



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Regent Training Centre Limited

Date of report: 31 July 2025

About Regent Training Centre Limited

Regent Training Centre (RTC) offers programmes tailored for foundation learners in Te Tai Tokerau/Northland who are currently not engaged in employment, education or training. These are primarily vocational education programmes aimed at developing the skills, knowledge and confidence of young people.

Type of organisation:	Private training establishment (PTE)
Location:	4 Keays Road, Whangarei
Eligible to enrol international students:	No
Number of students:	Domestic: 144 equivalent full-time students in 2024 ¹ International: nil
Number of staff:	44 full-time equivalents
TEO profile:	Refer Regent Training Centre on NZQA website.
Last EER outcome:	The 2021 external evaluation and review (EER) of RTC resulted in summative judgements of Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	The current EER looked at the following focus areas: <ol style="list-style-type: none">1. Manaaki – Support Services2. New Zealand Certificate in Hospitality (Food Preparation) (Level 2) Ref 114331/23. New Zealand Certificate in Building Construction and Allied Trades (Levels 1 and 2) Ref 126564/1 and 126565/1

¹ Students are predominantly male, aged 15 to 17 years. Approximately 60 per cent identify as Māori.

MoE number:	9840
NZQA reference:	C61335
Dates of EER visit ² :	10-12 June 2025

² The EER was conducted online.

Summary of results

RTC provides high-quality education and training alongside comprehensive wrap-around support services, leading to positive outcomes for students, their whānau and the wider community.

Highly Confident in educational performance

- Students at RTC are highly engaged in their learning and are well supported to succeed. Many are achieving formal qualifications and also gaining confidence, interpersonal skills and improved wellbeing. The PTE delivers education well aligned with the needs of students, whānau and the wider community. Stakeholders observe that the education provided is leading to meaningful, positive changes in students' lives, as well as in the lives of their whānau and communities.

Confident in capability in self-assessment

- Substantial, practical, wrap-around support, such as daily transport and meals, plays a critical role in RTC's ability to engage and retain many students with complex needs. RTC is recognised by students as a safe, welcoming and valued environment.
- The organisation makes effective use of its professional networks and community relationships to develop and deliver programmes that meet the needs of students and stakeholders. The student voice is actively sought, well respected, and consistently used to inform programme and service delivery improvements.
- RTC demonstrated strong, values-based leadership and sound and systematic management practices throughout a turbulent period. Its clear sense of purpose is evident across all campuses. Staff are valued, well supported, and activities are appropriately resourced. Compliance responsibilities are effectively managed and met.
- The practice of self-assessment is embedded in RTC's operations and informed by a range of useful data. Outcomes have steadily improved, especially in 2024. Many self-assessment activities are well developed, and the organisation continues to strengthen consistency in practice across its three

teaching sites. Ongoing work to better understand patterns of non-completion, and to capture soft skills acquisition and improved well-being, presents an important opportunity to identify trends and respond more effectively to student needs.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students at RTC are achieving well, with steady improvement in course and qualification completions since Covid-related disruptions. In 2024, course completions were averaging around 75 per cent and qualification completions, at 60 per cent.⁴ These are notable results given the complex needs of the student demographic. Student retention is a key outcome for this target group. Withdrawal rates have also declined significantly across most programmes, particularly at the Whangārei and Kaitia campuses. Ngāwhā campus has maintained its low withdrawal rate. Māori taura complete courses on par with non-Māori.</p> <p>RTC maintains a strong organisational focus on achievement, with systems in place to track completions, withdrawals and individual student progress. While outcomes are not benchmarked against other similar providers, students are progressing well through programme levels, especially from foundation into higher-level training.</p> <p>Individual learning plans help students track their own progress, understand their goals, and stay motivated to complete. Literacy and numeracy gains are also being achieved.</p> <p>Students are not only developing academic and practical skills, they are also gaining useful knowledge and personal capabilities that support long-term success. Although formal measurement of soft skills is not yet embedded, these skills are recognised as a significant outcome for RTC students.</p>

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁴ Refer Appendix for details.

