



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Front-Line Training Consultancy
Limited

Date of report: 13 August 2025

About Front-Line Training Consultancy Limited

Front-Line Training Consultancy Limited (Front-Line) has provided core and foundation employment skills training to youth – primarily aged between 16 and 18 years of age – since 1993. This has expanded to targeted upskilling of workplace employees throughout Invercargill.

Type of organisation:	Private training establishment (PTE)
Location:	Invercargill, Southland
Eligible to enrol international students:	No
Number of students:	<p>Domestic: 2024: 173 students – Youth Guarantee and the Licence Controller Qualification (LCQ) programme (56 equivalent full-time students)</p> <p>Māori 36 per cent (62), Pasifika 3 per cent (five), disabled 30 per cent (Youth Guarantee only) (26)</p> <p>Also enrolled: 304 Adult and Community Education (ACE) students, eight Intensive Literacy and Numeracy (ILN) students, six Alternative Education students, 293 corporate division (targeted training for workplaces) students, 28 Star and Gateway students</p> <p>International: nil</p>
Number of staff:	12 full-time staff, seven part-time; 13 full-time equivalents
TEO profile:	<p>Front-Line Training Consultancy link to provider page for Front-Line Training on the NZQA website</p> <p>Front-Line’s student demographic in scope of this evaluation is:</p> <ul style="list-style-type: none">• 16-18-year-old youth who have had learning difficulties or experiences that have meant they disengaged from state

school education with little or no qualifications. These students undertake the level 2 and level 3 full-time programmes offered at Front-Line's Invercargill campus.

- Community-based or employed persons who require targeted training to enable them to gain a work or life-related skill. Employers can work with Front-Line's corporate division to develop bespoke training to meet emerging needs within their organisations.

Last EER outcome: NZQA was Highly Confident in Front-Line Training's educational performance and Confident in their capability in self-assessment at the previous EER in 2021.

Scope of evaluation: Focus area 1: Foundation, Hospitality and Retail Skills (Level 2) Certificate [ID: 123104h] leading to 2108 New Zealand Certificate in Hospitality (Level 2), 2234 New Zealand Certificate in Retail (Customer Service and Sales Support) (Level 2) and 2861 New Zealand Certificate in Foundation Skills (Level 1)

Focus area 2: Community-based training including that funded through Tertiary Education Commission (TEC) ACE funding.

MoE number: 9671

NZQA reference: C61334

Dates of EER visit: 27-29 May 2025

Summary of results

Achievement that is consistently strong and meaningful provides high value to all stakeholders. A high-performing management team guides a collaborative learning environment that meets stakeholder goals and needs. Regular and effective use of data and feedback supports effective decision-making and development at all levels of the organisation.

Highly Confident in educational performance

- Achievement is consistent, strong and meaningful, and in line with the needs and goals of each student. Students gain multiple qualification or course completions alongside life and work-readiness skills that support enhanced opportunities and wellbeing. Front-Line understands the reasons for withdrawals and responds with tailored support, prompting students to return when able.

Highly Confident in capability in self-assessment

- Front-Line delivers highly valued training outcomes to all stakeholders. Regular interaction with community and workplace bodies ensures design and delivery reflects emerging needs and advances knowledge and skills that are transferable and applicable in life and to workplaces.
- Extensive relationships with local industry and community groups maintains programmes that are relevant and current. Highly structured, interactive activities ensure students remain engaged.
- Students are assessed when they are ready and confident. Comprehensive internal moderation and positive external moderation supports delivery and assessment review, staff professional development, and assures assessment validity.
- The PTE provides the students with comprehensive study-related advice to support their understanding of how Front-Line will help them. Goals and needs are identified, and progress against these is monitored. Strong relationships with external support

services and use of multiple sources of stakeholder voice informs appropriate support responses.

- High-performing management and leadership supports effective, informed organisational development. Management guides and collaborates with staff to ensure staff can effectively develop and educate the youth they serve.
- Front-Line manages its compliance accountabilities well, and through annual timetabling ensures all requirements are met in a timely manner. Recommendations from the TEC have been responded to and further sources of funding gained through strong compliance practice.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Achievement for the foundation student cohort is not just about gaining unit standards and/or qualifications. Most importantly, these students gain the personal growth and life skills that allow them to re-integrate into their communities and a workplace. When looking at qualification achievement, the foundation students consistently achieve to a standard that meets expectations and is in line with national benchmarks for their demographic of students.²</p> <p>They also gain the more desired National Certificates of Educational Achievement (NCEA) levels 1-3, literacy and numeracy improvement, driver licences and work-readiness skills. Priority student groups are mainly achieving at parity. Consistently positive external moderation results validate achievement.</p> <p>Community and workplace-based courses have 100 per cent completions. This reflects that the training is designed to teach the skills development required by these stakeholders.</p> <p>Front-Line collates and regularly monitors the achievement data collected in the student management system alongside the extensive stakeholder feedback. This informs their understanding of withdrawals and absences, and appropriate actions are taken to re-engage the students when they are able to return. The main reasons for withdrawals or non-attendance are health-related issues and gaining employment before completion. Front-Line provides additional support and</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.

