

Report of External Evaluation and Review

Business College NZ Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 14 February 2014

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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:	Business College NZ Limited
Type:	Private training establishment (PTE)
Location:	Auckland
Delivery sites:	Queen Street and Takapuna Golf Course
First registered:	31 August 1995
Courses currently delivered:	<ul style="list-style-type: none">• General English (Beginner to Upper Intermediate)• IELTS (International English Language Testing System) Preparation• Certificate in Golf (Levels 1 and 2)• Diploma in Golf (Level 5)• National Diploma in Business (Level 5)
Code of Practice signatory?:	Yes
Number of students:	Domestic: one International: no information at request of the TEO
Number of staff:	Eight full-time equivalents
Scope of active accreditation:	A number of local courses, and unit standards in General English, Golf and Business to level 5
Distinctive characteristics:	Business College NZ provides training for international students who want to improve their golf or English, as well as international and

domestic students wishing to go on to further study or a career in business or golf.

Recent significant changes: Business College NZ was registered in 1995 and was owned by a charitable trust. Business College NZ offered corporate training courses. In 2003 the company registration was transferred to a limited liability company following the purchase of New Zealand Physical Training College. One of the directors was involved in managing the quality management system during the transition.

In 2009 there was a change of ownership and change of company name, back to Business College NZ Limited. From 2009 to 2012 there were no international students and Business College NZ only offered business training to corporates.

Previous quality assurance history: Business College NZ, under the previous name of New Zealand Physical Training College, met all requirements at the previous quality assurance visit by NZQA, an audit in 2007.

Business College NZ did not offer courses from 2009 until the start of 2012, and is due to submit assessment materials to NZQA for the National Diploma In Business (Level 5) in September 2013. It has met all the student fee protection and company attestation requirements of NZQA.

2. Scope of external evaluation and review

The mandatory focus areas selected for the external evaluation and review (EER) were international students, and governance, management and strategy. In addition, General English was chosen as a focus area because this programme has the most students enrolled in study, and it has been offered since April 2012 and so could provide outcome data for this EER. The National Diploma in Business has only been delivered since October 2012, and the Diploma in Golf has enrolled only four students and therefore has had no students graduate since the college re-opened to international students in April 2012. For these reasons, these two programmes were not selected as focus areas.

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.

The EER was conducted by two evaluators over two days at the college's head office in Queen Street, Auckland. The evaluation team interviewed the managing director and the director of studies; tutors and students; advisory group members and agents; and external moderators of the General English and Business programmes. In addition, the team reviewed key documents, including student files, the strategic business plan, tutor self-assessments and the organisation's self-review of outcomes.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Business College NZ Limited**.

The organisation's outcomes data for the first year of course delivery shows consistent success in progressing General English students up one level of English language competence within a period of 12 weeks. This is a good standard of progression within English language schools. The results are sound as the students are assessed on their level of English at enrolment using the standard Oxford placement test as well as the college's own extensive speaking and writing tests administered to ensure students are placed in the appropriate class according to their level of English. The students receive feedback on fortnightly summative assessments. Students receive a certificate of completion for each level completed. The results for students who have completed the courses show that 97 per cent have passed their level within 12 weeks. The placement tests and English language assessment activities have been confirmed as being accurate by an external moderator from the University of Auckland. However, because of the limited amount of data, and with a quarter of students withdrawing due to personal circumstances, it is too early to determine whether the results are indicative of sustainable outcomes.

Graduate destination records show that the majority of students have achieved their study goals, as stated at the initial enrolment interview. This is partly because the college attracts only those applicants with the appropriate attitude to study, based on previous academic history and clear study goals, and also because it tailors the programmes to meet specific needs. However, the limited amount of data available for the students who had completed the course at the time of the visit was not sufficiently significant to project that the level of outcomes would be maintained.

The organisation is very good at meeting the students' learning and personal needs. It has only been in operation for a year, but over that time it has demonstrated high integrity in developing processes to confirm the validity of its assessments to ensure that qualification outcomes are valid. This reflects the integrity of the organisation and its ethical approach towards offering training towards qualifications for international students.

