



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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Report of External Evaluation and Review

Business College NZ Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 13 December 2017

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Final Report

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 |
| First registered: | 31 August 1995 |
| Location: | Level 2, 115 Queen Street, Auckland |
| Delivery sites: | As above plus Remuera Golf Club ¹ to accommodate delivery of the Certificate and Diploma in Golf to a small number of students. |
| Courses currently delivered: | <ul style="list-style-type: none">• Certificate in Golf (Level 1)• Diploma in Golf (Level 5)• National Diploma in Business (Level 5)• English courses pre-elementary to advanced depending on current demand• IELTS (International English Language Testing System) preparation |
| Code of Practice signatory: | Yes |
| Number of students: | Domestic: 30 International: 17 |
| Number of staff: | Nine full-time and four part-time |

¹ This site is approved by NZQA as 'Panmure'.

Scope of active accreditation:

- Advanced English (Level 4)
- Certificate in English and Golf (Level 2)
- Certificate in Golf (Level 1)
- Certificate in Golf (Level 2)
- Diploma in Golf (Level 5)
- Elementary English (Level 2)
- English as a Second Language
- English For Speakers of Other Languages (ESOL)
- IELTS Preparation (Level 5)
- Intermediate English (Level 3)
- National Diploma in Business (Level 5)
- Pre-Elementary English (Level 1)
- Pre-Intermediate English (Level 2)
- Upper Intermediate English (Level 4)

In addition to the training schemes listed above, Business College NZ holds consent to assess a range of unit standards and domains in business (to level 5) and English (to level 3)

Distinctive characteristics:

Business College NZ offers a blended delivery of the National Diploma in Business to the Professional Golf Association throughout New Zealand. Delivery consists of online learning, booked tutorials, quarterly seminars, and weekly conference calls. Students (all domestic) undertaking this programme are modern apprentices registered through the industry training organisation, Skills Active Aotearoa Limited.

Recent significant changes:

Change of ownership. A staff member has purchased 50 per cent of the shareholding in Business College NZ. This has not affected the day-to-day running of the business.

Business College NZ has stopped offering the National Diploma in Business to international students, instead delivering the programme to domestic students who are working in the golfing

industry through an arrangement with the Professional Golf Association (see above).

Previous quality assurance history:

This is Business College NZ's third scheduled external evaluation and review (EER). The last EER was conducted in June 2014, at which time NZQA was Confident in Business College NZ's educational performance and Confident in its capability in self-assessment. The 2014 EER report recommended 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'.

NZQA has not noted any risk issues since the last EER.

Since the last EER report, Business College has had two years of weak moderation results in Business and Management and Economics levels 4-6. These results were balanced by improved results in Communication Skills and in three out of four Business and Management submissions in 2016. Therefore, NZQA did not request an action plan in 2016.

2. Scope of external evaluation and review

Three focus areas were included in this evaluation. Together they cover the majority of current student enrolments and the mandatory focus area for international providers.

Focus Area 1: English Language Training Schemes

This is Business College NZ's largest on-campus programme.

Focus Area 2: National Diploma in Business (Level 5)

This programme is offered in a blended delivery format in partnership with the Professional Golf Association. It presented an ideal opportunity for Business College NZ to demonstrate its processes around stakeholder engagement, programme development and delivery.

Focus Area 3: International students: support and wellbeing

NZQA is committed to the responsible development and delivery of education to international students. It is essential to New Zealand's 'brand' to ensure that all students are adequately supported in their programmes of study. To that end, from August 2016, NZQA introduced a standard focus area for all EERs of TEOs that enrol international students. This focus area examines how effectively the TEO under review is discharging its pastoral care responsibilities towards its international students.

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.

Prior to the EER, the lead evaluator spoke by telephone and visited Business College NZ and met with the owner/director and director of studies to agree the scope and process for the EER. The evaluation team of two evaluators spent one and half days at the Business College NZ headquarters in Auckland, where they reviewed an extensive range of documentation and met with: the owners; management team; support and administration staff; and five tutors. The team also spoke with representatives of client and stakeholder organisations. The evaluation team met with a sample of students randomly selected from class lists and viewed their student files.

During the site visit, Business College NZ provided the evaluation team with a range of operational documentation, including training and planning materials, quality management policies, enrolment information and policies, agent agreements, student achievement records, student evaluations, collated analysis of student satisfaction levels, and course delivery and assessment materials including student transcripts. This documentation complemented the detailed self-assessment information that had been pre-submitted by the organisation. The evaluators reviewed all materials tabled and were able to review a sufficient range of evidence to reach evaluative judgements.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud²*
- *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.

² 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.

Summary of Results

Statement of confidence on educational performance and capability in self-assessment

NZQA is **Confident** in the educational performance and **Confident** in the capability in self-assessment of **Business College New Zealand**.