² See Appendix 1 for the Foundation, Hospitality and Retail (Level 2) programme completions.

	extensions to keep the students in study and enhance their chances for success.
Conclusion:	Achievement is consistent and meaningful. Students complete courses, qualifications and/or unit standards alongside life and work-readiness skills that support enhanced opportunities. Reasons for withdrawals and absences are understood and responded to where possible.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The Career Track programmes³ provide foundation skills and knowledge in employment and life skills that support previously disengaged youth to gain employment or progression to higher-level education. Stakeholder feedback notes the enhanced wellbeing gained by the students. Front-Line's graduates display Increased confidence, self-esteem, independence and decision-making capabilities alongside an appropriate dress sense and work-readiness skills. This has meant employers and work placement hosts prefer Front-Line students and graduates for employment. Whānau attest to the transformative change students undergo throughout their training with Front-Line.</p> <p>Community-based training covers a number of different courses and is either paid for by workplaces wanting bespoke training to upskill employees or through TEC or MSD⁴ funding sources. An increasing number of workplaces are approaching Front-Line's corporate division. Front-Line either develops tailor-made, employment-related training for their specific organisations or offers already developed</p>

³ Front-Line delivers two Career Track programmes: the Foundation, Hospitality, Retail (Level 2) is locally known as Career Track 1 or 2 (reflecting which cohort a student is enrolled in) and the Small Business and Tourism (Level 3) programme is the career Track 3 programme.

⁴ Ministry of Social Development

	<p>courses (such as the LCQ certification). Community groups or individuals can undertake training from a number of foundation employment courses that Front-Line has developed. What is offered each year depends on needs within the community. The increased demand for the driver licensing programme funded by the MSD, and the development of a neurodiversity programme with a local community service provider are examples of Front-Line providing training that responds to community need.</p> <p>Front-Line staff are members of local community and industry groups. This enables regular interactions with stakeholders, helps maintain relationships, and helps the PTE to understand and effectively respond to changes in stakeholder needs.</p> <p>Working relationships with local rūnanga, a disability action group and a Pasifika community group have supported the development of specific training or services that meet these communities' needs. These collaborations have also supported targeted professional development for staff and effective 'cultural' review of programme delivery and support.</p>
Conclusion:	Front-Line delivers highly valued training outcomes to all stakeholders. Regular interaction with community and workplace bodies ensures design and delivery reflects emerging needs and advances relevant knowledge and skills.

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:	Good
Findings and supporting evidence:	Front-Line maintains relevancy and currency in the development and delivery of training through regular meetings with and feedback from community and industry groups. Each term, stakeholder feedback is collected and used alongside moderation findings and achievement data in regular staff meetings to assure that resources and delivery continue to meet student, stakeholder and regional