Conclusion:	RTC provides a supportive, learner-centred environment where both academic and personal achievement are prioritised. With continued refinement in tracking systems and outcome measures, RTC is well placed to sustain and deepen this positive impact on student success.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>RTC delivers outcomes that are valuable for both students and the wider community. Many students enter with disrupted educational histories and, for some, limited engagement in society. Through a supportive, inclusive environment and effective teaching, students develop not only academic and practical skills but also critical life skills such as confidence, communication and teamwork. These soft skills, and taurua enhanced wellbeing, are not systematically captured and do not yet provide longitudinal or benchmarkable data. They are, however, widely recognised by staff and stakeholders as essential to students' ongoing personal and social development.</p> <p>Participation at RTC represents a turning point for many students. They often begin to see themselves as capable and connected, with a future in education, employment or community contribution. Around 50-70 per cent of students transition into employment or further study, often supported by practical achievements such as obtaining driver licences or engaging in work experience. These milestones mark a shift towards independence and social participation, and reflect meaningful, real-world value.</p> <p>RTC's programmes are having a ripple effect beyond individual students. Many students are no longer disconnected or at risk but are contributing positively – and/or at the very least, no longer negatively – to their whānau and local communities. This social impact is a key contribution of RTC's mission to 'positively impact communities, one learner at a time'.</p> <p>The inclusion of NZQA unit standards supports progression by enabling students to transfer credit towards NCEA or</p>

	<p>higher-level study, broadening their educational and career options. The majority of RTC students graduate and gain NZQA-recognised qualifications, an outcome that many had not envisioned when they left school.</p> <p>Although RTC has strong informal and anecdotal evidence of value, it would be beneficial to formally explore the impact on employers where graduates gain employment, as well as undertake some qualitative research into the benefits for communities and whānau.</p>
Conclusion:	<p>RTC is delivering strongly on its core mission. It is creating sustained value for students, families, communities and partner organisations – outcomes that go beyond qualification achievement.</p>

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>RTC's programme design and delivery are well aligned with the needs of its student cohort and wider communities and industry.</p> <p>Thoughtful needs analysis informs both pastoral and educational responses. Programmes are developed and refined to address evolving needs, with recent examples including the opening of a new purpose-built campus at Ngāwhā. Learning activities are purposefully designed to align with learning outcomes and structured to be engaging and relevant to students' lives.</p> <p>Staff are attuned to student needs and responsive to feedback, enabling timely refinement of delivery methods and content. Feedback loops are continuous and often informal – students may not always be aware of how their input shapes programmes. Students have direct access to management, ensuring their unfiltered voice is consistently heard and considered in decision-making. This responsiveness is also reflected in programme delivery styles, which include varied activities such as group work,</p>

	<p>individual support, field trips and physical tasks to accommodate different learning styles.</p> <p>Stakeholder relationships are a key strength. External partners, including community support agencies and employers, confirm that RTC's programmes meet the learning and developmental needs of young people. Stakeholders highlight the organisation's flexibility, range of learning activities and ability to create a safe and motivating environment for previously disengaged learners.</p> <p>Assessment and academic integrity are managed through strong internal systems. Tutors are regularly observed and receive peer feedback, contributing to consistent teaching quality. Moderation – both internal and external – is robust, and weekly/fortnightly meetings provide space for programme-wide discussions on learning, assessment and student progress.</p>
Conclusion:	<p>RTC's programme design and delivery are highly responsive, learner-centred, and informed by stakeholder input. There is clear evidence of continuous improvement and intentional alignment with the needs of students and their communities.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students are meaningfully engaged in their learning. Clear communication around their goals ensures that opportunities are offered to apply new-found skills in relevant and authentic contexts. Students are well guided into programmes that suit their needs and aspirations. Individual learning plans, developed at the start of the programme, provide structure and direction. These are actively tracked, and students receive timely, useful feedback on their progress. Group project work fosters collaboration and helps students develop social skills, further strengthening peer connections.</p> <p>Whānau involvement and strong partnerships with external agencies provide wrap-around support that helps address both learning and non-educational needs. Staff monitor</p>