The organisation has an academic committee which reviews programmes using student survey feedback and a range of well-qualified experts from industry. This has enabled the programmes to be developed to meet the needs of employers – particularly golf and business sector employers – and students. The classroom teaching activities are relevant and are supplemented with online resources, which

have been developed for students to access additional learning resources and homework tasks. Students' feedback indicates that these activities and resources help them with their learning, and the results show a positive effect on achievement of outcomes. Although the Business course is fairly recent, the average course paper result at the time of the visit was 89 per cent. The results are reviewed by an external moderator from the sector who has experience in moderating business courses for NZQA to ensure the results are accurate and reflect the national standard. The organisation is still in its early stage of delivery of the Business programme and has yet to undergo a full national external moderation by NZQA.

The director has a strong background in providing training for corporate clients in business skills and ensures that Business College NZ employs well-qualified and experienced tutors. The management and staff are committed to academic excellence and staff members feel valued.

The organisation demonstrates good understanding of the educational and sector needs of its area of delivery through a range of strategic business and academic connections. The organisation provides a holistic support network over and above the standard requirements for supporting international students.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Business College NZ Limited**.

Considering that the organisation is still at an early stage of developing its international student enrolments, it has very comprehensive systems for evaluating its programmes using feedback from industry experts, course results and student surveys. It has also conducted benchmarking against other providers, although this needs further development to ensure that the analysis is against providers that are comparable and that it captures specific information to help inform improvements in the future.

The management team uses students' test results, re-sit numbers, peer reviews and tutor feedback to monitor student progress and identify any programme activities or content for review. This information has informed the review of assessment activities to ensure they are valid and meet the level required. In addition, all assessments have been externally moderated to check that the assessment outcomes are based on robust evidence.

The college understands that students require transferable skills that will help them to find employment in a New Zealand context. It has carried out a self-review test designed to monitor the development of soft skills for business students alongside the specific learning outcomes for the business course, and this initiative is already showing that an improvement in the students' soft skills leads to improvements in their business skills. This test will be developed for all Business College NZ courses.

Overall, these self-assessment activities enable the organisation to monitor its programmes comprehensively to proactively identify areas of weakness and address them appropriately using the knowledge and skills of the staff and external advisors.

Findings¹

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 **Excellent**.

There is sufficient data to show that the General English courses have high outcomes, with all learners completing their courses and progressing up one level within the required timeframe. The organisation has exceeded its own initial first-year goals. Across all the programmes in which students are currently enrolled, nearly all have completed the course they enrolled in, apart from four who withdrew for health or family reasons. Overall, 97 per cent of General English students have completed their courses within the expected timeframe of 12 weeks. However, because the courses are still in the early stages of delivery, there is limited data for comparison.

The teaching and the matching of the English programme to the students' needs have contributed to the successful English language outcomes, as indicated by student evaluations and graduate feedback. Business College NZ has a robust process for identifying learning needs, used to establish students' goals at enrolment, which helps the students to achieve. Word-of-mouth recommendations from students and agents also help to attract students who are committed to regular attendance and study.

No students have yet achieved a qualification in Golf or Business at this stage because these programmes only began delivery in October 2012. However, initial monitoring of results around the time of the EER visit showed that the average course assessment result for business students was 89 per cent.

Since Business College NZ began delivering courses after a three-year hiatus, the director and the director of studies have conducted ongoing reviews of outcomes to identify areas for improvement. Data used for this analysis includes course results and the number of re-sits, graduate outcomes and student feedback results, as well as tutor course reports. As a result of this comprehensive view of the organisation's activities, it has successfully made changes to the programme assessments using input from external moderators and tutors to ensure that the assessments are relevant and valid. However, since Business College NZ re-opened, there is insufficient data to demonstrate that the achievement of outcomes for students is sustainable. In addition, the college has not been offering the Golf

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

and Business diploma courses for long, and this means there is little student data for comparative analysis of educational performance.

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 **Excellent**.

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

Preliminary destination data (showing where graduates go after they leave the college) shows that 37.5 per cent have enrolled in further tertiary education, which is a goal for about a third of all students.