The reasons for NZQA's confidence can be summarised as follows:

- The students are achieving good results and acquiring useful and meaningful skills and knowledge, evidenced by feedback from students, graduates, the Professional Golf Association and education agents. Students are generally getting good value from their study at Business College NZ. General English and IELTS students are achieving their goals, with the majority moving into higher-level study. The Professional Golf Association reports that the programme has led to notable positive changes in the skills and knowledge of their modern apprentices which has in turn resulted in benefits to the golf courses and clubs in which they work.
- The organisation has a clear philosophy and purpose that is well operationalised. The teaching is sufficiently resourced and Business College NZ uses its resources effectively.
- The organisation is soundly and sustainably managed. It has a strong emphasis on being compliant and has a broad range of systems for proactively monitoring its obligations to ensure that important compliance accountabilities are understood and well managed.
- Business College NZ has student support structures that are appropriate to the needs of its students, and engages students to help them achieve their goals. Tutors are enthusiastic and caring about their students and the curriculum, and they are well supported by management.
- Staff at Business College NZ demonstrate a good understanding of the factors that lead to student achievement, and analyse and discuss ideas for maintaining achievement and making the courses more useful and enjoyable for the students. Processes for the continuous review of student achievement are systematic, and the evaluation team considers that these will continue to produce good outcomes.
- Business College NZ's processes are generally effective in ensuring that student and stakeholder needs are understood and met, and appropriate standards are maintained. However, some self-assessment processes, for instance student and graduate feedback, are not, at this stage, being used effectively. They need to be embedded into a planned, sustained and co-ordinated approach across the organisation to demonstrate excellence in self-assessment capability.

Findings³

1.1 How well do students 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 **Good**.

Students at Business College NZ are achieving good results as a consequence of good teaching and high-quality student support. On average over 90 per cent of enrollees complete their course, including English Language Training Schemes.

Table 1. Overall course completion rates

| May 2012– April 2013 | May 2013– April 2014 | May 2014– April 2015 | May 2015– April 2016 | May 2016– April 2017 |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 99% | 95% | 93% | 88% | 94% |

All English language students are tested on entry and their progress is measured regularly by way of formative testing, at six and 12 weeks. These weekly progress and achievement tests are aligned with the course books and levels, which in turn are modelled on the Common European Framework of Reference for Languages. IELTS preparation students perform consistently well

Business College NZ has good student performance data that is readily accessible and regularly analysed. However, the organisation is not yet systematically using this information continuously to inform improvements to teaching practice and course delivery.

Business College NZ puts strong emphasis on attendance not only for compliance reasons but also because they recognise the positive correlation between attendance and achievement. The students' attendance demonstrates a steady improvement over the past three years. Attendance over the past year has averaged 94 per cent. The reason for the overall attendance increase is the student support activities. The tutors report to the student support team and administration about any student's absence every day to follow up.

There have not yet been graduates from the National Diploma in Business delivered in partnership with the Professional Golf Association, but reports from staff and the Professional Golf Association indicate that 94 per cent of students who started the programme are still engaged and on track to complete the qualification this year.

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

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

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**.

Students' goals and motivation are identified at the commencement of their course and regularly assessed by staff to see if those goals are being met. For instance, most English language students enrol to improve their IELTS score for further study. At monthly performance meetings, students are encouraged to reflect on their goals and staff help them to identify any barriers to achieving them.

Eighty-one per cent of Business College NZ's English language graduates move into further higher-level study with other PTEs, polytechnics or universities. Business College NZ has formal pathway agreements with one polytechnic and one university but does not seek to deliberately channel graduates into them as they wish to ensure that graduates are able to make their own choices about further study. Although staff know through the exit interview process that graduates move into higher-level study, they also have good anecdotal information about how well these students achieve at higher levels as a result of the preparation at Business College NZ. However, a greater effort to collect and analyse achievement information would provide useful intelligence to inform improvements in teaching and course design.

Through exit interviews, staff know the immediate destination of every graduate and graduates are encouraged to keep in touch with the organisation via email and Facebook. The majority of Business College NZ's international students come through a small number of agent referrals. Business College NZ gets regular informal feedback from agents about how the students perceive the value of the courses, which to date is generally positive.

Business College NZ has a strong relationship with the Professional Golf Association for the delivery of the National Diploma in Business which provides students with a key component of Professional Golf Association modern apprenticeship. Feedback from the chief executive of the Professional Golf Association is that the programme is high value and well applied to the golf workplace. For instance, the strategic plan project in the second year of the diploma has led to useful and tangible changes in the management of the golf courses where students are located.

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

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

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

Business College NZ's efforts to meet the individual, personal and academic goals of their students is a positive feature of the organisation. Students are asked what they want at the beginning of the course, and this information is made available to teachers who use it in their planning to ensure that course content is matched to the needs of students.

