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External Evaluation and Review Report

New Zealand College of Business
Limited

Date of report: 19 September 2019

About New Zealand College of Business Limited

New Zealand College of Business (NZCB) delivers English language programmes to international degree graduates wanting to do postgraduate study in New Zealand. NZCB is in transition after a major review of its purpose and direction and cessation of its business programmes. All students are internationals with a focus on students from China.

Type of organisation:	Private training establishment (PTE)
Location:	15A Bishopdale Court, Bishopdale, Christchurch
Code of Practice signatory:	Yes
Number of students:	Domestic: nil International: 29 full-time students at the time of the external evaluation and review (EER) ¹
Number of staff:	11 full-time and seven part-time
TEO profile:	See: NZQA - New Zealand College of Business NZCB has undergone substantial changes recently. Following NZQA monitoring and moderation of business programmes in 2017 and 2018, NZQA interventions and NZCB management decisions, delivery of business programmes has ceased. At the time of the EER, NZCB was delivering English-language programmes to a small number of international students.
Last EER outcome:	NZCB's previous EER outcome in 2015 was Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	The current EER looked at the following focus areas: <ul style="list-style-type: none">• International English for Speakers of Other Languages (IESOL) (Training Scheme)

¹ NZCB had 254 full-time students in 2018 and 612 in 2017.

(Levels 1-3)

- New Zealand Certificate in English Language (Level 4)
- New Zealand Certificate in English Language (Level 5)
- International Students: Support and Wellbeing

Together the focus areas make up NZCB's entire delivery.

MoE number:	7653
NZQA reference:	C30648
Dates of EER visit:	21 and 22 May 2019

Summary of Results

NZCB is delivering good value in its current offering of English language programmes to international degree students. However, if the organisation wishes to initiate new programmes, especially in business, it will need to further strengthen its management and delivery of programmes.

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| Confident in educational performance | <ul style="list-style-type: none">• Significant assessment and moderation problems identified by NZQA during 2017 and 2018 in NZCB's business programmes have led NZCB to cease delivery of these programmes. Currently, the PTE delivers a portfolio of English language programmes.• Capability in programme management and delivery will need to be further strengthened if NZCB decides to initiate new programmes, especially in the field of business. |
| Confident in capability in self-assessment | <ul style="list-style-type: none">• English language students at NZCB are achieving or exceeding their academic and personal goals. Long-term relationships with three university partners also signify that the outcomes for students are valued.• NZCB has, of late, had high course and qualification completions, along with good student satisfaction with their outcomes. Many of the contributing processes that underpin this performance are new and yet to be tested over time.• NZCB is effectively using its connections and relationships with the university sector to develop and deliver programmes that closely meet individual and stakeholder needs.• Students are highly engaged in their learning and are experiencing a strongly supportive and caring learning environment.• Courses are taught by experienced, qualified staff who use their considerable experience to ensure the education delivery is relevant and engaging. |

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- The organisation is well managed and has a clear strategy and purpose. NZCB has responded well to substantial changes in strategy in the past year. Activities are well resourced, and important compliance accountabilities are now being effectively managed.
 - Staff are involved in continuous improvement activities, including programme evaluation and reviews and discussions of teaching performance which are strengthening self-assessment practice across the organisation. In response to the challenges of the past two years, much of the self-assessment activity has been strengthened but is still being fully embedded in the organisation. The challenge for NZCB will be to ensure that the good work of late continues as the organisation grows.
 - Based on the quality, outcomes and limited scope of NZCB's current programmes, NZQA can express confidence in NZCB's educational performance and capability in self-assessment.
 - Any significant change to this restricted delivery model, however, may necessitate another organisational review by NZQA.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NZCB students have achieved very strong results. Course completion rates have consistently been above 80 per cent over the past year for the English language programmes in focus for this EER. The retention rate of students is very high. The high level of achievement is verified by NZQA national external moderation (NEM) results which ensure that assessment is valid and reliable.</p> <p>Interviews with students and university partners indicate that the students are acquiring useful skills and knowledge including a strong emphasis on analysis and critical thinking. These skills prepare them well for postgraduate study in New Zealand.</p> <p>Staff across the organisation demonstrate a good understanding of the factors that lead to student success. They meet daily to discuss student progress. The whole organisation has a strong emphasis on student achievement. Many of the contributing processes underpinning this high level of achievement are new and evolving and yet to be tested over time. Any gaps and weaknesses at this stage are being managed effectively.</p> <p>Record-keeping is thorough, although systems to enable effective analysis of student achievement are still emerging.</p>
Conclusion:	Students are retained in study and show strong progress in using English language. Systems for thoroughly understanding and using achievement data to bring about improvements are evolving and will need to be further developed as NZCB grows.