Students enrol at Business College NZ for a variety of reasons. Around a third of students who enrolled to improve their English language skills have enrolled in further study, and another 7 per cent have gained employment as a result of improved English language skills and confidence from attending Business College NZ. Golfing students also enrol to improve their English language skills, with a focus on improving their golf technique to provide greater work opportunities within the sport. The remaining students had enrolled to study English in a country other than their own, and afterwards returned to their own country for further education or employment. The graduate outcomes data and student feedback show that all students who have completed the course have achieved their original intended goals. The organisation has started to benchmark its graduates' outcomes against other tertiary providers, but this process needs to be reviewed to ensure the comparisons are relevant and meaningful in order to identify where improvements could be made.

At this early stage of the programme, there are no graduate employment outcomes for National Diploma in Business students. Nevertheless, a self-review test conducted at the beginning and end of each course paper shows that students are developing valuable soft skills, such as presentation and confidence in communicating in English during their course. This test was introduced into the Business programme because staff members recognise that employers value job-seekers with soft skills in addition to holding a relevant qualification. Student feedback and results indicate that the self-review test has been beneficial, so it will be applied across all classes.

Agents look to Business College NZ to provide tailored programmes for their students, many of whom come to New Zealand and wish to improve their speaking skills for business or personal reasons. The IELTS course prepares students to achieve the required level of English for their career advancement, as well as enabling them to progress to further study. For example, a doctor from Noumea, who was enrolled in the first cohort that began in January 2013 and finished mid-April 2013, was able to reach a high IELTS band score and is now employed as a

doctor in Australia. The few students who have completed this course have improved their IELTS band scores, with one achieving a 9.0.

The organisation conducts exit interviews to gather data about the employment or further study intentions of General English graduates, and follows up on graduates three months and six months after completion. The analysis of this information shows that the majority of students have achieved their goals. Although employment outcomes are yet to be achieved for the Business diploma students at this early stage, the organisation has a system to capture this information for when the students graduate.

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 **Excellent**.

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

The programmes offered meet the overall needs of the students. Business College NZ adapts to the needs of the students, rather than the students adapting to the needs of the college. The organisation identifies students' needs at enrolment to ensure they are placed in the right class for their level of English.

The programme activities are relevant and useful for learners. The organisation provides relevant resources and self-study tests, as well as an assessment timetable online to assist student learning and to enable them to submit homework. Students' feedback shows that this is a convenient way for them to learn alongside their classroom activities. The organisation is developing partnerships with local businesses to enable students to complete internships in meaningful work as part of the business programme.

All General English course content is specifically developed to meet the needs of the learners. Input into development of an ESOL (English for Speakers of Other Languages) programme has been through student representative meetings, course programme reviews and industry requirements. The General English course is based on everyday English in New Zealand. The organisation provides 10 courses reflecting English levels from Beginner to Upper Intermediate for students who need to upskill to achieve a higher IELTS to meet the Business diploma entry requirements or to improve their English for other reasons.

Each course has specific resources for the students. General English students follow a course book and workbook developed by Business College NZ and designed to meet the needs of students for New Zealand content. The organisation reviewed its initial survey format and questions because management felt that it was not providing adequate stakeholder feedback. The results showed 99 per cent satisfaction with the organisation and its programmes. In addition, the open-ended questions have resulted in worthwhile comments that have been used for

improvements. For example, additional learning resources were made available on the website and clearer assessment information is provided so that students now understand the requirements better.

The Golf programme is highly regarded and course content has been specifically developed to meet the relevant industry requirements based on feedback from industry experts whom the director meets with on an as-needs basis for advice on the course resources and employment opportunities. The college is collaborating with the New Zealand Professional Golfers Association to develop a golf management certificate for people wanting to work in the wider golfing industry or to play golf at a professional level.

At present, the organisation offers pathways for students wanting to use the level 5 National Diploma in Business to progress to higher studies or to achieve a qualification to help them find employment in New Zealand. To enable this, the organisation has an official agreement with Unitec Institute of Technology for students to cross-credit into a higher-level diploma. The college also has an agreement for graduates completing the level 5 National Diploma in Business to enrol in another PTE to complete a level 6 diploma. This mechanism is temporary while the organisation develops a higher-level diploma and registers it with NZQA.

