



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

People Potential Limited



Date of report: 24 February 2026

# About People Potential Limited

---

*People Potential is a longstanding PTE focused on foundation training, youth and adult programmes, and pathways into employment. The organisation is recognised in Northland and South Auckland for flexible, student-centred delivery and strong stakeholder partnerships. People Potential delivers education at three permanent sites and one temporary site.*

---

Type of organisation:	Private training establishment (PTE)
Location:	17 Keyte Street, Whangarei
Eligible to enrol international students:	No
Number of students:	2024: 1166 domestic students (70 per cent Māori, 16 percent Pasifika, and 76 per cent Under 25 years)  2025: 1391 domestic students (69 per cent Māori, 16 per cent Pasifika and 74 per cent Under 25 years)  International: nil
Number of staff:	85 full-time equivalents, 84 full-time, with four currently on maternity leave; five part-time staff
TEO profile:	See <a href="#">People Potential Limited</a> on the NZQA website.
Last EER outcome:	In 2022, NZQA was Highly Confident in People Potential's educational performance and capability in self-assessment
Scope of evaluation:	Foundation Skills programmes: National Certificate in Educational Achievement (Levels 1 and 2); New Zealand Certificate in Foundation Skills (Level 1) [121463-3] and (Level 2) [121464-4]  Adult Teaching programmes: New Zealand Certificate in Adult and Tertiary Teaching (Level 4) [123422-2] and (Level 5) [123424-2]; New Zealand Certificate in Adult Literacy and Numeracy Education (Educator) (Level 5)

[128938-1]; and New Zealand Certificate in  
Assessment Practice (Level 4) [124932-2]

MoE number: 9964

NZQA reference: C64498

Dates of EER enquiry: 24-26 November 2025

# Summary of results

---

*Students achieve well at People Potential, gaining unit standards and qualifications, and developing confidence, skills and attributes that support progression to employment or further study. Flexible delivery options and comprehensive support meet diverse and complex student needs. Longstanding stakeholder relationships support and validate the valued outcomes People Potential offers to the communities it works within.*

---

## **Highly Confident in educational performance**

- Students achieve well, with qualification completion considered to be the key internal measure of educational performance. Course and qualification completion continues to be strong and is consistently above the sector median and Tertiary Education Commission targets. Students develop essential personal and employability skills and attributes that contribute significantly to meeting their current and future goals.

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

- Programme design and delivery effectively meet the needs of students and stakeholders, with embedded, flexible delivery options and an individualised approach to support success for students with complex and diverse learning and social challenges. Subject-based programme review involves staff across a range of programmes and delivery sites to ensure a holistic approach to reflection, review and improvement.
- Support for students is comprehensive and equitable for all. A significant focus on supporting the success of each student includes financial and practical support for transport, health and meeting social and psychological needs.
- The governance and management team have extensive experience and deep knowledge of the sector, operating regions and their communities. Data is used effectively to inform strategic planning, operational management and decision-making. Compliance responsibilities are effectively managed at all levels of the organisation.

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

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Student achievement at People Potential is consistently strong.<sup>2</sup> Many students have complex needs, with limited previous experience of, or prior success in, formal learning settings. Most of the students are Māori<sup>3</sup> and achieve on par with other students. The organisation's key focus is for every student to achieve a qualification, and 77 per cent of People Potential students achieved a qualification in 2024, compared with 66 per cent for the PTE sector median.</p> <p>Priority student progress and achievement is closely monitored, with detailed reporting showing no parity gaps were evident for Māori, Pasifika or disabled students.</p> <p>In addition to achieving educational success, students are often completing a qualification for the first time, and gain employability skills, self-confidence and an awareness of their capabilities as lifelong students. Many students progress to further study at People Potential or other providers.</p> <p>Foundation programmes meet or exceed Tertiary Education Commission and internal targets, with 2024 qualification completions averaging<sup>4</sup> from 75 per cent for NCEA Levels 1 and 2 and the New Zealand Certificate in Foundation Skills (Level 1), to 79 per cent for the New Zealand Certificate in Foundation Skills (Level 2).</p>

<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.

<sup>2</sup> Achievement data tables are included in Appendix 1.

