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# Report of External Evaluation and Review

English Express (NZ) Limited  
trading as NZ Institute of Business and  
Technology

Confident in educational performance

Confident in capability in self-assessment

Date of report: 20 December 2016

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# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.*

## Introduction

### 1. TEO in context

Name of TEO:	English Express (NZ) Limited trading as NZ Institute of Business and Technology (NZIBT)
Type:	Private training establishment (PTE)
First registered:	2010
Location:	Lincoln University, Ellesmere Junction Road/Springs Road, Lincoln, Canterbury 71 Beresford Street, New Brighton, Christchurch
Delivery sites:	Lincoln University, Ellesmere Junction Road/Springs Road, Lincoln, Canterbury
Courses currently delivered:	Graduate Diploma in Business (Level 7)
Code of Practice signatory:	Yes (standard)
Number of students:	Domestic: none International: at the time of the external evaluation and review (EER), 11 full-time students
Number of staff:	Two full-time and five part-time staff
Scope of active accreditation:	Graduate Diploma in Business (Level 7) English language tuition (training scheme)
Distinctive characteristics:	Current students are predominantly male and from India (one student from Nepal and one from China).

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NZIBT has a partnership agreement with Lincoln University which provides NZIBT with office and teaching space on the campus as well as access to facilities and services for students, including library and learning resources and IT services, and recreation and health centres.

NZIBT has a licence agreement with the Open Polytechnic of New Zealand for the use of the courseware for the Graduate Diploma in Business; the courseware is used in conjunction with 21 hours of face-to-face delivery (Wednesday-Saturday).

Recent significant changes: English Express (based in New Brighton) was purchased in 2013 and English language tuition ceased 19 December 2014.

NZQA approved an application for a new delivery site (Lincoln University campus) in July 2015 and accredited NZIBT to deliver the Graduate Diploma in Business (Level 7) on 24 December 2015.

NZQA approved a time extension to 1 June 2016 for English Express (NZ) Ltd trading as NZIBT to begin provision of an approved programme or training scheme. NZIBT began delivery of the Graduate Diploma in Business on 16 May 2016 to two students. A further nine students enrolled in subsequent intakes (July and September). A further cohort will enrol in November 2016.

NZQA recently approved a transfer of ownership to two of the three founding directors. One director is also currently the acting campus manager; he is on site one week in four and otherwise in regular contact.

Previous quality assurance history: Not applicable

## 2. Scope of external evaluation and review

The focus of the EER is:

- Governance, management and strategy – as NZIBT is a very new operation, the focus area was selected in order to understand how well the PTE has been established for quality educational delivery, self-assessment and international student support.
- Graduate Diploma in Business (Level 7) – the only programme currently offered.

## 3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. 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.*

One lead evaluator and one team evaluator visited NZIBT for one day. The evaluators interviewed the owner/directors (the chairperson and the acting campus manager), three tutors, business services manager, two pastoral care officers, five students and a member of the local advisory committee.

Prior to the site visit, the PTE provided a range of documents to assist with the preparation of the enquiry plan. These included self-assessment materials, stakeholders' agreements, quality management system, student handbook, and business planning and management documents. While on site, the evaluators sighted student achievement and survey data, lecturer reflections and monthly reports, moderation materials, meeting minutes, and documentation relating to student enrolment, orientation and off-shore agents. Templates were also sighted for review processes that have been planned but not yet implemented, such as the programme completion evaluation report.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **English Express (NZ) Limited trading as NZ Institute of Business and Technology**.

- NZIBT has a strong commitment to quality educational delivery. The PTE has recruited well-qualified and experienced teaching staff and is providing clear expectations and practical support for ongoing professional development, research activity and reflective practice, which is contributing to highly effective teaching.
- Students are motivated and engaged with their study, and NZIBT is effective in helping them to succeed in the New Zealand learning environment. The limited achievement data that is available shows that students are passing courses, and the initial cohort of two students expect to complete their diploma by year-end. The validity of achievement data is underpinned by effective internal and external assessment and moderation processes.
- The programme materials and course activities provide opportunities for students to learn about the New Zealand business context and practices, and to acquire relevant practical skills, such as teamwork and presentation skills.
- NZIBT is establishing useful links with the local business community, in particular through its local advisory committee, to identify 'real-world' problems for student capstone projects and to gather feedback on future programme developments.
- NZIBT students enjoy the benefits of studying on a university campus, including full access to learning and support services, as well as opportunities to mix with a large and varied student population and take part in relevant cultural activities.
- NZIBT governance and management are experienced and well qualified for the establishment of a private training enterprise. A strategic framework underpins comprehensive policies and procedures to deliver quality and maintain compliance with legislative and other obligations. Key management, academic and self-assessment functions and activities are being progressively implemented. NZIBT has a monitor in place for the review of the graduate diploma. Indicators of quality are clearly identified and are being closely monitored, as student numbers gradually increase, to determine resourcing and other requirements.
- NZIBT is not yet able to demonstrate that it is delivering valued outcomes for stakeholders, including learners. However, taking into account the evidence of quality educational delivery and the effectiveness of the processes that have

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been implemented so far, which are contributing to learning and other important outcomes, NZQA is prepared to express confidence in NZIBT's educational performance.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **English Express (NZ) Limited trading as NZ Institute of Business and Technology**.

