



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

English Express (NZ) Limited trading  
as Kingston International Business  
College

Date of report: 27 January 2026

# About English Express (NZ) Limited trading as Kingston International Business College

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*English Express (NZ) Limited trading as Kingston International Business College (KIBC) is a small, Auckland-based educational institute that delivers programmes leading to graduate-level business qualifications.*

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Type of organisation:	Private training establishment (PTE)
Location:	Level 17, PWC Tower, 15 Customs Street West, Auckland CBD
Eligible to enrol international students:	Yes
Number of students:	Domestic: nil International: two students
Number of staff:	Six part-time staff
TEO profile:	<p>See: <a href="#">English Express (NZ) Limited trading as Kingston International Business College</a></p> <p>KIBC delivers its programmes solely to international students; the PTE had two students enrolled at the time of the EER.</p> <p>KIBC delivers two programmes<sup>1</sup>:</p> <ul style="list-style-type: none"><li>• Graduate Diploma in Business (Level 7) [ID: 118438-6] leading to [3077-5]</li><li>• Graduate Certificate in Business (Level 7) [ID: 124261-2] leading to [3934-2]</li></ul> <p>Students mainly enrol in the Graduate Diploma. However, the three courses that comprise the Graduate Certificate also comprise part of the Graduate Diploma. Therefore, programme accreditation for the Graduate Certificate has</p>

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<sup>1</sup> For brevity, these will be referred to as the Graduate Diploma and Graduate Certificate hereafter, unless otherwise stated.

	not lapsed during years in which this certificate had no enrolments.
Last EER outcome:	In 2022, English Express (NZ) Limited trading as New Zealand Institute of Business and Technology (NZIBT) <sup>2</sup> was found to be Confident in educational performance and Not Yet Confident in capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"> <li>• All programme delivery</li> <li>• Governance and management</li> </ul>
MoE number:	7933
NZQA reference:	C58441
Dates of EER visit:	21-24 July, 28 July 2025

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<sup>2</sup> In 2024, English Express (NZ) Limited changed its trading name from NZIBT to KIBC.

# Summary of results

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*Training outcomes are valued by the students. However, significant operational issues undermine performance and capability in self-assessment. Despite KIBC responding to some requirements, effective management of accountabilities has not been consistent and there is limited evidence that this will improve.*

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## **Not Yet Confident in educational performance**

- KIBC is effective in ensuring students complete their qualifications.
- Graduates engage with employment and further study, and these outcomes are valued by KIBC's stakeholders. KIBC nonetheless has an opportunity to increase the amount of data available for understanding this matter.

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

- Learning activities, learning environments and recent programme review activities match the needs of students and other relevant stakeholders. However, significant issues were identified regarding academic and assessment integrity, moderation, and assessment design. These issues impact KIBC's assessment practices, and they also impact the validity of student achievement.
- Students are generally well supported and involved in their learning. However, current student support processes are unlikely to be fit for purpose in accommodating higher numbers of enrolments. KIBC does not collect and use data on students with a disability, and it could strengthen its practices on this matter. KIBC could also strengthen its review of achievement, programme delivery and student support. Related professional development could also be offered to staff.
- KIBC's purpose, direction and structure are clear. However, high turnover of staff risks impacting the student learning experience. KIBC also continues to face significant, persistent issues regarding financial viability. These issues compromise governance and management's

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effectiveness in supporting educational achievement.

- Several significant non-compliances have occurred since the previous EER, and these have not been managed effectively. These non-compliances relate to a range of issues, including programme review, annual compliance declarations and non-engagement in programme monitoring. These issues indicate that KIBC requires substantial improvement in its management of important compliance accountabilities.
- While KIBC is undertaking remedial actions related to academic integrity, moderation and the management of some compliance accountabilities, these actions are the results of findings made by external agencies. KIBC's review of its own performance is not apparent. Substantial improvement in self-assessment capability is needed.

# Key evaluation question findings<sup>3</sup>

## 1.1 How well do students achieve?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Poor</b>
Findings and supporting evidence:	<p>KIBC is effective at supporting its students to complete courses and qualifications. Since the previous EER, KIBC has had 10 student enrolments. Of those students, seven successfully completed a qualification<sup>4</sup>, one withdrew early in their study, and two were still completing at the time of the EER.<sup>5</sup> KIBC understands the reasons for the withdrawal.</p> <p>Significant issues regarding academic integrity, external moderation and assessment design negatively impact the validity of student achievement at KIBC. These issues were not recognised by KIBC, despite its low number of enrolments, and despite its high ratio of staff to students since the previous EER. These issues were instead identified by external bodies. This indicates that KIBC self-assessment requires substantial improvement.</p> <p>A November 2024 NZQA degree monitoring report found significant concerns relating to plagiarism, non-enforcement of academic integrity policies, and a lack of external moderation completed. KIBC was also reminded that external moderation must be performed by people with relevant subject matter expertise.</p> <p>KIBC has and is taking steps to remedy its processes relating to each of the issues noted above. This includes changes to assessments to respond to academic integrity issues, updates to KIBC's quality management system and moderation plan, the appointment of new external moderators, and moderation of all assessments delivered by KIBC.</p>