<sup>3</sup> In 2024, Māori made up 76 per cent of Youth Guarantee (YG)funded students, 65.5 per cent of Delivery of Qualifications (DQ) 1-3 students, and 54 per cent of DQ4-7 students.

<sup>4</sup> Averages were calculated using data for separately funded cohorts of students: YG for students aged between 16 and 24 years, or Delivery of Qualifications (DQ) for students aged 25 years and above or who are ineligible for Youth Guarantee funding.

	<p>In the adult teaching programmes, qualification completion was above 80 per cent for both 2022 and 2023 for levels 4 and 5. New Zealand Certificate in Assessment Practice had 100 per cent qualification completions in the same period.</p> <p>The New Zealand Certificate in Adult Literacy and Numeracy Education (Educator) is a new programme with limited achievement data. Tutors described the confidence they gained, and the skills learned and applied within their classrooms which included embedding literacy and numeracy into their teaching.</p> <p>Literacy and numeracy gains for LNAAT<sup>5</sup> data show numeracy gains of approximately 28-35 per cent and literacy gains of approximately 31-39 per cent. Driver licensing and first-aid certificates are widely achieved and valued as employability and life skills.</p> <p>Flexible delivery options (e.g. part-time or online study when circumstances change) are available for all programmes and help to support and maintain progression and completion. Individual learning and training plans underpin an individualised approach to academic support that maximises the opportunity for each student to successfully meet their goals, complete courses and gain qualifications.</p> <p>Attendance and withdrawals are tracked at class and organisational levels to understand and support student progress, and re-engagement where needed. Internal moderation, peer observation and pre-moderation strengthen assessment quality and validate the authenticity of achievement.</p>
<p>Conclusion:</p>	<p>Achievement is consistently strong, with an upward trend evident from 2022 to 2024. Students come with complex learning and support needs, often with limited previous success in formal learning settings. Robust tracking of progress, targeted supports and flexible delivery sustain high qualification completions and valued skills gains across cohorts.</p>

---

<sup>5</sup> Literacy and Numeracy for Adults Assessment Tool

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Alongside formal achievement, students report substantial personal growth: increased confidence, social skills, readiness for employment or further study, improved literacy and numeracy, and life skills (including hygiene and presentation, self-management and goal-setting).</p> <p>Many graduates progress to employment or further study<sup>6</sup>, with a number of students and their whānau returning to study in subsequent years. Multi-generational whānau engagement and examples of progression into tutoring roles evidence longer-term value.</p> <p>Stakeholders describe People Potential's responsiveness, credibility and flexibility as key to their delivery meeting regional and community needs. The adult teaching programmes strengthen the capability of teaching staff at People Potential and other educational organisations, and foster a community of practice for tertiary teachers. Foundation Skills students contribute value to their communities through projects such as litter collection and community garden work. The provider has demonstrated a longstanding commitment to offer education that meets students' needs in underserved communities, while ensuring educational performance is maintained.</p> <p>People Potential maintains close relationships and regular communication with stakeholders and relevant agencies to ensure they understand how well programmes and graduates are meeting their needs. Graduate and employer feedback is collected and destinations are comprehensively tracked, providing information about individuals and showing how well programmes are performing. This information is used in programme reviews to understand the value of delivery and to support decisions for change where needed.</p> <p>People Potential's leaders and staff have a clear understanding of the value of the training for students, stakeholders and the community. However, synthesis of</p>

<sup>6</sup> See Tables 8-10 in Appendix 1.

	this information at an organisational level could be used more effectively to demonstrate long-term trends and more clearly articulate the impact People Potential has as a multi-site provider.
Conclusion:	Value for students, employers and communities is high and demonstrably life-changing. Clearer synthesis of destination and stakeholder trends at the organisational level would further evidence the sustainability and impact of these important outcomes over time.

