



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

The New Zealand Chiropractic
Education Trust Board trading as
New Zealand College of Chiropractic

Date of report: 3 September 2025

About New Zealand Chiropractic Education Trust Board trading as New Zealand College of Chiropractic

The New Zealand Chiropractic Education Trust Board trading as New Zealand College of Chiropractic (NZCC) is the nation's only chiropractic private training establishment. NZCC's sole offering is the five-year Bachelor of Chiropractic (Level 7).

Type of organisation:	Private training establishment (PTE)
Location:	6 Harrison Road, Mt Wellington, Auckland
Eligible to enrol international students:	Yes
Number of students:	Domestic: 289 students (248.25 equivalent full-time), including 44 Māori and 33 Pasifika International: 59 students (53.85 equivalent full-time)
Number of staff:	42 full-time staff, 13 part-time staff (49 full-time equivalents)
TEO profile:	See: New Zealand Chiropractic Education Trust Board trading as New Zealand College of Chiropractic
Last EER outcome:	At the previous external evaluation and review in 2021, NZCC was found to be Highly Confident in educational performance and Highly Confident in capability in self-assessment.
Scope of evaluation:	• Bachelor of Chiropractic (Level 7) [ID: 102769-3] • International students: support and wellbeing
MoE number:	8396
NZQA reference:	C60652
Dates of EER visit:	10-13 March 2025

Summary of results

NZCC strongly and comprehensively meets the most important needs of its students, graduates and stakeholders. Self-assessment information is used thoughtfully throughout the organisation to make ongoing improvements to all areas of priority need.

Highly Confident in educational performance

- Student achievement is strong across all groups, including Māori and Pasifika. Students complete courses and qualifications at high rates and outperform sector benchmarks. Analysis and tracking of achievement data for students with disabilities could further enhance self-assessment.

Highly Confident in capability in self-assessment

- Students meet demanding clinical graduate requirements and gain relevant employment at high rates. Accreditation with international bodies enables graduates to gain work overseas and enhances the PTE's reputation. The PTE's chiropractic centre provides value to the public, and its research centre contributes strongly to the advancement of knowledge in the chiropractic community.
- The PTE comprehensively and effectively reviews programmes, courses, learning activities and assessments. This ensures that these activities meet the needs of students and stakeholders well. Assessment and moderation practices are sound, and these contribute to the fairness, validity and consistency of assessments, given relevant learning outcomes.
- NZCC systematically supports the learning and wellbeing needs of its students, and it is highly effective at supporting and involving these students in their learning. Self-assessment leads to important improvements, including improvements to the inclusiveness and safety of the PTE's learning environment.
- Academic leadership strongly supports educational achievement, and the PTE is highly effective in its analysis of data for self-assessment.
- The PTE is highly effective in managing its important compliance accountabilities.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Overall student achievement at NZCC is strong. In the data for all students pertaining to the years 2021-23², the course completion rate was consistently above 95 per cent, the qualification completion rate ranged from 83 to 89 per cent, and the first-year retention rate was consistently above 94 per cent. On each of these key metrics, NZCC consistently outperformed sector averages for level 7 degrees. Priority student achievement at NZCC is strong. Qualification completion and first-year retention rates both followed upward trends, with Māori students outperforming students overall on each of these metrics in 2023. Apart from 2023, Pasifika student course completions were above or at near parity with other groups.³ Students with disabilities are well supported in their achievement at NZCC. The PTE collects enrolment and completion data relating to students in this group, but it does not actively track or analyse this data. It is important that NZCC consider ways to track and analyse data about disabled student achievement. NZCC uses data purposefully in relevant self-assessment activities. The PTE regularly and systematically tracks data pertaining to enrolments, completions, withdrawals and deferrals. The PTE also has a strong understanding of the reasons for withdrawal.
Conclusion:	Student achievement is strong across all groups, including Māori and Pasifika. Students complete courses and qualifications at high rates and outperform sector benchmarks. The PTE uses data purposefully in relevant self-

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 further detail.

³ Qualification completion and first-year retention rates for this group showed some variability. However, these rates do not correspond to a representative sample of data, given the low number of students in the corresponding starting cohorts.