<sup>3</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>4</sup> Two students re-enrolled in 2022 to repeat courses previously failed in 2021.

<sup>5</sup> See Tables 1-3 in Appendix 1 for further detail.

	<p>The ongoing effectiveness of KIBC's remedial actions is yet to be determined. Additionally, recent external moderation identified a further issue regarding the design of marking rubrics, in which marking guides provide students with tentative answers to assessment questions. This indicates that KIBC's internal moderation has been ineffective at identifying fundamental shortcomings in assessment design. These issues have a further negative impact on the validity of student achievement, and it is important that KIBC address them.</p> <p>Degree monitoring carried out in 2025 indicates that a further issue in assessment impacts the validity of student achievement at KIBC. The monitor observed that, on KIBC's marking rubrics, it is possible for a student to be awarded a pass mark even when their level of achievement is below the required standard. Academic staff members assured the monitor they would not pass a student who was below the necessary standard, but the monitor remains concerned that the PTE's rubrics allow this outcome.</p> <p>It is important that KIBC address this concern in line with the monitor's recommendations. The PTE should review its marking rubrics to ensure that work falling below the required standard cannot be awarded a passing grade.</p>
Conclusion:	<p>KIBC is effective in ensuring students complete their qualifications. Significant issues regarding academic and assessment design and integrity and external moderation negatively impact the validity of student achievement. Some remedial actions are being taken but recent moderation findings indicate internal self-assessment is not managed effectively.</p>

## 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>KIBC's graduate-level business qualifications offer a pathway for students into Master's-level programmes at other institutions, and a pathway for students into relevant employment. These outcomes are valued by the students, stakeholders, and graduates, who indicated that KIBC's</p>

	<p>programmes prepared them for employment and study pathways. Graduates indicated that they gain confidence in research, critical thinking, writing, referencing and study skills.</p> <p>During 2022-23, two of four graduates did not respond to KIBC's graduate survey. Likewise, one of three graduates did not respond to its 2024 surveys and the other two graduates did not indicate their destination. With such small numbers of students and therefore graduates, it would be fair to assume KIBC could have reached those graduates using additional methods. KIBC could consider other opportunities to increase the amount of data available on the destinations of its graduates.</p> <p>KIBC has made active attempts to improve its engagement with Māori stakeholders. However, these activities are a direct result of its response to previous NZQA degree monitoring and EER reports, and not a result of its own self-assessment. KIBC is making efforts to engage with the local iwi and connect with Māori businesses. KIBC has commenced marae visits for the students, and PTE has also integrated te reo and tikanga Māori into its programmes. The inclusion of Māori representation on KIBC's board advisory committee has supported these actions. The impact of these engagements and additions is yet to be determined.</p> <p>KIBC has a national external advisory committee (NEAC) which provides industry stakeholder advice and support. This committee contains members with strong connections to industry. KIBC has expanded the capability of the committee since the previous EER, to include a wider breadth of business connections and expertise.</p>
Conclusion:	<p>Important outcomes include engagement with employment and further study, and these outcomes are valued by the students, and other stakeholders. KIBC nonetheless has an opportunity to increase the amount of data available for understanding graduate destinations. KIBC has made active attempts to improve its engagement with Māori stakeholders as a result of NZQA recommendations. However, the impact of these improvements is yet to be determined.</p>