	<p>needs. Annual programme review checks the whole programme and its continued suitability.</p> <p>Clear guidance about expected behaviour sets students up to develop independence, while highly structured learning sessions keep students engaged in learning transferable life skills. Work experience opportunities support practical application of learnt theoretical skills. Classes are small and each student has a close relationship with all the Front-Line tutors. Tutors are quickly aware of where extra support is needed and will not assess students until they are ready. Alternate assessment methodology and assistance is available where needed.</p> <p>Every tutor has a release day where they can mark work, complete work-experience visits, and give feedback to students about their assessment and progress. Since the last EER, external moderation has been consistently positive and has assured Front-Line of the validity of their assessment and training delivery. After EER and NZQA monitoring recommendations, internal moderation has become more systematic and structured. Now, all assessments delivered are moderated, with the findings promoting targeted professional development for staff around delivery and assessment practice.</p>
Conclusion:	<p>Extensive relationships with local industry and community groups maintain the relevancy and currency of programmes. Highly structured, interactive activities and close working relationships between students and tutors ensure students remain highly engaged and gain important skills towards independence. Effective internal moderation and positive external moderation support delivery and assessment review, staff professional development, and assure assessment validity.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Support of students is a real strength for Front-Line. Comprehensive information about Front-Line's training and behaviour expectations is provided and reiterated at the interviews and orientation. Discussions about students' support, learning goals and needs also occur at these points. Information about students' needs is collected in the student management system and shared with tutors who update this information as progress occurs.</p> <p>Front-Line's full-time learner cohort present with a wide range of learning and life experiences, including a small percentage having medium and high needs. Support mechanisms have been implemented to minimise the impact of these:</p> <ul style="list-style-type: none"> • Literacy and numeracy assessment at the start of study; this informs targeted support from tutorial staff • Provision of transport to and from campus, hygiene products and food • Recruitment of tutorial staff who are experienced in youth work and receive regular professional development around common high-needs areas • External support staff who are on site throughout the week. <p>The student voice is canvassed regularly through surveys, student voice workshops and the student council group. Stakeholder voice is also gained via surveys and Front-Line staff participation in community support networks. These sources, alongside regular tutor feedback, inform the PTE's strategic goals and annual review of the Code of Practice for pastoral care.</p>
Conclusion:	Comprehensive study-related advice is provided to students and their families to aid their understanding of the study commitment. Goals and needs are identified and progress against these is monitored. Extensive support services and canvassing of the stakeholder voice informs appropriate support responses.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Front-Line is a small PTE with a well-developed, established purpose with which all operations are aligned. Strong systems and processes underpin and inform practice. A high-performing management team collaborates closely with staff and stakeholders and engages fully with data to inform strategic planning, meeting of compliance accountabilities, and the identification of new opportunities.</p> <p>The change to a new student management system has supported effective reporting of data and feedback to enable analysis of trends and patterns. The leadership uses this data effectively to inform impactful decision-making for the organisation. The changes to internal moderation processes and in community course offerings reflect management's constant drive for improvement and sustainability. Staff are well resourced to complete their roles effectively, and open-plan facilities ensure that regular communication can guide staff and build a collaborative team that feels valued.</p> <p>Staff are recruited from industry to be both educators and youth developers. Staff shadow more experienced tutors until they feel comfortable to take on the role. Tutors can access continued mentorship and have professional development plans that provide them with training in adult teaching skills and knowledge throughout their tenure. Annual staff appraisals, moderation results and regular interaction with the community and/or stakeholders further inform the professional development offered annually.</p>
Conclusion:	High-performing management and leadership supports effective, informed business and organisational development. Staff regularly collaborate with management which ensures targeted development of skills to educate the youth they serve.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Front-Line manages its compliance accountabilities well through regular monitoring and scheduling of due dates. Annual timetabling supports tutors and management to deliver programmes as approved. Ninety-nine per cent of unit standard credits are reported within the required timeframe. All staff and volunteers are police-vetted.</p> <p>Employers and students sign triparty work placement contracts to ensure the expectations for each party are well understood. Front-Line staff visit the work placements to support the students and follow up later in class if needed. Front-Line's health and safety policies and procedures inform and support work placement where necessary.</p> <p>The 2023 TEC audit identified some issues around programme administration and student eligibility. Front-Line successfully completed the correction plan and adopted the current student management system to mitigate further occurrences. Front-Line has retained its Youth Guarantee, ACE and ILN funding.</p> <p>Front-Line has also gained MSD and Te Puni Kokiri funding since the last EER. MSD funding has been increased year on year, and MSD has noted the safety impact of Front-Line's training on the Invercargill community. The Te Puni Kokiri funding remained with Front-Line until the project completed successfully.</p> <p>Code of Practice reviews are completed annually and include the setting of strategic wellbeing goals. Due to a website issue, Front-Line is unable to load their 2024 Code review summary for public access. Front-Line has posted its wellbeing goals on campus and informed NZQA of this website-related problem. Front-Line needs to publish the definitions for formal complaints and critical incidents within their Code review.</p>
Conclusion:	Front-Line manages its compliance accountabilities well, and through annual timetabling ensures all requirements are met in a timely manner. Recommendations from the TEC have been responded to, and further sources of funding gained through strong compliance practice.

Focus areas

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

2.1 The Foundation, Hospitality and Retail (Level 2) programme

Performance:	Excellent
Self-assessment:	Excellent

2.2 Community-based courses including ACE-funded courses

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 Front-Line Training Consultancy Limited:

Ensure all report publishing requirements for the Code are met by including definitions for formal complaints and critical incidents when the website issue has been remedied.

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

Table 1. Qualification completions for Front-Line's full-time programmes

YG	All E	All C (Part C)	Māori E	Māori C (Part C)	PI E	PI C (Part C)	D E	D C (Part C)
2021	75	38 (43) 51%	25	12 (13) 48%	7	4 57%	21	12 (14) 57%
2022	69	34 (35) 49%	22	10 (11) 45%	7	3 (4) 43%	20	11 (12) 55%
2023	86	39 (40) 45%	37	16 (17) 43%	4?	4 100%	26	10 (11) 48%
2024	86	36 (46) 42%	40	16 (19) 40%	3	3 100%	26	10 (13) 38%

Source: Front-Line's student management system data

Key: E = enrolled; C = completion of all qualifications in programme; Part C = completion of one or two qualifications rather than all three; PI = Pacific Islander; D = student with a disability.

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 fraud⁵*
- 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.*

⁵ 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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