



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

School of Business Limited

Date of report: 26 January 2026

About School of Business Limited

School of Business Limited (SBL) delivers vocational exercise training through an online delivery model, supported by practical placement for students in local fitness centres.

Type of organisation:	Private training establishment (PTE)
Location:	Bld 3, Level 3, 265 Morrin Road, St Johns, Auckland
Eligible to enrol international students:	No
Number of students:	Domestic: two students at the time of the EER visit ¹ International: nil
Number of staff:	1.5 full-time equivalents
TEO profile:	See School of Business on the NZQA website. SBL has previously traded as Exercise Academy and Move Academy. In earlier periods, governance and leadership experienced a period of instability due to a combination of illness, Covid-19 disruption, changes in ownership and leadership turnover. These factors contributed to inconsistent programme delivery and oversight. In July 2024, the new owners of School of Business Limited suspended new enrolments to prioritise organisational stabilisation, programme redevelopment and a comprehensive review of the quality management system.
Last EER outcome:	The last EER of School of Business took place in November 2017. At that time, NZQA was Confident in the PTE's educational performance and its capability in self-assessment.
Scope of evaluation:	New Zealand Certificate in Exercise (Level 4). This is the only programme delivered by SBL.
MoE number:	7577

¹ In mid-2024, when SBL suspended enrolments, there were 33 students enrolled. The two remaining students are on track for completion by the end of 2025.

NZQA reference: C65334

Dates of EER visit: 25 November 2025

Summary of results

School of Business Limited demonstrates strengthening capability, having stabilised after a period of uncertainty and undertaken a deliberate organisational reset. The PTE is now well positioned to lift educational performance as delivery resumes.

Confident in educational performance

- Learner achievement at SBL has been inconsistent in recent years, with variable completion and engagement. While some learners develop useful, employment-relevant skills, others have disengaged early. The organisation has recognised these issues and initiated a comprehensive review to strengthen future achievement outcomes.

Confident in capability in self-assessment

- SBL's provision is flexible and industry-relevant; however, inconsistencies in programme design and delivery have affected student engagement. The organisational reset is intended to strengthen alignment between design, delivery and stakeholder needs.
- Governance and management have stabilised following a period of disruption, with clearer leadership, improved accountability and a renewed focus on educational quality and compliance. While improved systems and processes are now in place, they are still embedding and have yet to be tested in a stable, fully operational environment.
- SBL's self-assessment provides an open and realistic account of past upheaval, including leadership instability and the impacts of Covid-19, and of the strategic pause in enrolments in July 2024 to redevelop programmes and quality systems. Overall, the PTE demonstrates developing capability in self-assessment and a clear commitment to addressing identified weaknesses.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Marginal
Self-assessment:	Good
Findings and supporting evidence:	<p>Student achievement has been inconsistent and generally low in recent years, with qualification completion rates ranging from approximately 14 to 38 per cent between 2021 and 2023³, indicating ongoing challenges in sustaining successful student achievement.</p> <p>While some students have demonstrated strong engagement and progress, particularly those who transition successfully into employment or practical placements, others have disengaged early, reflecting variability in motivation, preparedness and support needs. The PTE’s own analysis identifies the contributors to weak achievement, including unclear assessment expectations, sub-optimal sequencing of learning and assessment activities, and insufficient early academic support.</p> <p>Despite low completion outcomes, students who persist acquire useful transferable skills, including confidence, communication, digital capability and job-readiness skills, which are valued by employers and support progression into work.</p> <p>Māori students represent a significant proportion of enrolments, and SBL has taken steps to improve achievement equity through culturally responsive practices and Māori tutor involvement, although outcomes data is not yet sufficient to demonstrate improved parity.</p> <p>In response to sustained achievement issues, SBL paused new enrolments in mid-2024 to allow for comprehensive programme redevelopment and quality management system review, demonstrating good awareness of achievement risks and a deliberate reset to improve future student outcomes.</p>
Conclusion:	Student achievement has been inconsistent and generally low in recent years, with variable completion and engagement. In

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

³ Refer Appendix 1 for further detail.