### 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>Marginal</b>
Self-assessment:	<b>Poor</b>
Findings and supporting evidence:	<p>KIBC uses a range of learning activities and resources to engage the students in their learning, including classroom discussions, industry visits, guest speakers and regular individual reflections – these were improved after NZQA guidance was given. Improvements have also been made to the quality of KIBC’s learning environments since the previous EER. Graduates indicated that KIBC’s previous delivery site was unsuitable due to its large size relative to low student numbers. However, current students indicated that KIBC’s new delivery sites are fit for purpose and appropriate for the size of the student cohorts. The sites also allow for interaction with other businesses using the same facilities.</p> <p>KIBC reviews the relevance of its programmes to students and stakeholders through meetings with the NEAC and by completing annual programme evaluation reports (APERs). APERs include data on completions, moderation results, feedback from students and graduates, and some identification of areas for improvement. In reviewing its programmes, KIBC has begun theming student feedback to help make improvements to its formal evidencing of programme updates. However, the 2022 APER was not completed until 2024, and this delay has impaired KIBC’s ability to identify and respond to major programme-related concerns.</p> <p>As indicated in 1.1, significant issues were identified regarding academic integrity, external moderation and assessment design. In addition to their negative impact on student achievement, these issues also undermine the fairness, validity, consistency and appropriateness of KIBC’s assessment practices. These issues emerged even though KIBC has had few enrolments since the previous EER, and they indicate that self-assessment requires substantial improvement.</p> <p>The issues identified in the 2024 NZQA degree monitoring report pertain to plagiarism, non-enforcement of academic</p>

	<p>integrity policies, and a lack of external moderation completed. Remedial actions have been taken in response, although the ongoing effectiveness of these actions is yet to be determined.</p> <p>Since the 2024 NZQA degree monitoring report, external moderation activities have identified further significant issues relating to assessment, and some of these issues have not been managed effectively. In its 2024 APER (completed in 2025), KIBC formulated a moderation action plan in response to some of these issues, including grade inflation and the integration of learning outcomes with assessment tasks. However, as indicated in 1.1, external moderation activities also identified issues relating to the design of marking rubrics, and these were not recognised in KIBC's action plan. It is important that KIBC address each of the issues identified. It is also important that KIBC strengthens its internal moderation processes, so that significant issues are identified prior to external moderation.</p> <p>NZQA degree monitoring carried out in 2025 identified a significant issue regarding entry into KIBC's programmes, and this issue needs to be addressed with urgency. In the approved NZQA programme documents for both KIBC offerings, one entry requirement is that students must hold a Bachelor's degree or equivalent professional experience, in order to enrol in the relevant programme. KIBC explained to the monitor that its assessment of equivalent professional experience relies upon information contained in the prospective student's CV, followed by a personal interview. The PTE also confirmed that students have entered its programmes via this pathway, and it discussed the process involved.</p> <p>However, KIBC could not provide specific detail as to what constituted equivalent experience in the relevant instances. The monitor therefore recommends that KIBC urgently provide NZQA with evidence of its assessment of degree equivalence when considering entry into its programmes. It is important that KIBC addresses this concern, given that it relates to the PTE's delivery of programmes as approved.</p>
Conclusion:	Some aspects of KIBC's programme design and delivery match the needs of students and other relevant stakeholders. However, significant issues were identified

	regarding academic integrity and moderation, and the ongoing effectiveness of KIBC's response to these issues is yet to be determined. Recent external moderation has identified further significant issues. These issues indicate that self-assessment requires substantial improvement, and it is important that they are addressed.
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#### 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>Agents who recruit the students are fully prepared to provide key study information. KIBC's student handbook provides clear information on academic regulations, the Code<sup>6</sup>, complaints processes, and entry and attendance requirements. During preparations for the EER, KIBC's website was unavailable. This temporarily impacted student access to essential information, but they have subsequently been addressed.</p> <p>KIBC's admissions process is generally effective. Student learning goals are recorded on entry, and students complete an orientation on arrival. KIBC's current processes ensure that all staff understand and support the goals of its very small number of students per semester. However, KIBC may need to consider the sustainability of this practice if it increases student numbers.</p> <p>KIBC supports its students to establish social, academic and business networks by recently hosting industry events and field trips to businesses. With KIBC sharing its delivery sites with other Auckland businesses, students have informal opportunities to connect with other businesspeople while studying at KIBC. In future, KIBC also intends to include networking events during orientation, to further support the integration of students into the business community.</p> <p>KIBC reviews its performance in relation to student support, and it has made some improvements since the</p>

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

	<p>previous EER, including the introduction of a student welfare officer. At present, this role focusses primarily on duties completed for the international manager, such as monitoring student attendance and the administration of student information regarding matters such as visas and insurance. In the event of increased student numbers, this role may need to be expanded to include pastoral care-related duties.</p> <p>KIBC creates an inclusive learning environment for its students, with tutors providing individualised assistance to all students regardless of background or ability. KIBC does not provide students with opportunities to disclose disabilities or other learning needs at the enrolment stage. Were KIBC to provide these opportunities, this would enable the reporting of disability, and this would further strengthen its understanding of specific support needs. This would be especially worthwhile in the event of greater student enrolments.</p>
Conclusion:	<p>Student support is generally fit for purpose for current student numbers, and KIBC is reviewing its performance in this area. Key information is generally accessible prior to enrolment. Student goals are well understood and supported, although data around learning and disability needs to be gained and captured. KIBC has commenced supporting students to create networks in an inclusive learning environment. If student numbers were to increase significantly, support mechanisms and processes would need to be reviewed and strengthened.</p>