### 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>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Programme design and delivery are flexible and well matched to diverse student needs. Authentic consultation with stakeholders and subject matter experts supports programme design and development. Approved modes enable rolling enrolments and flexible options for learning (online, workshops, self-directed learning and face-to-face), which support the students to manage study while working, and to succeed when anxiety or complex circumstances make it difficult to maintain consistent face-to-face attendance.</p> <p>Programmes embed life skills such as career planning, wellbeing, self-management and communication into content, alongside unit standard requirements to maximise the relevance and value of the learning and outcomes. Work experience is included in some programmes.</p> <p>Tutor collaboration, team-teaching, peer observation and pre-assessment and post-assessment moderation ensure consistent quality of delivery and assessment across sites. Annual programme reviews are comprehensive and inclusive, using facilitated conversations for subject matter staff across the organisation, with input from academic leaders. While the process is of high value, and the review and reflection lead to a thorough understanding of programme performance and useful actions for improvement, the reports could be enhanced by more</p>

	<p>concise synthesis of key data, trends, impacts and improvement outcomes.</p> <p>Delivery extends to communities where there is limited provision of foundation learning, particularly for school age students. These learning sites (e.g. Te Kuiti and Rodney), are supported by longstanding relationships and meaningful engagement to ensure delivery is relevant and fit for purpose while meeting all compliance requirements.</p>
Conclusion:	<p>Programmes and courses comprehensively meet the needs of students and other stakeholders through intentional curriculum design within flexible delivery frameworks. Programme review processes and reporting are reflective and comprehensive, based on relevant data and information, leading to useful changes and improvements. Programme review reporting could be streamlined to provide a higher-level summary of performance highlights and challenges, enabling analysis of trends and impacts through time.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Many students at People Potential have complex academic and pastoral needs, which are effectively identified and met by engaging, unique responses matched to the need and person. Clear upfront information, structured expectations and prompt feedback underpin engagement. Tutors focus on building respectful relationships with students and whānau to build strong rapport and provide holistic and one-to-one support.</p> <p>Students are supported individually with a team-teaching approach and are carefully introduced into classes to ensure effective integration into existing groups.<sup>7</sup> Peer-to-peer learning is one of many strategies used to support students with a range of complex learning needs. Tutors have a clear focus on supporting individuals to achieve,</p>

<sup>7</sup> People Potential has rolling enrolments, with students able to enrol at any time throughout the year. This means new students join already established classes.

	<p>and team-teaching is used as a way to increase individual attention without diminishing class learning. Resourcing allows additional tutors where needed so that individualised support remains available.</p> <p>Students maintain ongoing relationships with People Potential after they have completed their study, providing ongoing feedback and often re-engaging with further study at People Potential when different study needs emerge.</p> <p>Holistic support is provided equitably to all students, even when programme funding does not include cover for the support activities. Support includes various options for transport assistance, food, breakfast clubs, and shower and laundry facilities. The board of directors established a charitable trust that provides funding for dental and optometry care and glasses on application. All programmes are fees free.</p> <p>Regular evaluations (e.g. March/April and September cycles) and other reflective processes gather the student voice to inform practice and tutor development. Evidence shows that student and stakeholder satisfaction is high, with suggestions for improvement actioned where needed. A safe, welcoming environment and timely, well-informed operational decisions enable supports to be put in place quickly and responsively.</p>
<p>Conclusion:</p>	<p>Students are well supported and actively involved in their learning. People Potential provides exceptional support crucial to students' achievement and success. Responsive teaching contributes to sustained engagement and achievement.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Governance and management effectively support educational achievement. Directors are hands-on, with extensive knowledge of the sector and their delivery regions. The directors establish People Potential's strategic direction, with a key focus on changing lives while ensuring that operational models are sustainable within a changing funding and regulatory context.</p> <p>Leaders communicate clearly with staff at all levels of the organisation and use data effectively to make timely, well-informed operational decisions. Strategic shifts following Covid have led to a more flexible approach to delivery and a nine-day fortnight to support staff wellbeing and productivity while meeting student needs.</p> <p>Staff are recruited with a clear focus on their ability to relate to students, and to align with organisational values. Deliberate staff development is embedded: mandatory study in adult teaching and literacy and numeracy educator programmes, progression opportunities, job-share roles and a collaborative mentoring culture support teaching quality and succession planning. Purposeful and rigorous oversight via peer observations, internal audits and monthly manager reviews ensures consistency across a range of delivery sites.</p> <p>Self-assessment is comprehensive, well embedded in 'business as usual' processes, and improvement-focused. Self-assessment reporting is detailed and extensive. Data is well used and organisational targets are closely monitored to understand how well the organisation is performing and where interventions are needed.</p>
Conclusion:	Governance and management are experienced, effective and innovative, enabling people-centred, data-informed decisions that ensure education is well resourced and that the provider sustains strong educational performance.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Important compliance accountabilities are well managed through robust systems and effective use of data and reporting. Regular and comprehensive compliance reporting is reviewed and actioned where needed by the directors. Some examples of effective compliance management processes include well-documented internal audits, checklists, regular student file checks and regular police vetting of all staff.</p> <p>Regular reviews of the quality management system result in policy and practice reviews.</p> <p>All NZQA submissions are completed in a timely way.</p> <p>Comprehensive annual reviews of the Code of Practice for pastoral care are undertaken, with recent improvements that include strengthened responses to critical incidents using technology, and policy and process changes to ensure staff are supported to respond appropriately where needed. Documented escalation and debrief protocols are in place for critical incidents.</p> <p>A new version of the student management system (SMS) has been implemented and adapted to align with class-based management. Comprehensive reporting from the SMS supports close monitoring of attendance, student results and other essential student information.</p> <p>Respectful professional relationships with the Tertiary Education Commission, NZQA, schools and other business partners facilitate clear communication and solution-focused compliance management, to ensure educational delivery and other operations meet the complex needs of students.</p>
Conclusion:	Compliance requirements are managed well. Effective systems and confident leadership ensure quality assurance and student safety and wellbeing across all sites.

