



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

New Zealand College of Business
Limited

Date of report: 12 September 2023

About New Zealand College of Business Limited

New Zealand College of Business (NZCB) offers the New Zealand Certificates in English Language (NZCEL) levels 4 and 5, and the International English for Speakers of Other Languages (IESOL) programmes. Successful completion of these programmes enables students to apply for places at New Zealand universities to complete undergraduate or postgraduate qualifications.

Type of organisation:	Private training establishment
Location:	15A Bishopdale Court, Bishopdale, Christchurch
Eligible to enrol international students:	Yes
Number of students:	Domestic: nil International: six equivalent full-time students (NZCEL level 5 has three students, IESOL has three students, and there are no enrolments in NZCEL level 4). Data on disability is used to inform teaching.
Number of staff:	Four full-time equivalents, eight part-time
TEO profile:	See: New Zealand College of Business From April 2020-22, international students were prevented from entering New Zealand because of the border closure under Covid-19 restrictions. NZCB students in New Zealand at this time completed NZCEL assessments in a Covid-19 controlled environment at NZCB premises in Christchurch. NZCB gained NZQA approval to provide online-offshore provision of NZCEL and IESOL programmes in March 2020. International student numbers were significantly impacted from 2020-22 and are still low.
Last EER outcome:	At the last external evaluation and review, NZCB was found to be Confident in both educational performance and capability in self-assessment.

Scope of evaluation:	<ul style="list-style-type: none"> • New Zealand Certificate in English Language (NZCEL) (Academic) (Level 4) ID:118434 • New Zealand Certificate in English Language (NZCEL) (Level 5) ID:122294. NZCEL levels 4 and 5 are 16-week, full-time programmes. Level 4 prepares students for undergraduate study, level 5 for postgraduate study. • International English for Speakers of Other Languages (IESOL) Training Scheme (ID: 114647). IESOL is a flexible programme, composed of eight-week components, which can be combined to constitute a one-year, full-time training scheme that prepares students to pass English Proficiency tests (LanguageCert) and progress to further study. Some students progress to NZCEL level 4 or 5.
MoE number:	7653
NZQA reference:	C52806
Dates of blended EER visit:	26 April (on site) and 27 April (virtual)

Summary of results

International students successfully complete qualifications and pathway to university-level study in New Zealand. Programmes match student needs closely. Student support is comprehensive. Governance and management is committed to student achievement. Management of compliance is effective.

Highly Confident in educational performance

- Students' complete programmes and gain the academic and social skills to successfully apply for places at Canterbury, Lincoln and Massey universities.
- NZCB's qualification completion benchmark of 85 per cent was mostly met prior to Covid. Moving to online-offshore delivery of the IESOL training scheme led to an understandable decrease in achievement during the Covid years.

Confident in capability in self-assessment

- Small student numbers and the uncertainty of the international student market will continue to impact NZCB in 2023. However, NZCB has the appropriately qualified and experienced staff, resources and programmes to meet student demand and build capacity to pre-Covid levels.
- The Code of Practice¹ is well understood and integrated into short and long-term organisational strategic goals.
- NZCB has maintained close links with overseas and New Zealand partner universities and has continued to foster and develop new partnerships during border closures in both China and New Zealand.
- NZCB has built greater capability in analysing data through the appointment of an experienced academic manager, regular programme reviews and better developed self-assessment processes. This meets a report recommendation from 2019.
- NZCB proactively manages compliance effectively. This includes a closely monitored compliance

¹ [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

calendar and clear responsibilities. This meets a report recommendation from 2019.

- Recording the annual academic results of NZCB graduates from New Zealand universities would add value for all stakeholders. Formally capturing data about learners with a disability would support current self-assessment processes (see Recommendations).

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NZCB tracks individual student progress closely and intervenes quickly to support students academically and personally. With closed borders in 2021 and 2022, there were no on-site enrolments for these years in any of the programmes run by NZBC. However, there were online-offshore enrolments, allowing some students to continue their study. Achievement, however, was lower than in previous years. NZBC understands the reasons for the drop in achievement as: difficulty with tracking students' activity in China due to privacy constraints; some social media sites being unavailable in China, making students difficult to contact; and both students and tutors having problems adapting from face-to-face learning to online distance learning.</p> <p>In 2019 and 2020, qualification completions for the NZCEL level 4 were 85 and 87.5 per cent respectively (see 2.1 for individual student details). Qualification completions were 87 per cent for the NZCEL level 5 in 2019 and 2020. However, online student qualification completions for level 5 in 2020 were low, at 50 per cent (see 2.2 for individual student details).</p> <p>Less than 50 per cent of IESOL graduates in 2020-22 passed language certification exams, due to a number of factors, including the students' need to return to China quickly and the disruption caused by Covid (see 2.3 for individual student details). Self-assessment has led to improvements in data analysis and programme review, and to a greater understanding of the reasons for student failure. Formal capture of data for students with a disability could further inform self-assessment.</p>
Conclusion:	Qualification completion in NZCEL level 4 and 5 (2019-22) averaged 76 per cent due to the impact of Covid. IESOL student achievement of LanguageCert exams was less