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

Performance:	<b>Marginal</b>
Self-assessment:	<b>Poor</b>
Findings and supporting evidence:	<p>KIBC's purpose, direction and structure are clear. The PTE offers students graduate-level business education that is embedded in a business environment. Following a change of ownership in 2024, KIBC is governed by a sole director, who also holds the position of chief executive. The PTE has recently adjusted its structure so that it has a dedicated quality assurance manager, academic manager and international manager each reporting to the chief</p>

	<p>executive. In response to recommendations from NZQA's 2024 degree monitoring report, the PTE has also increased the number of hours allocated to these key roles.</p> <p>The director is supported by a board advisory committee which provides business-related advice, and an academic advisory group which provides leadership on academic and research matters. These groups meet regularly, and the advice resulting from relevant meetings leads to changes within the organisation. This includes changes to programme delivery.</p> <p>KIBC recruits staff with the appropriate business-related qualifications. The PTE has relevant policies which clearly outline most personnel requirements, and it has provided evidence that staff meet these requirements. However, there is an opportunity for KIBC to include specific requirements regarding appropriate qualifications in tertiary teaching, in line with a corresponding recommendation from NZQA's 2024 degree monitoring report.</p> <p>Additionally, KIBC has experienced high staff turnover since the previous EER, and it is important that it considers ways to mitigate this issue in future, to provide students with continuity in the quality of educational provision.</p> <p>KIBC has not been operating in a sustainable manner since the previous EER, and this significant matter has not been managed effectively. In 2024, NZQA's degree monitoring report indicated that earlier concerns (from the 2022 degree monitoring report) regarding business model sustainability remained unaddressed at that time. The monitoring report notes that since the previous EER, KIBC has not met its stated minimum number of enrolments required to make a viable programme.</p> <p>In early 2025, NZQA followed up in writing expressing concern regarding KIBC's long-term financial viability due to low student numbers. After a review of KIBC's business plans, NZQA was not assured of its plans for growth in student numbers. At the time of the EER, KIBC had only two students enrolled, a number which is below KIBC's stated policy.</p> <p>During the EER enquiry, KIBC's chief executive provided assurance that they will continue to guarantee the financial viability of the organisation. Management also outlined</p>
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	actions that it intends to take toward further development of KIBC. The success and impact of these actions is yet to be determined. This continues to limit NZQA's assurance that KIBC's student numbers will increase. Additionally, NZQA is not convinced that KIBC will operate a sustainable business model in future.
Conclusion:	In some respects, KIBC's governance and management are effective in supporting its educational achievement. KIBC's purpose, direction and structure are clear, and its recruitment and development of staff is generally effective. However, KIBC continues to face significant, persistent issues regarding organisational sustainability. These issues compromise self-assessment and educational performance.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Poor</b>
Self-assessment:	<b>Poor</b>
Findings and supporting evidence:	<p>There is evidence that KIBC is managing some of its important compliance accountabilities. An international student file audit was carried out during the EER, and this audit indicated that KIBC maintains student records as required by the Code.<sup>7</sup> Additionally, after addressing issues pertaining to its website, the PTE's website now includes a copy of its Code<sup>8</sup> self-review. This document contains KIBC's definitions for complaints and critical incidents, as well as a record of the number and nature of both matters.</p> <p>However, several significant compliance issues have occurred since the previous EER. These issues indicate that KIBC is ineffective at managing its compliance accountabilities, and that significant improvement is required.</p> <ul style="list-style-type: none"> <li>In 2023, KIBC failed to organise a monitoring visit for that year, and it did not respond when contacted in relation to this matter. The subsequent two-year gap</li> </ul>

<sup>7</sup> Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

<sup>8</sup> Ibid.