# Focus areas

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

## 2.1 Foundation Skills Programmes

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

## 2.2 Adult Teaching Programmes

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</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 People Potential Limited:

- Synthesise graduate destination, stakeholder and student satisfaction information at an organisational level (e.g. an annual outcomes and impact summary) to demonstrate trends and impacts over time.
- Streamline programme review reporting to include a concise, high-level analysis of key performance data, emerging trends, improvements made and their impact.

# 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

All data tables provided by People Potential.

**Table 1. Qualification completion data for focus area programmes (2022-2024)**

Qualification	2022 Results	2023 Results	2024 Results	2025 Results
<b>NZC Foundation Skills Level 1</b>				
All	73%	67.1%	87.5%	73.9%
Māori	72.5%	68%	93.8%	71.9%
Pasifika	62.5%	72.9%	77.9%	73.5%
<b>NZC Foundation Skills Level 2</b>				
All	65%	76.8%	74%	77.8%
Māori	65%	72.9%	72.8%	80%
Pasifika	61%	72.5%	60.5%	70.4%
<b>NZC Adult &amp; Tertiary Teaching L4</b>				
All	94.7%	95.7%	79%	89.3%
Māori	96%	100%	77.8%	94.2%
Pasifika	80%	75%	100%	100%
<b>NZC Adult &amp; Tertiary Teaching L5</b>				
All	93%	100%	92.3%	91%
Māori	95%	100%	83.3%	89.7%
Pasifika	100%	100%	100%	85.5%
<b>NZC Assessment Practice L4</b>				
All	100%	100%	100%	100%
Māori	100%	100%	100%	100%
Pasifika	-	100%	100%	-
<b>NZC Adult Literacy &amp; Numeracy Education L5</b>				
All				100%
Māori				100%
Pasifika				100%

- Delivery of NZCALNE L5 commenced in 2025

**Table 2. Education performance data compared with sector medians by provider type**

People Potential	PTEs	Te Pūkenga	Wānanga	University
<b>2024 Course Completion results - All</b>				
84%	83%	83%	73%	90%
<b>2024 Qualification Completion results - All</b>				
77%	66%	52%	66%	67%
<b>2024 Qualification Completion results - Māori</b>				
76%	61%	44%	62%	53%
<b>2024 Qualification Completion results – Pasifika</b>				
77%	61%	43%	61%	47%
<b>2024 Qualification Completion results – Non-Māori, Non-Pasifika</b>				
79%	69%	56%	74%	70%

**Table 3. Qualification completion data by funding scheme:  
Youth Guarantee**

Qualification Completions YG				
YG All Levels	2022	2023	2024	2024 TEC goal Course Completion
All	69.74%	71.84%	76.23%	68%
Māori	68.78%	70.07%	76.30%	
Pasifika	72.25%	69.47%	76.34%	
Disability	94.14%	83.06%	71.23%	
YG Level 3 only				
All	80.33%	80.33%	72.00%	68%
Māori	80.43%	78.18%	77.14%	
Pasifika	62.50%	100%	100%	
Disability	100.00%	100%	50%	