	assessment activities. Analysis and tracking of achievement data for students with disabilities could further enhance self-assessment.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	NZCC provides significant value to students and other stakeholders. Since the previous EER, NZCC gained the maximum accreditation that can be awarded to a training organisation by the Council of Chiropractic Education Australasia (CCEA). This accreditation enables the PTE's graduates to practice chiropractic worldwide, and its graduates have practiced chiropractic in 25 countries. Additionally, NZCC became the first college in the world to gain accreditation from the International Agency for Chiropractic Evaluation, which further enhances its international reputation. The PTE's graduates gain relevant employment at high rates. In 2022, 97 per cent of NZCC's students had a job offer within six months of graduation; in 2024, the corresponding rate was 87 per cent. While the 2024 result has dropped, the rate remains high given the impact of financial challenges on small private healthcare businesses resulting from Covid-19. NZCC has a chiropractic centre on site in which fourth and fifth-year student interns provide care under supervision to members of the public. Before graduating, students are required to complete 500 patient visits, which is double the minimum number of visits required by the CCEA. These aspects of the organisation prepare students well for employment and provide value to the public. The NZCC stakeholder advisory committee meets at least twice yearly.⁴ Through these activities, the PTE gains an understanding of the impact and effectiveness of its education to the broader chiropractic profession. NZCC is

⁴ As discussed further in 1.3, this committee also contributes strongly to the review of programmes and courses to meet student and stakeholder needs.

	also in regular communication with other key New Zealand-based stakeholders, which enables the PTE to gain guidance on the profession's needs, and awareness of challenges facing the sector.
Conclusion:	Students meet demanding clinical requirements and gain relevant employment at high rates. Accreditation with international bodies enables graduates to gain work overseas and enhances the PTE's reputation. The PTE's chiropractic centre provides value to the public and helps to prepare students for work.

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:	NZCC's Bachelor of Chiropractic (Level 7) programme is supported by highly effective review and self-assessment practices and meets the needs of students and other stakeholders well. Curriculum reviews incorporate feedback from students, lecturers, research staff, leadership staff and the stakeholder advisory committee. These inputs enable NZCC's curriculum to remain up to date in light of sector priorities and emerging research. Additionally, the PTE completes regular end-of-course summary reports which incorporate internal and external moderation, peer review and course evaluation activities, and which lead to changes in course design and delivery. An important development resulting from NZCC's review and analysis of needs is the PTE's 2023 update to the Bachelor of Chiropractic (Level 7) following NZQA approval. Previously, all students would complete a year of study at other institutions to gain the relevant prerequisites for the programme. Following the update, NZCC's programme now includes an extra year at the beginning, to provide an additional pathway for students to gain these prerequisites. Learning activities and assessments are multi-contextual, and highly effective at engaging students in their learning. NZCC uses a range of activities to assess skills and

	knowledge, including quizzes, exams and practical assessments. Course evaluation data indicates that students are satisfied with the teaching delivery, at levels comparable to those at the previous EER. Students reported that they feel well prepared for assessments, that their lecturers provided useful formative and summative assessment feedback, and that the student-to-tutor ratio ensured sufficient classroom-based support in their learning. NZCC's assessment and moderation practices are sound. The PTE has strict policies for managing academic misconduct, which are executed effectively by assessors, and which lead to disciplinary action as appropriate. Moderation practices include internal pre-moderation and post-moderation activities, which are well documented by staff, and which contribute to the fairness, validity and consistency of assessments, given relevant learning outcomes. External moderation results are systematically summarised and presented in end-of-course reports, to inform programme review and improvements to assessor practice.
Conclusion:	Programmes, courses, learning activities, teaching and assessments are reviewed comprehensively and effectively, and these strongly meet the needs of students and stakeholders. Assessment and moderation practices are sound, and these contribute to the fairness, validity and consistency of assessments, given relevant learning outcomes.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	NZCC systematically supports the learning and wellbeing needs of its students, and is highly effective at supporting and involving students in their learning. NZCC also has a dedicated pastoral care team, who provide academic and non-academic support, and who work together with teaching staff to identify and respond to additional support needs.

	Students have access to strong social and academic support networks. This includes clubs, social activities, peer assisted study support, and specific international student representatives who provide targeted support for new international students. The PTE's reviews of the Code of Practice⁵ are effective in outlining its systems and actions taken regarding key matters such as the student voice, wellbeing and safety. NZCC understands the learning goals of its students, and its communication of important study information to students is mostly highly effective. The PTE has a rigorous admission and recruitment process which ensures the suitability of students for the programme, and which ensures that students' learning goals and motivations align with the organisation's purpose. The PTE's student handbook is comprehensive and provides students with useful programme, assessment, organisational and pastoral care-related information. NZCC is committed to providing a safe and inclusive learning environment, and it has introduced a range of initiatives to honour this commitment. These include the introduction of clubs for Māori, Pasifika and neurodiverse students. The PTE also has a zero-tolerance policy on bullying, racism and discrimination, and it has introduced trained harassment and bullying officers to address concerns as appropriate. Additionally, NZCC is taking steps to simplify processes for reporting bullying, and to raise awareness on the importance of doing so.
Conclusion:	The PTE systematically supports the learning and wellbeing needs of its students, and it is highly effective at supporting and involving these students in their learning. Self-assessment leads to important improvements, including improvements to the inclusiveness and safety of the PTE's learning environment.

