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# External Evaluation and Review Report

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

Date of report: 3 October 2022

# About English Express (NZ) Limited trading as NZ Institute of Business & Technology

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*English Express (NZ) Limited, trading as NZ Institute of Business & Technology (NZIBT), is a small educational institute with 100 per cent international student enrolments. NZIBT offers a graduate certificate and graduate diploma in business. At the time of the EER, NZIBT had no student enrolments.*

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Type of organisation:	Private training establishment (PTE)
Location:	Level 1, 17 Albert Street, Auckland Central
Code of Practice signatory:	Yes
Number of students:	Domestic: nil International: 2021, 13 <sup>1</sup>
Number of staff:	One full-time, five part-time or contract staff
TEO profile:	See the <a href="#">NZIBT page</a> on the NZQA website.
Last EER outcome:	April 2021: Not Yet Confident in educational performance and in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none"><li>• Graduate Diploma in Business (Level 7) (ID:118438-6)</li><li>• International Student Support and Wellbeing</li></ul>
MoE number:	7933
NZQA reference:	C48620
Dates of EER onsite visit:	11 and 12 May 2022

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<sup>1</sup> There were no enrolled students on NZIBT programmes at the time of the EER

# Summary of results

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*Identified programme-related weaknesses in the previous EER have been largely addressed. NZIBT has been able to more convincingly demonstrate the quality of programme activity and student outcomes. There are a number of new and improved self-assessment activities, although evidence of effective and sustained capability in self-assessment is a work in progress.*

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## **Confident in educational performance**

- Students are completing qualifications, and NZIBT's external moderation partner validates the PTE's assessment and assessing. Tracking and analysis of achievement is sound.
- Outcomes important to students are being well met. Graduates are employed in positions that reflect their qualification and study goals. NZIBT has improved processes to better understand the quality, extent and value of these outcomes.

## **Not Yet Confident in capability in self-assessment**

- Programme-related quality assurance activities have occurred reliably since the previous EER. However, sustained quality of the graduate diploma programme has not yet been comprehensively demonstrated.
- Students have been well supported, both academically and personally. The effective support has resulted in students' retention in study and successful completion.
- NZIBT governance has navigated external and programme factors impacting the PTE. Planning and improvements in preparation for the next cohort of students is occurring. Resourcing to address areas identified by NZQA for programme improvement has been prioritised.
- NZIBT's self-assessment has improved and is currently sufficient for the current status of the PTE. However, the forward-looking judgement in the statement of confidence for capability in self-assessment takes into account that some activities have only been recently introduced or improved.

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They have not yet demonstrated their effectiveness in providing quality information and data over time, in NZIBT's ongoing changing environment.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>NZIBT data shows strong completions in 2020 and 2021.<sup>3</sup></p> <p>NZIBT monitors achievement data systematically and has processes that are currently appropriate and effective for the size of the student population. Individual learner progress is well understood and reviewed to focus academic support.</p> <p>Improved detailed analysis of achievement data occurs. For example, comparisons between high and low assessment scores, and resit and re-enrolment measures are providing useful information for reflection in the 2021 APER.<sup>4</sup> Reporting this data regularly over the academic year in the general manager's monthly report, and considering internal targets for achievement would strengthen self-assessment further.</p> <p>Moderation practices have improved and NZIBT has undertaken external pre- and post-assessment moderation, with all bar one currently delivered paper having been reviewed. NZIBT is acting on moderation feedback; overall moderation findings in 2021 validate achievement.</p>
Conclusion:	Students are completing qualifications, and NZIBT's external moderation partner validates the assessment and assessor judgements. Tracking and analysis of achievement is sound.

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

<sup>3</sup> See Appendix 1.