	<p>between monitoring visits did not comply with Rule 15.2(e) of the Programme Approval, Recognition, and Accreditation Rules 2022, which requires PTEs to participate and cooperate in annual monitoring.</p> <ul style="list-style-type: none"> <li>• In 2024, NZQA identified numerous non-compliances resulting from KIBC's failure to submit required documentation on time. Outstanding documentation included KIBC's annual registration fee return, declaration of compliance, financial return, student fee protection (SFP) audit, and Code self-review attestation. KIBC also failed to submit required statutory declaration as a fit and proper person forms, site approval applications and qualification reviews. KIBC subsequently submitted the outstanding documentation, but only after NZQA issued a compliance notice requiring KIBC to do so within a stated timeframe.</li> <li>• In 2025, KIBC has requested subsequent extensions to the due date for submission of relevant documentation, including annual financial returns and SFP audits.</li> <li>• In 2025, NZQA wrote to KIBC seeking assurance that KIBC had plans in place to reach financial viability, in accordance with Rule 6.1.3 (g) of the Private Training Establishment Registration Rules 2025. NZQA remains concerned that plans provided will not ensure financial viability by 2026.</li> <li>• In 2025, KIBC failed to produce requisite documentation for its annual degree monitoring visit by the required date, and it also failed to respond to the monitor's request for confirmation regarding visit details. KIBC eventually cooperated in scheduling a degree monitoring visit. However, this only occurred after NZQA wrote to remind KIBC of the possible consequences of non-compliance. KIBC participated in the monitoring activity, but communication issues remain ongoing.</li> <li>• NZQA has a general concern about the repeated difficulty in contacting KIBC. This includes communication regarding the organising of important activities, such as EER and degree monitoring visits. It is important that KIBC address this matter.</li> </ul>
Conclusion:	Several significant non-compliances have occurred since the previous EER. NZQA has engaged numerous times to address these with KIBC, but it has often been

	unresponsive in cooperating. This pattern indicates that KIBC requires significant improvement in its management of important compliance accountabilities.
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# Focus areas

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

## 2.1 All programme delivery

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

## 2.2 Governance and management

Performance:	<b>Marginal</b>
Self-assessment:	<b>Poor</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 trading as Kingston International Business College:

- Collect and collate data about students with learning differences or disability for analysis in achievement, programme and support reviews.
- Review its marking rubrics to ensure these do not provide tentative answers to assessment questions.
- Review its marking rubrics to ensure that work falling below the required standard cannot be awarded a passing grade
- Consider ways to increase the amount of data available for understanding graduate destinations and the use of skills and knowledge learnt from undertaking study with KIBC.
- Provide NZQA with evidence of its assessment of degree equivalence when considering entry into its programmes.
- Develop processes and systems that support KIBC to meet all annual compliance accountabilities by the due date. Effective monitoring of this should be put into place to assure NZQA and KIBC that compliance accountabilities will be met.
- Develop a practice of responding promptly and fully to NZQA's monitoring approaches and reminders before compliance notices need to be issued.

# 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.*

NZQA requires English Express (NZ) Limited trading as Kingston International Business College to:

- As required by Rule 6.1.3.(a) of the Private Training Establishment Registration Rules 2025, ensure that it provides to NZQA within five months of the end of the financial year a copy of the annual financial

statements the PTE is required to prepare to meet its annual reporting obligations under any relevant legislation.

- Ensure that it complies with rule 6.1.3(g) of the Private Training Establishment Registration Rules 2025, which requires PTEs to be financially sustainable.
- Ensure that the PTE participates and cooperates in monitoring activities in a timely manner, as required by Rule 15.2. of the Programme Approval, Recognition, and Accreditation Rules 2025.

# Appendix 1

**Table 1. Graduate Diploma completions and re-enrolments for 2022-23 (data provided by KIBC)**

	Total students	Pass (graduates)	Pass (continue to 2nd semester)	Fail and re-enrolled (not graduated)	Fail and re-enrolled (continue to 2nd semester)
Semester starting June 2022	3	2	1	N/A	N/A
Semester starting June 2023	1	1	N/A	N/A	N/A
Semester starting October 2023	1	N/A	1	N/A	N/A

**Table 2. Graduate Certificate completions and re-enrolments for 2022-23 (data provided by KIBC)**

	Total students	Pass (graduates)	Pass (continue to 2nd semester)	Fail and re-enrolled (not graduated)	Fail and re-enrolled (continue to 2nd semester)
Semester starting October 2023	1	1	N/A	N/A	N/A

**Table 3. Graduate Diploma completions and re-enrolments for 2024 (data provided by KIBC)**

	Total students	Pass (graduates)	Pass (continue to 2nd semester)	Fail and re-enrolled (not graduated)	Fail and re-enrolled (continue to 2nd semester)
Semester starting March 2024	1	1	N/A	N/A	N/A
Semester starting June 2024	1	N/A	1	N/A	N/A
Semester starting October 2024	3	1	2	N/A	N/A

# 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>9</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>9</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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2025, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2025 respectively.*

*In addition, the Private Training Establishment Registration Rules 2025 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

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

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)