	<p>attendance and progress and regularly meet to discuss student wellbeing and performance, ensuring that timely interventions can be made. Students also receive career guidance and are supported to plan for future pathways, whether in employment or further education.</p> <p>Students are supported in very practical and meaningful ways, with transport and food playing a critical role in promoting wellbeing and supporting retention. These are essential components of RTC's wrap-around support model, helping to reduce stress and ensure consistent attendance. Van drivers, who often build close and trusting relationships with students and gain valuable insights into their home environments, are actively involved in discussions about student welfare and progress.</p> <p>At some sites, medical and dental services are available, and strong links with iwi and community social support networks ensure students can access the services they need.</p> <p>While RTC's support systems are robust, they recognise that further professional development would benefit staff in responding to the growing complexity of student needs, such as around mental health, addiction and neurodiversity. That said, the existing strategies, structures and values-driven approach already provide a strong foundation for continued improvement.</p>
Conclusion:	<p>RTC is highly effective in supporting students and ensuring they are active, valued participants in their own learning journeys.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>RTC demonstrates effective governance and management that strongly supports educational achievement, particularly in the face of recent challenges such as the disruption caused by Covid-19 and the ongoing economic pressures in Northland. The organisation has shown resilience, particularly during this period. A clear sense of purpose, strong organisational values, and a six-step post-Covid improvement strategy have helped guide the leadership.</p> <p>Governance is effective, with the board – comprising the two shareholders and the general manager – well informed by management and actively engaged. Campus-level leadership is strong, and challenges arising from staff turnover have been typically well managed. The organisational direction is clearly understood across RTC, with effective communication reinforcing a shared focus on student achievement.</p> <p>RTC benefits from a well-qualified and experienced team. Staff are highly valued and supported through a range of initiatives, including professional development, structured performance appraisals and regular feedback. Induction systems are thoughtfully designed, though practical constraints and unplanned disruptions can occasionally affect delivery. Most staff felt well supported.</p> <p>Leadership across RTC is thoughtful and values-driven, with a strong awareness of the complex socio-economic contexts in which many students live – including poverty, addiction and limited community resources. This context-sensitive decision-making contributes to a supportive and stable environment for both staff and students.</p> <p>The PTE is increasingly strengthening its use of data to inform decision-making. Senior leaders are making growing use of learner data to guide planning, prioritise initiatives and monitor progress. Operational decisions, programme adjustments and resource allocations are grounded in</p>

	sound needs analysis and shaped by regular stakeholder input.
Conclusion:	RTC's governance and management structures are aligned with its mission to support student success. Despite occasional challenges, especially at individual campuses, the governance and leadership environment at RTC is one of clarity, purpose and steady support producing improved educational outcomes.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>RTC demonstrates a sound understanding of its compliance responsibilities and effectively manages these to meet key obligations. Oversight of compliance is led by the general manager, with responsibility delegated to relevant staff members. These staff use individual work plans to track, schedule and report on compliance tasks and associated risks.</p> <p>A recent structural enhancement has been the establishment of two dedicated quality assurance roles, one focused on external requirements and the other, internal compliance. This provides added oversight and expertise to support educational quality and compliance across the organisation.</p> <p>While this distributed approach has been largely effective, consolidating all compliance responsibilities into a single, organisation-wide compliance plan would strengthen oversight and consistency.</p> <p>RTC consistently meets its NZQA requirements, including timely submission of attestations, returns and compliance with moderation requirements. There is no recent history of NZQA-related risk, and delivery of programmes and micro-credentials is aligned with NZQA approval conditions. RTC</p>

	<p>has completed its annual Code of Practice⁵ self-reviews and attestations to NZQA within required timeframes.</p> <p>Accurate and timely reporting to referral agencies and funding partners is well managed. Ethical and legal responsibilities are clearly embedded in RTC's culture. Staff are party to a well-established code of conduct, and all staff undergo police vetting prior to employment.</p> <p>A particular area of note is the organisation's management of student transport. Fifteen vans covering around 60,000 kilometres monthly, much of it on rural backroads, is a significant logistical and safety challenge. RTC addresses this through a comprehensive risk management plan; a driver code of conduct, ensuring that drivers are properly licensed and trained, and vehicles are regularly checked, serviced and cleaned; and safety systems such as GPS tracking and in-vehicle cameras that are used to monitor operations.</p>
Conclusion:	<p>While the organisation has effectively managed and met all key compliance accountabilities, adopting a more consolidated approach would enhance consistency across sites and may better support ongoing compliance.</p>