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

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>English language students clearly benefit from their time at NZCB. Most students enrolling in the New Zealand Certificate in English (NZCEL) do so as a pathway to postgraduate tertiary study and are ultimately achieving this. Universities receiving students from NZCB value the preparation and socialisation these students have received. This specifically meets universities' expectations for students and helps them to adapt to life away from their home country.</p> <p>Stakeholder feedback is very positive that students are well prepared for postgraduate study. For instance, from the first cohort of NZCEL level 5 graduates in semester one 2018, 19 graduates enrolled in Master's programmes at Lincoln University. The university verified that all 19 students successfully passed all of their courses in their first semester of study.</p> <p>This is a positive result from the first cohort. NZCB's strategy is to expand this programme and it has the capability to do so. The challenge will be to ensure that underpinning systems and destination data analysis remain effective as growth occurs and that subsequent cohorts are able to achieve similar outcomes.</p>
Conclusion:	English language students at NZCB are gaining good value from their study by achieving or exceeding their academic and personal goals. Long-term relationships with university partners also signify that they value the outcomes for students.

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>NZCB's course design and delivery are convincingly meeting the needs of students and stakeholders by providing courses that are relevant to the students and their aspirations for further study. The organisation is well attuned to the needs of students through years of experience in the same market and through constantly seeking feedback from students and higher education partners. Learning environments and activities are authentic and engaging, and effective learning takes place both within and outside the classroom.</p> <p>Teachers identify the postgraduate study intentions of their students and, where possible, structure their teaching to align with those aspirations. This ensures that student needs are being well met. There was evidence of the teachers regularly engaging in meaningful discussion about teaching practice and student progress. Teaching staff spoke about how they share ideas, experiences and knowledge through their daily interactions and staff meetings. This is driven by the passion of the teachers as well as a whole-of-organisation approach.</p> <p>Although staff are highly reflective and use feedback insightfully to bring about improvements, a system for scheduled programme review is not yet evident. The current small scale enables NZCB to meet needs easily but will need to be more systematic as they grow. For instance, the IESOL programme would benefit from being broken into levels as growth in student numbers allows.</p> <p>According to the NZQA NEM results, and the results of NZCEL monitoring carried out in 2019, it appears that assessment practice is comprehensive and sound for the current scales of the operation. Students are provided with opportunities to demonstrate their knowledge and understanding through written work, project work and oral presentations. Quality assessment practice is supported by effective moderation processes.</p>
Conclusion:	NZCB's regular and ongoing interaction with its students and stakeholders is a strong feature of the organisation, ensuring

	that programmes and activities meet the students' existing and emerging needs. There is a good match between the design and delivery of programmes and the needs of students and stakeholders.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students at NZCB receive active, integrated and ongoing support from staff at all levels of the organisation. Intending students are well guided into courses appropriate to their aspirations and capabilities. Teachers described numerous activities and initiatives to motivate, engage and encourage students to get the full benefit from their time at NZCB. Current small class sizes ensure that teachers can give students individual attention as required.</p> <p>Teachers provide timely, ongoing feedback to each student on their progress. The organisation makes good use of social media to communicate with students and staff.</p> <p>Attendance expectations are effectively communicated to the students and are monitored closely with timely and appropriate follow-up as required.</p> <p>The organisation has effective processes to review how well it meets the spirit and intent of the Code of Practice.³ This, and other evidence sighted, provides assurance that international students are well supported.</p>
Conclusion:	Evidence of excellent student support is compelling. Regular and ongoing communication between staff, teachers, management and students focusses on ensuring students are well supported academically and personally.

