of time and resource during 2025 has been devoted to the redesign and development of programmes (refer 1.3). As a result, more fit-for-purpose programmes meeting sector, trainee and funder needs will be delivered in 2026. This focus has stretched the small team at NTI, and some self-assessment activities are not as robust or comprehensive as they have been over previous years. Self-assessment processes are in place and data collection is occurring, but the analysis of data over this year has been less comprehensive. The ongoing engagement on a daily basis with trainees who have the opportunity for individual teaching and learning has maintained the meeting of needs and understanding of trainee performance and achievement.</p> <p>Going forward, less of a focus on programme design will enable NTI staff to continue with the well-established processes evident at the past three EERs. To enhance this, NTI has invested in and is transitioning to a web-based student management system to improve the extraction of information and generation of reports from the significant amount of raw data NTI holds. Staff are currently being oriented to the function and use of this database.</p>
Conclusion:	NTI has been navigating internal and external environmental changes, particularly over the past year. Responses to these changes are well on track and will support the understanding of educational achievement and maintain the sustainability of the PTE going forward.



## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Effective systems to monitor and comply with responsibilities associated with the PTE's operations, funding and programme delivery outcomes and assessment are in place.</p> <p>Specific NZQA accountabilities include:</p> <ul style="list-style-type: none"> <li>• A range of attestations and declarations – all current and submitted on time.</li> <li>• The Code - annual Code self-review, with attestation completed and the website updated, including confirmation of zero complaints. However, reporting of critical incidents was omitted.</li> <li>• Permanent site approval.</li> <li>• Programmes delivered as approved.</li> <li>• Participation in external moderation.</li> <li>• Review of the quality management system, which has been reviewed and moderation processes strengthened.</li> <li>• Subcontract arrangements are approved by NZQA, and appropriate memorandums of understanding are in place to support arrangements for specialist assessing in first aid and NZTA licensing.</li> </ul> <p>These responsibilities are understood and generally well met. An issue has been identified in the late reporting of credits to NZQA. NTI recognises that some late results are explained by double reporting by schools, transition to the new student management system, and a lack of staff resource in this area. This is an area NTI needs to monitor more closely.</p> <p>NTI has a number of other compliance accountabilities not monitored by NZQA, and evidence was provided to demonstrate that NTI is meeting required standards at the time of the EER. These include accountabilities to the TEC, MSD and NZTA, as well as health and safety obligations associated with the programmes delivered and in relation to the age of the trainees (police vetting of all staff in line with the Vulnerable Children Act 2014).</p>
Conclusion:	Tertiary education obligations and compliances are generally well managed.

# Focus areas

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

## 2.1 Commercial Road Transport Delivery

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

## 2.2 Automotive Delivery

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

# Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that Nelson Technical Institute Limited:

- Share the results of adult literacy and numeracy testing that occurs at enrolment and subsequently to enable full use of the information by tutors, and for trainees to understand and celebrate gains in literacy and numeracy.
- Undertake analysis of the data collected to demonstrate parity of Māori and disabled trainee achievement.
- Reliably collate achievement data and trainee programme feedback for analysis to understand the quality and consistency in these areas across all trainees, over time.

# 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 Technical Institute 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, learners, 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 fraud<sup>3</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>3</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

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

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

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

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

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

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

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

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

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

NZQA

Ph 0800 697 296

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

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