Ongoing monitoring of all programme content and industry needs is carried out by an active and committed advisory board brought together to provide input on whether the programmes are relevant and are teaching students the appropriate skills. Each course change is signed off by the relevant industry representative, which provides the courses with credibility. Students' feedback at the end of each course and when they leave is reviewed to analyse whether activities are meeting students' needs. The college wants to ensure that Business graduates find meaningful employment specific to their learning, so the Business programme is focused on developing students' work-ready skills as well as their academic skills. As yet, the first Business cohort has not completed and there have been no graduates and therefore no graduate destination data for this programme to determine whether it is meeting the needs of the students.

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**.

Tutors are highly qualified and experienced in teaching IELTS. The organisation strongly supports tutors' professional development activities, such as an adult education teaching certificate. One tutor is preparing a thesis through Trinity College, London on IELTS teaching processes. This knowledge is applied to review teaching activities, such as recent findings on when to teach vocabulary. The tutors are responsible for developing lesson plans and reviewing course outcomes. This is monitored by the director of studies to ensure a high level of

quality lesson delivery is maintained. The organisation provides time for this activity as part of the tutors' employment contract, and this is contributing to the quality of teaching resources, which the tutors discuss and share with each other. In addition, all tutors from both sites are in the main office on a regular basis to complete administrative tasks, prepare for lessons, share teaching practices and review student progress, although in most cases they are teaching different students.

The tutors use a range of techniques to assess students' progress, which helps to ensure students are learning key ideas and concepts that help with wider English language acquisition, and they discourage students from rote learning. Formative and summative assessments are collected by the tutor on a weekly basis and any areas of weakness are quickly identified. The summative assessments are written against learning outcomes with clear evidence statements and judgement statements. Students must achieve a minimum of 80 per cent of learning outcomes to progress to the next level. These assessments have been externally moderated and endorsed by independent subject experts. Re-sits of summative assessments are closely monitored and those elements that are not achieved by students on the first attempt are supported with supplementary resource materials. Summative assessments are scheduled on a fortnightly basis. Regular scheduling of summative assessment ensures that there is regular monitoring of student achievement. When students complete a level, they are very well rounded in all four skills areas prior to progressing to the next level.

Small classes enable tutors to spend more time assessing individual needs and providing relevant assistance. Tutors use strategies such as teaching the students how to research and write in their own words to reduce the temptation to plagiarise.

Each week, English IELTS language students sit a mock test based on the IELTS tests in the four areas of speaking, listening, writing and reading, and receive individual feedback from the tutor on the following Monday to note aspects requiring work and extra support. Student feedback and results show that this practice is helping them to improve their English skills.

The tutors come together across courses to peer review assessment activities and for internal moderation of assessment outcomes. The organisation has used a specialist external moderator and tutors to review all assessment activities and assessments at the early stages to ensure they meet the required standards. In this way, and also by monitoring assessment re-sits, Business College NZ is able to ensure that assessment activities are robust. An example of self-assessment activity leading to improvements was a change made to a writing assessment to align it to the required level.

External experts in teaching English as a second language share theories on language acquisition and approaches to teaching to ensure that placement tests are valid, which helps with confirming that assessment results are valid and students are placed in the correct learning band.

The college is due to submit assessments for the Business papers in 2013 for national external moderation by NZQA. The college has engaged an external contractor to conduct moderation to ensure the assessment materials and decisions are meeting unit standard requirements. This has led to amendments to the way in which re-sits are recorded, and to more comprehensive feedback on student assignments in addition to existing feedback reports.

In conjunction with the rigorous approach to moderation of assessment activities, and the professional development and monitoring of results, tutors are also observed by the director of studies across all courses to ensure teaching outcomes are valid and students are improving their skills.

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 **Excellent**.