- NZIBT has developed an effective framework for self-assessment, which is being progressively implemented during this first academic cycle. NZIBT is refining processes, documents and templates, as they learn what works for the organisation. For example, feedback has been gathered from students after each orientation and via first impressions surveys, which has been used to identify improvements for the next orientation session. Other examples of effective review and improvement processes so far include collation and analysis of survey data and associated action plans, teachers' reflective journals, and monthly reports and responding to learners' needs with a workshop series.
- Some aspects of academic quality assurance have not yet been fully implemented which will become important for NZIBT's educational performance as more students complete courses and qualifications. These include software for plagiarism detection, the appointment of an independent academic to the academic advisory group, and the submission of the programme completion evaluation report (scheduled for the end of the second semester) to that group.
- NZIBT is actively developing staff capability in evaluative thinking, and has established practical approaches to review and improvement that reflect the size and character of the organisation.
- NZIBT is well set up to analyse and respond to data and information as it becomes available, although it is not yet able to demonstrate the effectiveness of all its processes. NZQA is prepared to express confidence in NZIBT's capability in self-assessment on the basis of the evidence to date of NZIBT using information to make meaningful improvements and evident commitment to developing a reflective culture.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

At the time of the EER, NZIBT was able to provide evidence of learner achievement for five students. The first cohort of two students have passed three papers and are on track to complete the diploma at the end of the second semester. The second cohort of three students are making good progress in course work. The evaluation team sighted acceptable evidence of assessment and external moderation processes, which provide assurance of the validity of achievement data.

In addition to theoretical knowledge, students are acquiring practical skills for business, such as presentation and teamwork skills. Students interviewed during the EER reported that they had learned important academic study skills and were growing in confidence. NZIBT is developing a workshop series to further support learning and achievement.

Although there is a limited body of evidence regarding learner achievement, current students appear to be performing well. NZIBT has established appropriate structures and processes for monitoring learner achievement and for confirming results.

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

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

NZIBT has established relationships with key stakeholders as a basis for future engagement on valued outcomes. The partnership with Lincoln University provides mutual benefits, including, potentially, an educational pathway for NZIBT graduates. The local advisory committee provides useful links with the local business community and has met on three occasions, contributing to discussions on the relevance and utility of programmes. NZIBT is seeking to expand membership to

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<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

include an iwi representative. NZIBT also reports ongoing engagement with education agents to increase understanding of key markets and student expectations.

Students interviewed by the evaluation team spoke of a variety of study objectives, including gaining employment in New Zealand and/or international business. NZIBT is seeking to support these objectives through the New Zealand focus of the programme content and delivery, including capstone projects in semester two. NZIBT is not yet able to demonstrate that it is delivering valued outcomes for learners. An exit survey for completing students will be implemented, and NZIBT is developing plans for ongoing monitoring of graduate destinations, including the use of social media.

### 1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The Graduate Diploma in Business delivers relevant knowledge for graduates of other disciplines and/or those seeking to gain practical skills and understanding of the New Zealand business environment. The qualification appears to be a good match for the needs of current learners. The use of New Zealand case studies is emphasised, as well as practical activities undertaken in local businesses. The local advisory committee is supporting NZIBT to access the business community to identify 'real-world' projects for the second semester programme. NZIBT is also consulting with the committee about options for future programme development, to achieve a greater focus on specific subject areas such as information communication technology.

Programme delivery is structured and involves 21 hours of classroom delivery over four days, supported by comprehensive paper-based course materials (shortly to be available online). Students interviewed by the evaluation team said they are enjoying the New Zealand learning environment and the opportunities to apply knowledge and practise new skills. Additional support has been provided to strengthen their academic study skills, including essay writing and referencing. Under the partnership agreement, students also have full access to the Lincoln University library and learning resources, although the extent to which this facility is currently being used was not clear to the evaluation team.

NZIBT has developed a programme review process which will be implemented at the end of the second semester. The template for the programme completion evaluation report indicates that the process will be comprehensive, drawing on a wide range of relevant information on all aspects of delivery and achievement, including staff and student feedback. In addition, NZIBT plans to review all papers

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on a three-yearly cycle. The completed review documents will be formally considered by the academic advisory group.

NZIBT has begun to formally gather and analyse feedback from students. The evaluation team sighted analysis and related action plans arising from the most recent course evaluation survey. It is apparent that outside of this process, students are confident to raise issues relating to their learning and overall study experience, and that NZIBT is responsive.