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

	successful. For students studying in China, destination data was difficult to track.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students engage successfully in further study, either with NZBC or New Zealand universities. IESOL students can progress to NZCEL level 4 and 5, then to undergraduate or postgraduate study at a New Zealand university. Massey University confirmed that the 55 NZCB graduates enrolled over the last 10 years, across all pathway programmes, achieved a qualification completion rate of 85 per cent. The University of Canterbury confirmed that 19 NZCB graduates enrolled over the last two years achieved a 93 per qualification completion rate.</p> <p>More formalised sharing of students' yearly academic results between NZCB and New Zealand universities would provide more detailed evidence of the value of these pathways. This provision could form part of memoranda of understanding between partner organisations (see Recommendations).</p> <p>Valued outcomes for students include achieving New Zealand qualifications through pathways to New Zealand universities, being exposed to New Zealand culture, and gaining social skills and increased independence in the safe environment provided by NZCB. Graduates can take these skills into work or back to their home countries.</p> <p>Valued outcomes for domestic and overseas academic partners include the benefits of gaining an education outside their home country, and New Zealand academic partners gaining international students through pathway arrangements. This is particularly important as fewer providers, including universities, are offering pathway options for international students.</p>
Conclusion:	The individual student and the wider stakeholder groups benefit from study at NZCB. New Zealand universities sharing

	academic results annually would provide further data for NZCB review purposes.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZCB regularly consults with partner organisations, both on and offshore, to ensure the ongoing relevance of its programmes. External moderation of NZCEL programmes with a high-performing English language school and a Te Pūkenga subsidiary shows that assessment is fair and marking valid. Consistency reviews for NZCEL level 4 in November 2020 and NZCEL level 5 in March 2021 were sufficient, confirming that graduates meet graduate profile outcomes. An NZQA moderation non-compliance for a reading module in 2020 was appealed by NZCB, with some success. Professional development around the marking of reading assessments is due to commence in 2023, a direct response to the moderation findings.</p> <p>Staff are highly qualified, experienced and passionate about maintaining academic standards and integrity. Teaching is interactive, individualised and highly engaging. Assessment provides students and tutors with useful feedback on progress. A thematic and conversational style of teaching incorporating reading, listening, writing and speaking is used to engage the students. Tutors use current issues to assist students to understand the New Zealand context. They also use online tools and creative ways, such as music lyrics, to introduce language.</p> <p>IESOL students are offered a 16-week evening class in Language Certification Preparation, in addition to the IESOL programme. This programme is recognised internationally and by NZQA. It is designed and mapped to the CEFR (Common European Framework of Reference). This confirms the successful achievement of skills and knowledge within the IESOL training scheme. Tutors, across all programmes, write weekly reports that are shared with students and build students' confidence in their progress. These reports and</p>

	related quality assurance collectively inform regular programme reviews. NZQA has approved online-offshore delivery of IESOL until the end of 2023.
Conclusion:	NZCB programmes closely match student needs and those of New Zealand and offshore universities. Programme delivery is responsive and dynamic. Learning activities are engaging and match student interests closely.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Student learning goals are well understood. Orientation is comprehensive and local facilities, such as the library and recreation centre are well used by the students. The college is on a direct bus route to the central city, and there is generous all-day parking at the adjacent shopping centre.</p> <p>NZCB is committed to developing both the academic and social skills students need to successfully progress to university. There is careful scaffolding of learning across all programmes. Learners with disabilities are identified and appropriately supported with individualised learning plans that are regularly updated. All students have weekly updates on progress, including a conversation with their tutor.</p> <p>Adjusting to the new online environment in 2020 required adjustments by tutors and students. Mitigations included greater use of break-out rooms as students in smaller groups were more likely to express themselves.</p> <p>Social and cultural events celebrating students' backgrounds foster a family atmosphere and an inclusive, warm environment for students. Students have opportunities to provide formal and informal feedback about all aspects of their learning. The programme manager seeks daily feedback about student progress directly from the students.</p> <p>Key marketing and support staff understand their pastoral care responsibilities well. There is 24/7 contact, and students and parents are updated on student wellbeing regularly. Homestay accommodation is contracted to a reputable, long-standing</p>

	<p>Christchurch operator. Oversight of quality includes reporting by this operator to NZCB, and NZCB regularly checking in with students about their welfare. Agents are vetted and performance-reviewed by NZCB. Agents are not recontracted if there are performance concerns.</p> <p>NZCB supported the students daily during Covid in creative ways, including online quizzes and calligraphy competitions. This support was supplemented by support parcels sent by the Chinese Embassy, which included traditional Chinese products.</p>
Conclusion:	<p>Students are involved and invested in their learning journey. They are encouraged to establish effective social and academic supports that stay with them as they progress to university and beyond.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Continuing the business has required significant financial commitment from the directors for infrastructure, working capital and offshore market development. NZCB is on the Chinese government list of approved organisations and is involved with local and national organisations associated with developing international student markets.</p> <p>NZCB has memoranda of understanding with a number of Chinese and New Zealand universities. NZCB has continued marketing overseas during the Covid years and has kept close contact with Chinese universities in particular. Opportunities in other markets are actively sought. For example, NZCB has been approached by a university in India to develop a partnership arrangement.</p> <p>NZCB is an exam centre for LanguageCert, and staff are being trained to be interlocutors – a person responsible for the delivery, but not assessment, of speaking examinations.</p> <p>NZCB has a culture of collaboration between the directors, governance and management and staff. The board provides strategic advice to the directors to inform decision-making. The board includes academic, legal and international business</p>