³ Education (Pastoral Care of International Students) Code of Practice

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The assessment and moderation issues cited previously indicate that management and governance was not, at that point in time, effective in supporting educational performance. Governance and management at NZCB have since overseen significant change and disruption as they seek to achieve a sustainable business model within a reduced scope of activity.</p> <p>Staff are valued by management, as illustrated by the long tenure of most of the staff. Almost all staff are full-time which adds to the academic capital of the PTE. An open-door policy and clear communications have created a pleasant environment and positive atmosphere within the organisation.</p> <p>Building staff capability has been a priority to ensure that the quality of delivery, assessment and review is strengthened. Current staff have the required capability, background and experience to take the organisation forward.</p> <p>Reflective practice is well established. Much of the monitoring takes place at the individual level. While this is effective, collation and analysis of organisational-level data would strengthen and improve self-assessment by enabling the identification of trends and patterns in performance.</p>
Conclusion:	NZCB has a clear vision and understanding of its new business direction, and has strong leadership committed to providing effective support for educational achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NZQA monitoring of levels 5, 6 and 7 of its former business diploma programmes identified some breaches in the quality of assessment and moderation. NZQA intervention was imposed in response to clear breaches of NZQA Rules. As previously discussed, NZCB took immediate steps to rectify these issues, including ceasing delivery of all business programmes.</p> <p>Compliance is overseen by the chief executive – a process that is currently effective although not systematic or proactive.</p> <p>NZQA attestations and returns have been met within required timeframes. The courses at NZCB are being delivered consistent with NZQA approvals.</p> <p>NZCB leadership is now effective in managing areas for compliance, including Code of Practice obligations, programme approvals and immigration requirements. The PTE monitors visa approval rates and comfortably exceeds the minimum requirements set by Immigration New Zealand. Overseas agents are well monitored and their performance regularly reviewed.</p> <p>The PTE has undertaken the yearly self-review of the Code of Practice using the NZQA template and made the required attestation to NZQA within the required timeframe. There was evidence of actions taken to improve procedures. Staff have attended Code of Practice training workshops.</p> <p>A random sample of student files was selected and checked during this EER. All necessary documents were in the files in a well-organised and easily accessible format.</p>
Conclusion:	While NZQA had identified concerns with NZCB’s compliance management over the past two years, the sampling undertaken in the course of this EER indicated that core compliance processes are now being managed more effectively.

Focus Areas

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

2.1 Focus area: International Students: Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence	<p>The goals for international students are well understood and the students are well supported by management, teachers and international student office staff to achieve their goals. Staff clearly understand their responsibility for the progress and welfare of the international students.</p> <p>Students interviewed described the range of pastoral care services and interventions, confirming how they have been supported.</p> <p>NZCB leadership is effective in managing areas of compliance, including Code of Practice obligations and immigration requirements. NZCB has completed a detailed self-review of its compliance with the Code of Practice using the NZQA template.</p>
Conclusion:	International students are well supported to achieve their goals, both academic and personal, and for studying and living in New Zealand.

2.2 Focus area: International English for Speakers of Other Languages (IESOL) (Level 3)

Performance:	Good
Self-assessment:	Good

2.3 Focus area: New Zealand Certificate in English Language (Level 4)

Performance:	Good
Self-assessment:	Good

2.4 Focus area: New Zealand Certificate in English Language (Level 5)

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 New Zealand College of Business Limited:

- Continue to develop the collection of data for self-assessment and build capability in analysing this data.
- Add structures such as a compliance calendar and bring-up system, to enable proactive compliance monitoring processes.

Requirements

There are no requirements arising from the external evaluation and review.

Appendix

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 fraud⁴*
- *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.*

⁴ NZQA and the Tertiary Education Commission 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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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 including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes 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 2016. 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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