	response, SBL paused new enrolments in mid-2024 to redevelop the programme and quality systems to strengthen future achievement outcomes.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Evidence indicates that graduates who complete the programme are generally well prepared for entry-level roles in the fitness industry, demonstrating professionalism, practical competence and confidence valued by employers.</p> <p>Industry stakeholders, including national fitness centre chains, actively support the programme by hosting placements and employing graduates, indicating ongoing confidence in the relevance of outcomes.</p> <p>Students gain valuable personal and transferable outcomes, including industry networks, improved self-confidence, communication skills and job-readiness, which support employment and further learning.</p> <p>SBL has a reasonable understanding of the immediate destinations of graduates, particularly employment outcomes, but evidence is largely anecdotal and not yet systematically linked to graduate profile outcomes.</p> <p>While some graduate outcomes feedback is positive, the organisation acknowledges the need to strengthen destination tracking and employer validation to more clearly demonstrate the sustained value of outcomes for students, industry and the wider community.</p>
Conclusion:	Overall, programme outcomes are valued by students and employers, with graduates who complete the programme generally regarded as work-ready. However, the value of outcomes is not yet consistently demonstrated through systematic destination evidence.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>SBL’s education delivery is designed to be accessible and flexible, with predominantly online provision enabling participation for working, mature and geographically dispersed students, supported by practical application in real-world settings.</p> <p>Teaching, learning and assessment practices are generally aligned with the needs of students and industry, with a strong emphasis on applied skills, workplace relevance and entry-level job readiness.</p> <p>Evidence from self-assessment and stakeholder feedback indicates that inconsistencies in learning design, assessment clarity and sequencing in the New Zealand Certificate in Exercise programme have affected student engagement and achievement across recent delivery. Practical learning opportunities have not always been embedded early or systematically enough to support student confidence and consolidation of learning.</p> <p>SBL has demonstrated responsiveness to identified weaknesses by pausing enrolments and undertaking a whole-of-organisation review of programme design, delivery approaches and quality systems. This has included redevelopment of the exercise programmes undertaken in consultation with, and with the support of, Toi Mai Workforce Development Council.</p> <p>While some stakeholder engagement is evident, formal mechanisms for capturing and using industry and student feedback to inform design and delivery are still embedding at an organisational level.</p>
Conclusion:	Overall, SBL’s current provision is flexible and industry-relevant, but inconsistencies in design and delivery have impacted student engagement. A whole-of-organisation reset is underway to strengthen alignment with student and stakeholder needs.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	SBL provides individualised student support, including pre-study advice, enrolment guidance and individual learning plans designed to identify goals, barriers and support needs at an early stage.

	<p>A range of academic and pastoral support mechanisms is available, including flexible communication channels, learning platform access, and referral to external support services where required.</p> <p>Student wellbeing and safety arrangements are largely aligned with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, with policies, complaints processes and self-review documentation in place and publicly available.</p> <p>Māori and Pasifika students are supported through culturally responsive practices, including the use of a Māori tutor, tikanga-informed approaches and planned engagement with iwi, hapū and marae. Outcomes data is not yet sufficient to demonstrate improved parity.</p> <p>Self-assessment acknowledges that earlier identification of at-risk students and more proactive intervention is needed, and systems to strengthen monitoring, student voice and Code of Practice implementation are still embedding.</p>
<p>Conclusion:</p>	<p>Student support at SBL is generally effective and culturally responsive. SBL's self-assessment has identified opportunities to strengthen earlier and more proactive intervention as systems continue to embed.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>SBL experienced a period of governance and leadership instability, arising from illness, Covid-19 disruption, leadership turnover and changes in ownership, which contributed to inconsistent delivery and management oversight.</p> <p>Since 2023-24, new ownership and leadership have stabilised the organisation, with clearer roles, improved accountability and a renewed focus on educational quality and sustainability. This strategic reset has included the decision to pause enrolments in mid-2024 to prioritise programme redevelopment, strengthen quality systems, and manage organisational risk.</p> <p>Planning and decision-making are increasingly structured to be evidence-informed, with greater use of self-assessment findings, performance data and internal review to guide improvement. Strategic priorities are aligned to supporting educational achievement, including investment in quality management systems, staffing, campus facilities and programme redevelopment, although many initiatives are still works in progress.</p>
Conclusion:	While governance and management capability at SBL has improved, systems and processes have yet to be tested in a stable, fully operational environment, and ongoing monitoring will be necessary to demonstrate sustained effectiveness.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Under new ownership and leadership, SBL has placed strong emphasis on compliance, with a comprehensive review and re-establishment of policies, procedures and accountability frameworks.</p> <p>Core NZQA requirements are understood and largely met, including programme approval processes, assessment and moderation systems, student records management and statutory reporting.</p> <p>SBL has completed Code of Practice self-reviews and submitted attestations, with wellbeing, student safety, complaints processes and the student voice documented and publicly available.</p> <p>Historical compliance weaknesses (including fit and proper person requirements) are acknowledged and have been addressed. Systems such as compliance calendars, internal audits and document control have been introduced to improve oversight and consistency.</p>
Conclusion:	Improved compliance management systems are now in place, although processes are newly embedded and their effectiveness has yet to be demonstrated in a sustained delivery environment.

Focus areas

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

2.1 New Zealand Certificate in Exercise (Level 4)

Performance:	Good
Self-assessment:	Good

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 School of Business Limited:

- Develop and embed systematic processes to monitor student engagement, progression and achievement, with clear early-warning indicators and timely interventions for students at risk of withdrawal or non-completion.
- Implement more systematic graduate destination tracking and employer feedback processes, explicitly linked to graduate profile outcomes, to better demonstrate the value of outcomes for students, industry and the wider community.
- Strengthen industry and external stakeholder engagement. Formalise and embed mechanisms for regular engagement with industry and external stakeholders, including advisory input, employer feedback, school liaison and Industry Skills Board engagement, and ensure this feedback is systematically used to inform programme design, delivery and ongoing improvement.

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. Enrolments and completions⁴:

	2019	2020	2021	2022	2023	2024
Enrolments - all students	91	9	37	15	26	36 ⁵
Completions	55	3	5	5	10	6
Percentage	60%	33%	14%	33%	38%	17%

⁴ Data supplied by School of Business

⁵ 2024 part-year only as new enrolments paused.

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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