<sup>4</sup> Annual Programme Evaluation Review

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

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>A more cohesive picture of student and graduate outcomes is emerging, confirming that the most important needs of students have been met: gaining employment in business or management roles and continuing to further study.</p> <p>Since the last EER, NZIBT has improved processes and developed a number of useful surveys to collect more detailed information and data about relevant outcomes. Data from three cohorts who have completed exit surveys is yielding useful feedback.</p> <p>NZIBT formally surveyed all 51 graduate diploma graduates<sup>5</sup> and followed up with phone calls. Feedback from 23 graduates demonstrated that two are studying for a Master's degree, while all others are employed in New Zealand, with most working in a management position. The data included evidence of relevant employment-related outcomes for most of the 2021 graduates.</p> <p>Employers' survey responses have been limited, and NZIBT recognises the need to revise the process to ensure relevant and quality feedback is gathered.</p> <p>NZIBT's processes are relatively new and evolving. How the data is being shared within NZIBT's relevant groups and used to make improvements is less evident.</p>
Conclusion:	Outcomes important to students are being well met. Graduates are employed in positions that reflect their qualification and study goals. NZIBT has improved processes to better understand the quality, extent and value of these outcomes.

<sup>5</sup> Fifty-one have graduated from the graduate diploma programme since it was first delivered in 2016.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>NZIBT’s academic advisory group serves as an internal quality check on the programme, and the national external advisory committee provides input to ensure that the programme matches stakeholders’ needs.</p> <p>Learning activities are well structured and allow for a good level of student engagement. Ongoing industry and business exposure for students has been well managed within the context of forced lockdowns and regional restrictions. However, relationships with Māori are not yet established at programme level, including with local iwi and Māori agencies and employers, to ensure students increase their knowledge of Māori values to effectively engage with their communities in a business context.</p> <p>As discussed in 1.1, moderation processes have improved and programme lecturers are qualified and research-active. At the time of the EER, an additional two lecturers were in the process of being contracted to ensure sufficient expertise across the teaching team to deliver all programme papers. Arrangements for the Christchurch-based academic director to continually engage with learners at the Auckland site have been sufficiently addressed, considering the context of delivery for 2021 and 2022.</p> <p>NZIBT has reviewed components of the programme which resulted in an NZQA Type 2 change: approving alignment of the graduate certificate and graduate diploma which included stakeholder consultation around graduate and learning outcomes. A review of academic activities over 2021 was compiled in the APER, and useful information was gathered from this activity. A full programme review has not yet occurred. NZIBT has scheduled this for October 2022.</p> <p>Overall, the identified programme-related issues and concerns from the previous EER have largely been addressed. Several activities are in place to assure NZIBT of the quality of the programme. However, as the programme duration is one year, insufficient time has passed for NZIBT to convincingly</p>

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	demonstrate sustained quality assurance processes and effectiveness.
Conclusion:	Programme-related quality assurance activities have occurred reliably since the previous EER; however, the sustained quality of the graduate diploma programme has not yet been comprehensively demonstrated.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>At the time of the EER, no students were enrolled in programmes. Graduate feedback and NZIBT’s own self-assessment evidence was used to determine effective support.</p> <p>NZIBT is a small PTE with few learners, whom staff engage with directly. Support is provided mostly in the form of one-to-one guidance. Understanding student needs in addition to direct engagement is through student representation and several surveys from orientation to exit. Close monitoring of academic progress through formal review and discussion of student support needs occurs reliably at monthly staff meetings, in monthly general manager reports to the board, and at the academic advisory committee.</p> <p>Despite significant disruption to NZIBT and students in 2021 (over 138 days of COVID lockdown and restrictions), support for the students has remained consistent. Monitoring and connecting with learners’ academic and wellbeing needs and engagement in learning is also evident through attendance at online learning activities and industry/business-related events.</p> <p>As there are few students and staff, the campus manager – who is also the owner and board member – is the primary person responsible for student pastoral care needs. This is reasonable and ensures students are receiving prompt responses to queries and support needs. As NZIBT numbers grow, reverting back to having an NZIBT staff member responsible for pastoral care will be beneficial.</p>
Conclusion:	Students have been well supported both academically and in their wellbeing. The effective support has resulted in students’