⁵ Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

Focus areas

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

2.1 Manaaki – Support Services

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>RTC is highly committed to student wellbeing and success, with its clear mission, vision and values that centre on the needs of students throughout all aspects of its operation. The PTE invests major resources in this pastoral activity. Staff are purposefully recruited not only for their professional capabilities, but also for their shared commitment to youth development and, often, lived experience that fosters empathy and connection with the students.</p> <p>One example of manaakitanga is demonstrated at RTC through the provision of breakfast and lunch for all tauira. At the Ngāwhā and Kaitia campuses⁶, students take turns planning, preparing and serving lunch for the entire campus on a rostered basis. This practice goes beyond simply putting food in pukus – it also equips students with valuable life skills such as meal planning, budgeting, teamwork, food preparation, service and clean-up. Importantly, it also fosters a sense of pride and responsibility as students contribute to the wellbeing of their learning whānau.</p> <p>The learning environment is described by students and stakeholders alike as a place of safety and trust. This is something that cannot be understated for students from often challenging backgrounds. This sense of security enables students to re-engage with education, explore their identity, make meaningful connections, and reduce the risk of harm in their lives.</p>

⁶ Currently, students at the Whangārei campus are provided with lunch on a self-help basis, as the site lacks facilities for preparing shared meals. This limitation is being considered as part of planned campus developments.

2.2 New Zealand Certificate in Hospitality (Food Preparation) (Level 2) Ref 114331/2

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>This 40-week, full-time programme is delivered face-to-face at the Whangārei campus. Alongside developing foundation-level hospitality skills and knowledge to prepare students for employment, the programme also offers the opportunity to achieve NCEA Levels 1 and 2 with a Vocational Pathway award in Service Industries at level 2.</p> <p>Course completion rates in 2023 were disappointing, falling below 20 per cent due to a high number of student withdrawals. RTC attributed this to staffing challenges which highlights the vulnerability of small operations that rely on a single staff member for programme delivery.</p> <p>In response, RTC temporarily ceased enrolments in the programme until the issues could be addressed. A new tutor was appointed in late 2023, and course completion rates quickly improved, reaching 68 per cent, which is a commendable result given the student demographic. Most 2024 graduates successfully progressed into work or further training.</p> <p>Early indicators for 2025 suggest that this improved level of course completion is likely to be sustained or exceeded.</p>

2.3 New Zealand Certificate in Building Construction and Allied Trades (Level 1 and Level 2) Ref 126564/1 and 126565/1

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>This 40-week, full-time programme is delivered face-to-face at both the Whangārei and Ngawha campuses. In addition to the level 1 and 2 building qualifications outlined above, students have the opportunity to achieve NCEA Levels 1 and 2, along with a Vocational Pathway award in Construction and Infrastructure at level 2.</p> <p>Course completion rates are generally strong and improving, with approximately 80 per cent of students successfully completing their courses in both 2023 and</p>

	<p>2024. Progress in 2025 to date suggests similar outcomes are likely.</p> <p>Student satisfaction with the programme is high, and students benefit from hands-on, meaningful experiences, including contributing to community-based building projects as part of their training. Nearly 50 per cent of graduates move into work or further training.</p>
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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 Regent Training Centre Limited:

- Develop and implement systems to systematically track the progression and development of students' soft skills and wellbeing, using recognised frameworks.
- Refine and maintain centralised processes to monitor, review and proactively manage key compliance requirements across all activities and campuses.
- Continue to undertake regular analysis of educational performance at both programme and campus levels.
 - This should include deeper examination of withdrawal rates, reasons for non-completion, and student destination outcomes.
 - Ensure that identified trends, patterns and areas for improvement are clearly communicated to staff and well understood across the organisation.