⁵ 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:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	NZCC's academic leadership strongly supports educational achievement, and the PTE is highly effective in its analysis of data for self-assessment. NZCC's academic board and relevant subcommittees play a central role in maintaining oversight of student achievement, programme review and other key academic matters. Information is documented well and communicated effectively to the leadership, to inform organisational decision-making. Additionally, the PTE is engaged in a shift toward increased digitisation of records, which is likely to further enhance the integration and design of its data analysis. NZCC has a clear organisational structure and purpose, and the PTE is highly effective at allocating resources to support learning, teaching and research. NZCC is divided into distinct areas of academics, research, operations and human resources, with each area being represented in the PTE's executive team. The executive team reports to a governing board of trustees, which contains members with expertise in human resources, chiropractic and strategic business governance. NZCC's mission is embedded effectively throughout all parts of the organisation, including in its strategic planning and prioritisation of resources. The PTE is well supported by governance in achieving its strategic goals, which include ongoing organisational sustainability. NZCC's recruitment and development of staff is highly effective in all areas of the organisation. The PTE's academic staff are suitably qualified and experienced to deliver relevant courses. Through its Centre of Chiropractic Research, research staff contribute strongly to the creation, development and advancement of knowledge in the wider chiropractic community. Staff from this centre investigate the impact of chiropractic care on health and contribute to research at the intersection of other disciplines such as neuroscience. The centre also hosts graduate students and postdoctoral fellows from overseas, who collaborate on relevant research projects.

Conclusion:	Academic leadership strongly supports educational achievement, and the PTE is highly effective in its analysis of data for self-assessment. Recruitment and development of staff is highly effective in all areas of the organisation. Organisational structure and purpose are clear, and the PTE ensures resources support learning, teaching and research.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	NZCC has important accountabilities to a range of different compliance bodies, including NZQA, the Tertiary Education Commission and those international bodies mentioned in 1.2. The PTE uses a detailed compliance calendar which identifies individual roles for meeting each of its compliance accountabilities, as well as relevant timeframes. NZCC is highly effective in managing its important compliance accountabilities, as indicated by: • An international student file audit carried out during the EER, which found that the PTE met all requirements relating to the recording of visas, passports and other programme entry information. • Processes that ensure clear links between research, teaching and curriculum development. • Submission of statutory declarations, fee returns and Code of Practice self-reviews within expected timeframes. • Submission of almost all of its fit and proper person declarations since the previous EER, aside from a couple of exceptions. NZCC promptly rectified this matter after the evaluation team brought it to the PTE's attention. As required by the Code of Practice, NZCC also has a copy of its self-review published on its website, which includes information on its processes regarding complaints and critical incidents. Information on the number and nature of complaints and critical incidents was not included in the self-review document. However, the PTE stated during the

	EER that it has recorded no formal complaints or critical incidents during the previous 12 months. NZCC explained that it intends to include this information in its next annual Code of Practice self-review.
Conclusion:	The PTE is highly effective in managing its important compliance accountabilities, and it is proactive in rectifying rare instances of minor non-compliance.

Focus areas

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

2.1 Bachelor of Chiropractic (Level 7) [ID: 102769-3]

Performance:	Excellent
Self-assessment:	Excellent

2.2 International students: support and wellbeing

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 The New Zealand Chiropractic Education Trust Board:

Include analysis of disabled student achievement as part of data reporting for priority student achievement.

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. NZCC achievement data for 2020-23 (provided by NZCC)

2023 EPIs:	NZCC Overall	Māori	Pacific Island	Under 24 age group	TEO average for level 7 degree
Qualification completion	82.9%	83.3%	-	87.5%	61.2%
Course completion	96.7%	89.5%	89.7%	96.2%	84.1%
First year retention	95.7%	100%	100%	94.8%	74.4%
2022 EPIs:	NZCC Overall	Māori	Pacific Island	Under 24 age group	TEO average for level 7 degree
Qualification completion	86.3%	100%	50%*	90.5%	61.8%
Course completion	95.9%	91.5%	92.6%	95.5%	82.2%
First year retention	94.7%	90%	100%	98.1%	74.5%
2021 EPIs:	NZCC Overall	Māori	Pacific Island	Under 24 age group	TEO average for level 7 degree
Qualification completion	88.9%	83.3%	100%	88.3%	61.4%
Course completion	97.2%	96.8%	97.7%	98.2%	83.4%
First year retention	94.7%	85.7%	100%	94.9%	76.2%
2020 EPIs:	NZCC Overall	Māori	Pacific Island	Under 24 age group	TEO average for level 7 degree
Qualification completion	81.1%	-	100%	80%	61.7%
Course completion	95.2%	92.5%	94.8%	96.2%	84.4%
First year retention	91.9%	80%	100%	96.4%	76%

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 fraud⁶*
- *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.*

⁶ 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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