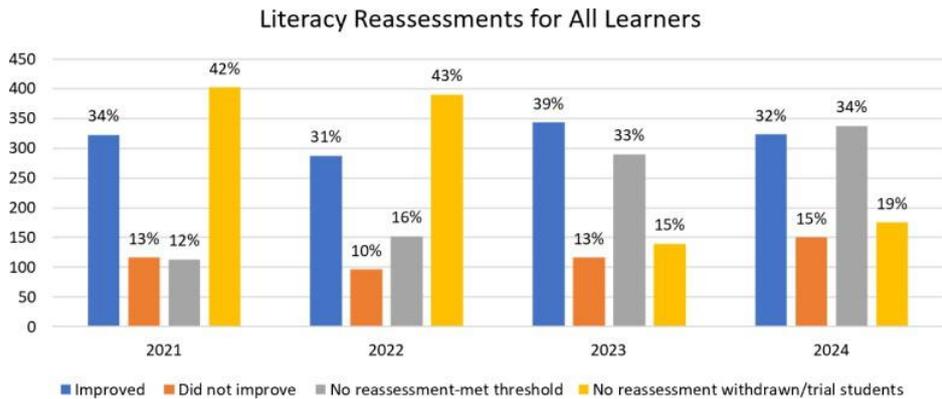
**Table 4. Qualification completion data by funding scheme: Delivery of  
Qualifications, levels 1 and 2**

Qualification Completions DQ1&2				
	2022	2023	2024	2024 PP goal Course Completion
All	68.48%	69.44%	76.83%	68%
Māori	64.70%	70.14%	75.32%	
Pasifika	71.12%	77.61%	76.15%	
Under 25	64.54%	71.18%	74.84%	
Disability	91.93%	78.26%	74.86%	

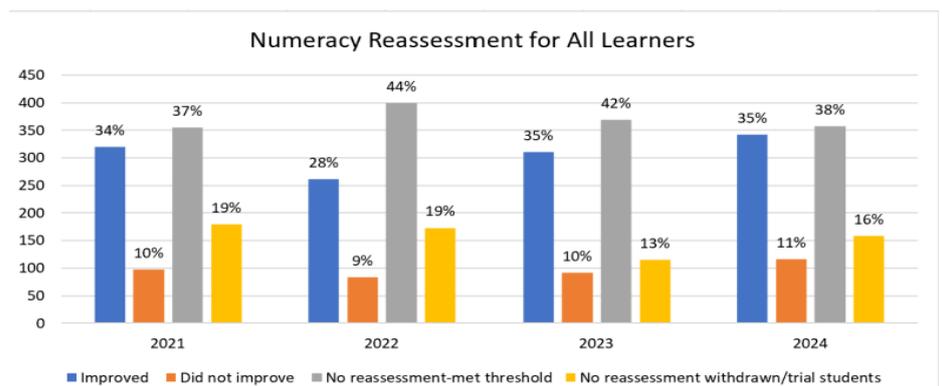
**Table 5. Qualification completion data by funding scheme: Delivery of Qualifications, levels 3 and above**

Qualification Completions DQ3+				
	2022	2023	2024	2024 PP goal Course Completion
All	83.22%	80.73%	79.26%	68%
Māori	81.67%	82.58%	75.00%	
Pasifika	95.66%	81.33%	78.44%	
Under 25	69.03%	70.41%	70.33%	
Disability	100%	100%	83.68%	