	retention in study and successful completion.
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## 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>There have been significant changes within NZIBT since the last EER. NZIBT has navigated challenges within the PTE such as working to address NZQA programme requirements and consolidating operations and delivery from two sites to one, while pivoting to understand and respond to COVID-related restrictions and guidelines.</p> <p>As discussed in 1.3 and further in 1.6, resourcing to address areas identified by NZQA for programme improvement has been prioritised, as has the health and safety of staff and students. Preparation for the next cohort of students is occurring. The current temporary site has approval by NZQA for English Language programme delivery. Prioritising site approval for the delivery of high level programmes to international students would provide assurance the facilities are suitable for the programme. NZIBT anticipated the next intake would be in six weeks. This point is mitigated in that no students were enrolled at the time and NZIBT had only just moved into the premises.</p> <p>Board members' regular engagement is mostly informal, although formal monthly meetings are occurring, and reporting from the general manager to the board includes the academic, programme and staffing matters of the PTE.</p> <p>An independent board member was appointed during the EER with extensive experience in strategy formulation and organisation direction. This is a prudent move to build on the current board membership. NZIBT has addressed the reduction in staff by a board member undertaking an operational role as campus manager and the academic manager taking on the role of general manager. These changes are sensible in light of the size of the PTE's student body and delivery, but will need to be revised with anticipated growth in student enrolments.</p> <p>NZQA is not convinced that there is currently a sustainable business model aligned to educational purpose. NZIBT has high aspirations, with plans of gaining accreditation to deliver a</p>

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	<p>Bachelor's degree-level programme, and anticipates improved international enrolment numbers. It is unclear, however, how increased enrolments for the next few years will be achieved, given the PTE's historically low enrolment numbers and immigration policy changes to post-study work visa rights for international students.</p> <p>Improvements in programme-related self-assessment are evident and led by the general manager. Embedding these practices and self-identifying areas for improvement, rather than responding (albeit well) to NZQA's feedback on performance, would increase confidence in NZIBT's capability in self-assessment.</p>
Conclusion:	<p>NZIBT governance has navigated external and programme factors impacting the PTE. Planning and improvements in preparation for the next cohort of students is occurring. Resourcing to address areas identified by NZQA for programme improvement has been prioritised.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>NZIBT has sufficient checks and oversight of the organisation's compliance accountabilities.</p> <p>Responsibilities under the Code of Practice<sup>6</sup> are met, and the required attestation has been submitted to NZQA. NZIBT has undertaken a thorough review and gap analysis, identifying areas to bolster current evidence. A review of past student files raised no concerns or inconsistencies.</p> <p>NZIBT has addressed the previous breach of programme approval and accreditation rules identified at the 2020 EER. NZQA has been notified about a recent move to a temporary delivery site.</p> <p>The condensing of roles and responsibilities following a reduction in staff resulted in an administrative oversight: one</p>

<sup>6</sup> The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

	<p>annual attestation was submitted late to NZQA. The campus manager has taken responsibility and, guided by a compliance calendar, provides improved assurance that regulatory requirements are met in a timely manner.</p> <p>NZIBT has worked effectively to ensure compliance with COVID-19 national and regional restrictions, including vaccination directives. Proactive engagement with Immigration New Zealand has ensured student visa conditions have not undermined study in New Zealand or programme completion.</p> <p>NZQA recognises the PTE's financial viability and notes that one of the directors has made a commitment to continue their personal financial support to NZIBT.</p>
Conclusion:	<p>NZIBT's key compliance responsibilities are being met. There are no identified breaches in maintaining registration as a PTE or in programme approval.</p>

# Focus areas

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

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

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>

## 2.2 Focus area: International Student Support and Wellbeing

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

# 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 English Express (NZ) Limited:

- Consider an independent person to undertake some quality assurance processes (for example lecturer observations) to ensure robust and objective feedback for NZIBT's few staff members.
- Embed and systematically undertake the new and improved self-assessment processes and activities to demonstrate sustained effectiveness and quality outcomes.
- Undertake a full programme review of the graduate diploma to refresh and reflect current industry skills, knowledge and content.
- Establish relationships with Māori, to directly contribute at programme level to the teaching, learning and assessment practice, to ensure students are well prepared to work effectively with Māori clients.
- Strengthen student industry engagement, with more opportunities for exposure to different business operations.
- Prioritise site approval for the delivery of high level programmes to international students.

# 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. NZBIT achievement 2020-21

Year	No. of students	No. of graduated students	Continuing students <sup>7</sup>	Withdrawals
Graduate diploma				
2020	12	10	0	2
2021	11	9	2	0
Graduate certificate				
2020	3	3	0	0
2021	2		1	1

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<sup>7</sup> Continuing students – studying towards the completion of the qualification in 2022.

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# 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 fraud<sup>8</sup>*
- *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.*

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<sup>8</sup> 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 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](http://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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