Students receive tailored support from staff throughout the programme, based on their goals stated at enrolment, which helps them to complete their studies in a safe and inclusive environment. The organisation has a dedicated international student support team to liaise with agents in New Zealand and overseas during the recruitment process, to ensure that the students selected are motivated towards study and have the ability to succeed. The interview process and English language test ensure that students are placed in a class according to their language requirements and learning goals.

All students must meet academic requirements and sit a recognised placement test as well as undertake a 15-minute interview and a written test to assess their level of English prior to enrolment. This process was implemented following a review of the standard placement test which was not providing accurate results for all aspects of students' English language ability. Students have access to the public library as well as a business library on site, and receive advice on New Zealand law from the police as well as gambling advice during orientation. These and other resources, including staff contact numbers, are available to the students online.

A recent check by the Ministry of Education shows that the organisation has complied with the requirements of the Code of Practice for the Pastoral Care of International Students. The support staff arrange homestay accommodation with an agency when students require this, but because the student body is more mature, many live with their families or find their own accommodation. The college recently gained permission to enrol 14-18 year-olds and groups of students 10 years of age and older. The college has set up a system to ensure parents are included in the reports and that student homestays are vetted by the police, as required for enrolling students less than 18 years of age. The organisation reassures students with a statement on the enrolment form in Chinese confirming that their fees are protected through Public Trust.

The attendance rate is 95 per cent, which, along with the student satisfaction surveys, demonstrates that students are highly satisfied and engaged with their course. Students have a student council which provides suggestions for improvement and which the organisation acts on, such as shared lunch ideas for field trips.

Overall, the organisation has effective needs assessment, as shown by the implementation of robust placement testing at enrolment and strong international student support.

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

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 **Excellent**.

Business College NZ has demonstrated its commitment to providing high-quality programmes to help students improve their English language skills and gain relevant qualifications. The first cohort outcomes for the English language students are very positive. However, due to the small number of students that have enrolled in General English courses to date, there is insufficient data to determine whether the organisation is achieving excellent outcomes at this stage. In addition, the Business course is yet to undergo a national external moderation.

The organisation has taken a measured approach to developing the programmes on offer in order to build a reputable organisation. By taking a long-term view, the organisation is avoiding the pitfalls of student numbers rapidly growing without having the appropriate systems and resources in place.

Business College NZ has a clear vision and direction. The director has extensive experience in business and also provides corporate training in finance, marketing and customer service. The five-year strategic business plan outlines clear organisational goals and incorporates ongoing assessment of the international education sector as well as benchmarking of results with other providers. The organisation offers a scholarship to one Māori student enrolled in the Business course, which has been facilitated through the organisation's relationship with Te Puni Kōkiri.

Business College NZ has a clear recruitment policy where well-qualified, experienced staff have been appointed. The organisation has invested in providing relevant, current resources that support learning, including projectors, laptops for teaching staff and an online learning portal which is focused on well-being and academic resources and support of both teaching staff and students. Staff members are highly valued and the organisation demonstrates that it is open to new ideas from staff and students. Staff members are not responsible for promoting student enrolment numbers, enabling them to focus on the quality of

their teaching. The majority of students are recruited directly by the organisation's marketing staff in China, with other students coming to the college from trusted agents.

Business College NZ is highly responsive to the environment and context in which it provides education. The organisation demonstrates that it uses regular scheduled meetings and workshops to communicate and share practice among staff and business affiliations. The organisation uses its many business and professional affiliations to gain input into programme content and activities in order to develop programmes and conduct external moderation. Self-assessment activities are relevant and analysis is used to make improvements, such as to the placement test and moderation systems. Overall, the organisation has good processes in place to identify any areas for improvement, but with limited data it is not yet clear whether the results are sustainable. Further development of the organisation's benchmarking would provide information to help understand how well its educational performance compares with similar providers.

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 **Good**.

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

2.2 Focus area: General English

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

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

2.3 Focus area: International students

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

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

Recommendations

NZQA recommends that Business College NZ continue to successfully manage the integrity of its assessment to ensure that the quality of the programmes is upheld. Further strengthening of the benchmarking would also assist in understanding how well the organisation performs in relation to similar providers.

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).

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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