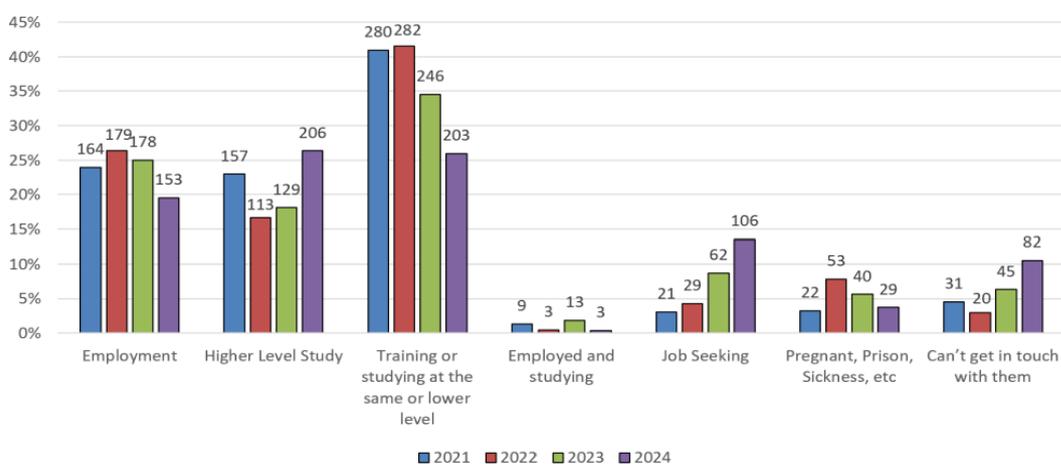
**Table 6. Literacy gains at point of reassessment**



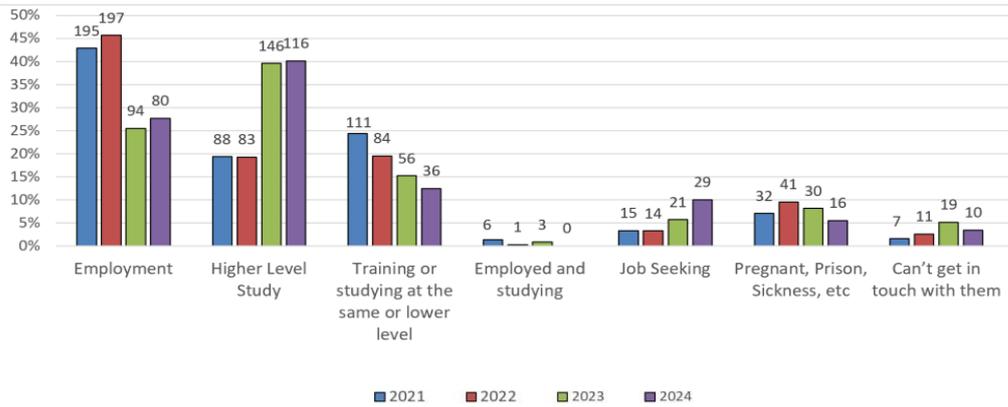
**Table 7. Numeracy gains at point of reassessment**



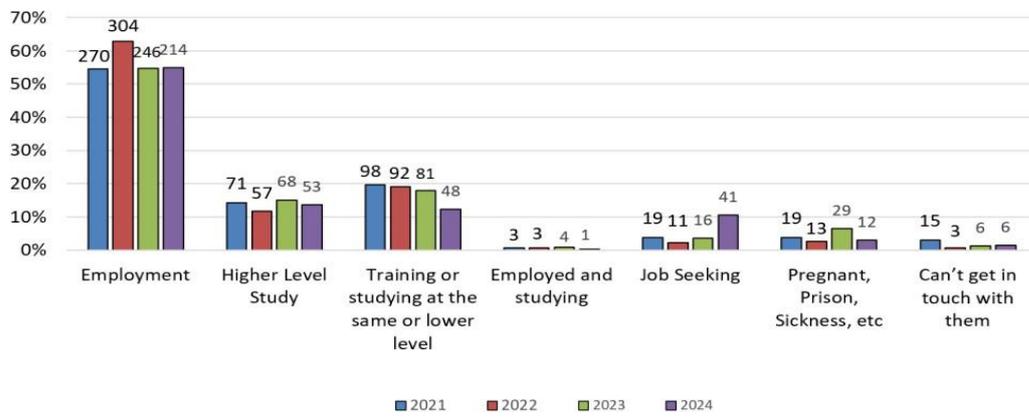
**Table 8. Graduate outcomes – Youth Guarantee**



**Table 9. Graduate outcomes – DQ1 and 2**



**Table 10. Graduate outcomes – DQ3+**



# 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 fraud<sup>8</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.*

---

<sup>8</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)