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 1⁷

Table 1. Age demographics RTC 2022-24

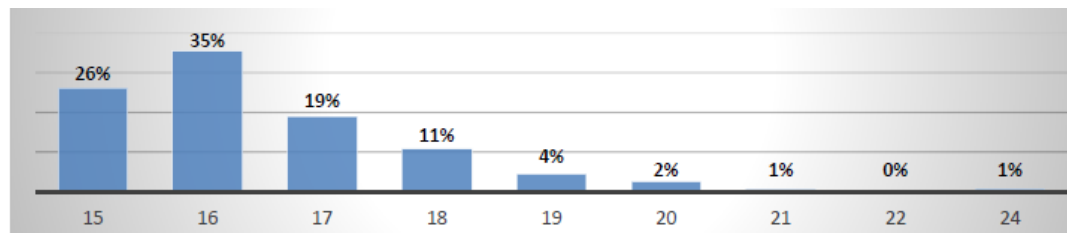


Table 2. Ethnicity demographics RTC 2022-24

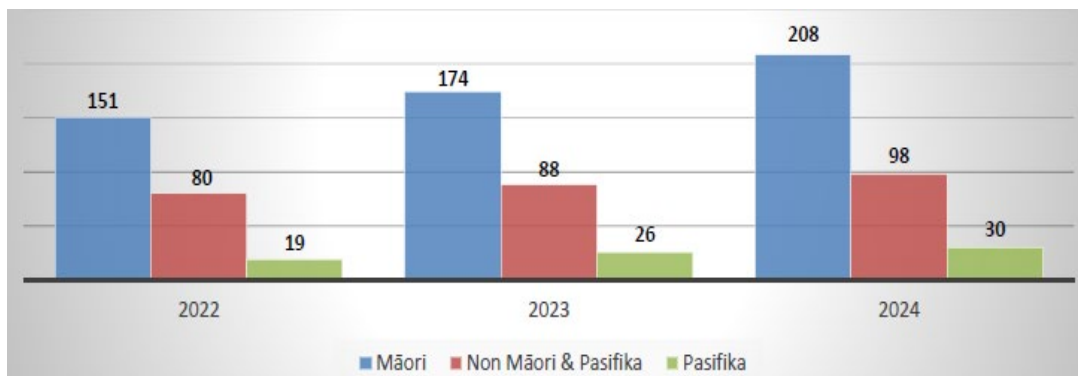
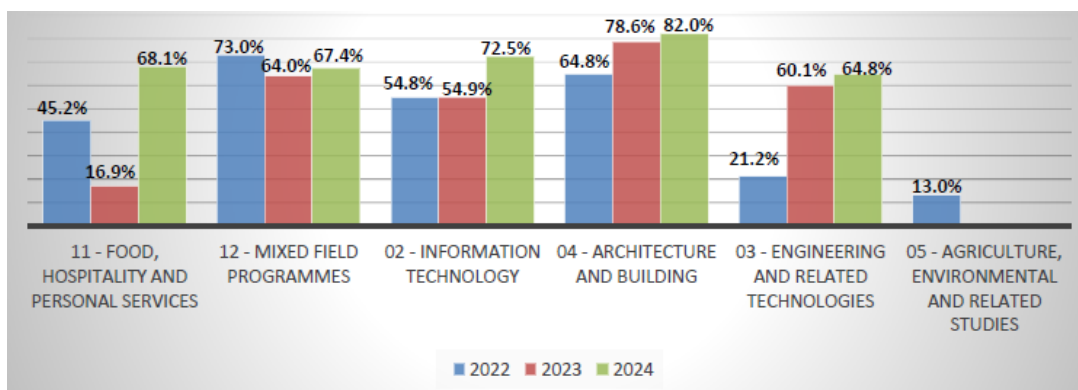
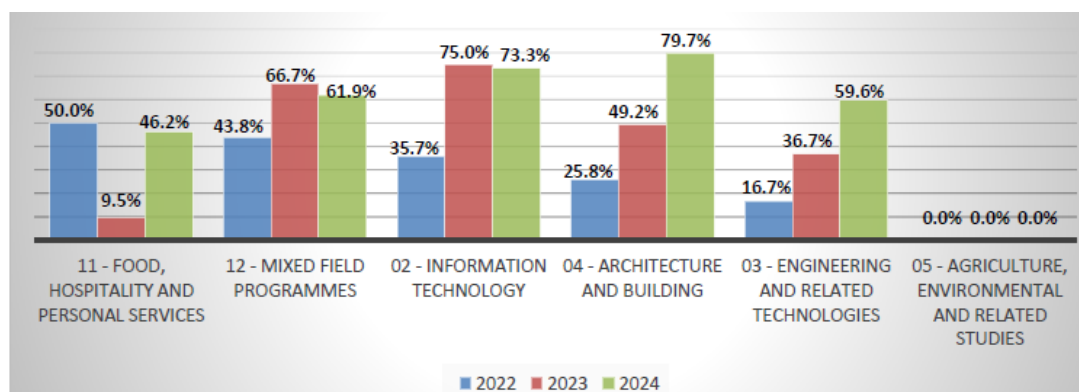


Table 3. Course completions 2022-24



⁷ Data supplied by Regent Training Centre

Table 4. Qualification completions 2022-24



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 fraud⁸*
- *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.*

⁸ 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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