#### 1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

NZIBT has a strong commitment to providing highly effective teaching and has made very good progress in establishing and implementing recruitment, professional development and performance monitoring processes.

NZIBT is providing clear expectations and practical support for the lecturers. The small team of permanent part-time lecturers are working collegially, freely sharing resources and information on student progress. Reflective practice is fostered through weekly journals and the preparation of monthly reports. NZIBT is also supporting the staff, who are well qualified and experienced, through targeted professional development and a time allowance for research. A performance management framework is being implemented, providing for regular feedback and goal-setting. The next phase will involve peer assessments.

Evidence of positive outcomes from this approach include:

- Shared approaches to fostering effective learning environments and student success.
- Students who relate well to their teachers, are motivated and engaged with their study, receive good feedback on their progress, and are passing their courses.
- External moderation reports that indicate general agreement with assessments, as well as providing useful feedback for improvements which are being actioned.
- Examples of research activity informing teaching practice.

The evaluation team endorses NZIBT's intention to introduce software to support current approaches to prevention and detection of plagiarism, which will provide further assurance, as student numbers increase, that assessment is valid.

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## 1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

NZIBT ensures students embarking on the graduate diploma meet all entry requirements and are motivated and likely to succeed in the programme. Appropriate policies and processes for recruitment and enrolment have been established, including contractual and monitoring arrangements with off-shore education agents, to deliver on this commitment. On arrival, students receive a comprehensive student handbook, and important information on NZIBT and living in New Zealand is provided in a week-long orientation programme. NZIBT has been proactive in ensuring the programme is effective, systematically gathering feedback from the first impressions survey and making improvements for the next intake.

NZIBT has established clear expectations for all staff who share responsibility for the guidance and support of students. Regular staff meetings provide opportunities for sharing relevant information and triggering actions. The development of a workshop series to enhance study skills is a useful initiative arising from this whole-team approach. In addition, two part-time staff have specific responsibilities for monitoring student well-being, and provide a range of support services, including assistance with accommodation, assisting with CV preparation and job search skills, and coordinating social activities. This support is offered in the context of the agreement with the university and access to a variety of recreational facilities and cultural events on campus. Students report high levels of satisfaction with this aspect of their study experience.

NZIBT is working to ensure full compliance with the Education (Pastoral Care of International Students) Code of Practice, seeking advice from university colleagues and reviewing all written material. The evaluation team did not identify any significant aspects of non-compliance while on site. However, they noted that careful monitoring of processes will be required to maintain compliance in the event of planned growth.

NZIBT staff are actively seeking and responding to feedback and have developed a good understanding of the characteristics and needs of their students in a very short time. A more systematic and evaluative approach to identifying the effectiveness of specific actions and interventions would strengthen self-assessment and enhance NZIBT's ability to maintain excellent levels of guidance and support, particularly as the student population becomes more diverse.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Effective governance and management is evident in the establishment of NZIBT which provides an excellent basis for managed growth and strong educational performance. Key aspects include:

- Strategic and business planning based on a commitment to quality educational delivery.
- The development of important partnerships and establishment of formal committees that meaningfully contribute to valued outcomes for learners.
- The progressive implementation of appropriate management, academic and student support policies and processes, which are contributing to learning and other important outcomes and are subject to ongoing review and improvement.
- A collegial work environment, in which staff feel valued, receive regular feedback on their performance, and are supported in their professional development.
- Developing processes for monitoring compliance with all requirements of NZQA registration and relevant legislation.

NZIBT governance expresses their commitment to managed growth and to closely monitoring quality as student numbers gradually increase, to determine resourcing and other requirements.

NZIBT is not yet able to demonstrate that it is delivering valued outcomes for stakeholders, including learners. However, NZIBT is well set up to analyse and respond to data and information as more students complete courses and qualifications. Staff are making meaningful improvements to processes, documents and templates as it becomes apparent what works and where changes might achieve better outcomes. Some key processes for academic quality assurance have not yet been fully implemented, although planning is well underway. NZIBT has integrated key evaluation questions into agenda for staff meetings, and is actively developing staff capability in evaluative thinking (refer Findings 1.4).

NZIBT is well positioned for sustained growth. Ongoing investment in quality in key aspects of academic delivery and service provision, and continued development of a reflective culture will further strengthen NZIBT's educational performance and capability in self-assessment.

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## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Good**.

### 2.2 Focus area: Graduate Diploma in Business (Level 7)

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

# Recommendations

NZQA recommends that NZIBT:

- Continue to focus on assessment and moderation, ensuring robust and effective processes are implemented (including mechanisms for detection and monitoring of plagiarism) and staff are appropriately skilled and reflective.
- Continue to develop evaluative capability in all staff.
- Strengthen the evaluative approach to identifying the effectiveness of support services and the outcomes of specific actions and interventions.

# Appendix

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 and/or 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 External Evaluation and Review (EER) Rules 2013.*

*The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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