	<p>expertise. Consultation between governance and management is ongoing, well informed, robust, and both formal and informal.</p> <p>Organisational direction and purpose is clear. Academic leadership has been strengthened recently and staff are valued. Sufficient resources are allocated to support teaching and learning. Staff professional development has continued, even though student numbers are small. NZCB's support for their staff has enabled them to support students more effectively.</p> <p>NZCB has gained NZQA approval to offer the New Zealand Certificate in Financial Studies (Level 5) to the domestic market in 2023. This qualification is required by mortgage brokers and financial advisers and meets strong industry demand. The certificate is part of NZCB developing business programmes in the domestic market to meet industry demand.</p>
Conclusion:	NZCB has adapted well during the sudden decline in the international student market. It is well prepared to accommodate growth in student numbers, both domestic and international.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZCB has effective compliance management processes. Improvements since 2019 include a shared compliance calendar and review of the Code of Practice. The Code review includes an action plan that links to NZCB's strategic direction, soon to be published on its revamped website.</p> <p>NZCB reacted quickly to closed borders in China and New Zealand by successfully applying to NZQA for approval to deliver NZCEL levels 4 and 5 and IESOL online. Self-assessment has led to effective adaptations for online delivery. These include the online student handbook developed for online-offshore students and student assistants at Chinese universities who worked face to face to support NZCB students in China.</p> <p>Comprehensive, up-to-date and relevant memoranda of understanding with partnership organisations were sighted by the evaluation team. Regulatory compliance functions described</p>

	<p>in NZCB's self-assessment document were evidenced in relevant documentation.</p> <p>Policies and practices are legal and ethical. Relevant legislation, NZQA rules and regulations are complied with.</p>
Conclusion:	<p>NZCB has effective compliance management processes. Changes to compliance management since 2019 have led to improvements.</p>

Focus areas

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

2.1 New Zealand Certificate in English Language (NZCEL) (Academic) (Level 4)

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>In 2019, there were 34 enrolments in NZCEL level 4, and 29 students completed the qualification. Three were not awarded the qualification and two needed to repeat the programme. This was an 85 per cent rate of qualification completion. In 2020, there were 16 enrolments in NZCEL level 4, and 14 students completed the qualification. Two were not awarded the qualification and there were no repeats. This was an 87.5 per cent rate of qualification completion.</p> <p>NZBC understands the reasons for each non-completion or repeated completions. As there were no students during 2021 and 2022 for this programme, understandings gained from previous years could not be used in review.</p>
Conclusion:	NZCB provided detailed records of individual student achievement for 2019 and 2020. Learner enrolments were impacted by the Covid pandemic.

2.2 New Zealand Certificate in English Language (NZCEL) (Level 5)

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>In 2019 there were 31 enrolments in NZCEL level 5, and 25 students completed the qualification. Three were not awarded the qualification and two repeated it. This was an 81 per cent rate of qualification completion. In 2020, there were 12 enrolments in NZCEL level 5, and six students completed the qualification. Six were not awarded the qualification. This was a 50 per cent rate of qualification completion (see 1.1).</p>

Conclusion:	NZCB provided detailed records of individual student achievement for 2019 and 2020. Learner enrolments were impacted by the Covid pandemic.
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2.3 International English for Speakers of Other Languages (IESOL) Training Scheme

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Nine students enrolled in IESOL in 2019. Five students progressed to NZCEL level 4, three returned to China, and the destination of one was unknown. In 2020, there were 14 enrolments. Eight students went to university and six were of unknown destination. In 2021, there were 12 enrolments. Five students went to university and there were seven unknowns. In 2022, there were seven enrolments, and no progression data is available.</p> <p>In 2020, eight students enrolled in LanguageCert at B2 level. Four students passed and four failed. In 2020, six students enrolled in LanguageCert at C1 level. All six passed. In 2021, six people enrolled in LanguageCert at C1 level and only one passed. In 2022, two people enrolled in LanguageCert at C1 level and they both failed. NZBC understands this drop in achievement is a direct reflection of the pressures that Covid and the online environment placed on students undertaking this additional certificate.</p>
Conclusion:	NZCB maintains detailed records of individual student achievement. Learner achievement was impacted by the Covid pandemic and difficulties with language acquisition in an online distance education environment.

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 consider:

- requesting academic results of NZCB graduates at partner universities in New Zealand, on an annual basis, and to include this provision in partnership contracts to formalise this process.
- formally capture data about students with a disability to support current self-assessment processes.

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

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 fraud³*
- *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.*

³ 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 2021, 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 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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 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, 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 2021. 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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