The Professional Golf Association programme has been developed in partnership with the Professional Golf Association. Course content and learning resources are well contextualised to the golfing environment, and the delivery format is organised to best suit the needs of that client group. The Professional Golf Association representative was very complimentary about the way Business College NZ had worked hard and succeeded in developing this bespoke programme, which other larger providers had not been flexible enough to provide. Teachers on the National Diploma in Business gave examples of how they had obtained marketing material and annual reports from local golf clubs for use as case studies and projects.

Business College NZ uses a variety of mechanisms to understand what students want. English language teachers meet with individual students monthly to review their progress and provide them with a written progress report. Staff and students interviewed at this evaluation confirmed that this was valued and contributed well to their overall progress.

The organisation has monthly teacher development sessions which staff are paid to attend. These sessions are topical and are occasionally facilitated by an external expert. A few staff are also engaged in ongoing external professional development. A greater level of external involvement is essential to demonstrate excellence in this area.

There was evidence of Business College NZ purposely providing opportunities for staff to participate in meaningful discussion about teaching practice and student progress. Teaching staff spoke about how they share ideas, experiences and knowledge through their daily interactions, staff meetings, peer observations and professional development activities.

Business College NZ has a detailed system for students to evaluate and provide feedback on teaching and other aspects of their programme. The organisation conducts formal written or online student evaluations every six weeks. This feedback is then analysed and discussed, although not necessarily systematically acted on or reported back to students in a timely manner. The formal feedback from students, as well as the wealth of informal comments, provides teaching and management staff with valuable information. The consistently high 'ratings' from

surveys, although demonstrating that students are enjoying their study, add limited value. A deeper level of inquiry and more pragmatic approach to the use of that data to inform improvements would be helpful.

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

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**.

Business College NZ has robust and client-friendly systems for the pastoral care of its students. The organisation is providing a safe and supportive learning environment for its students and is in close contact outside of the normal hours of tuition. The results and conclusions drawn from the regular student questionnaires provide information for Business College NZ to use in its assessment and continuous improvement of support structures.

Staff with different languages and nationalities are available to support the students. The director of studies has overall responsibility for ensuring that the requirements of the Education (Pastoral Care of International Students) Code of Practice are met. The director and other staff regularly uptake professional development offered by NZQA's Code Administrator. The organisation periodically (at least once per year) has thoroughly self-reviewed its compliance with the code. Business College NZ has provided the required attestation to NZQA that it continues to meet these requirements. All support staff have completed the online training for education agents to develop their wider understanding of the code.

There is a designated support staff member with 24-hour phone contact should the students require assistance when away from the site. Homestay accommodation for international students is managed by a contract homestay co-ordinator who is also a signatory to the code. At the time of the EER, all students were in independent accommodation, i.e. none were in homestays.

Business College NZ very occasionally accepts international students under the age of 18 years. Discussion indicated that staff are fully aware of their Code of Practice obligations for these students and ensure they are meeting them.

There was evidence of good teaching practice at Business College NZ. Staff are enthusiastic and passionate about their curriculum and teaching and they are well supported by management. Every staff member at Business College NZ has a role in student learning and they take a collegial, whole-of-organisation approach to ensuring that all students achieve. Teachers and students relate well to each other and students spoke highly of Business College NZ's teaching staff. The strong rapport between students and staff was evident from discussions with the evaluators and the outcomes of surveys. The low staff-to-student ratio allows for individual attention when appropriate.

The delivery format of the National Diploma in Business and the regular communication with the Professional Golf Association provide a well-supported environment for the students. This is borne out in the retention rate of over 90 per cent on this programme.

Business College NZ has introduced a process for monitoring punctuality and attendance in the belief that students who attend classes have a greater chance of success. For several years the organisation has monitored the positive correlation between attendance and achievement. While the system is strictly enforced, it is supportive and seeks to identify and address the reasons why students may not be attending classes. As a consequence, attendance has steadily improved as has educational achievement.

International and domestic students receive sound pre-enrolment guidance, and a comprehensive orientation programme was available to international students in their first week of study.

1.5 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 **Good**.

The governance and management of the PTE have created an organisation that actively encourages opportunities for reflection on its role and how to better meet student and other stakeholder needs. This has led to a reflective environment and culture. Management and staff actively seek feedback from many sources to use as a learning and improvement tool. As previously discussed, there were several incidents noted where feedback and improvement loops were not quite being completed. The organisation is collecting feedback and data and analysing it, but not using it systematically to make improvements.

Monitoring of performance at all levels of the organisation is regular, authentic and open. There is systematic appraisal of individual staff performance. While often challenging, the monitoring of performance is supportive, student-centric and focused on improvement.

The organisation has, over time, employed, developed and retained a competent, well-qualified and dedicated group of staff. The evaluation team interviewed staff who were focused on giving students authentic and relevant learning experiences to equip them to perform and achieve in their workplace or further studies. Staff are supported by the organisation in their professional development. A greater level of external engagement in their professional development would be beneficial.

The campus is sufficiently supplied with physical and learning resources for the current number of students.

1.6 How effectively are important compliance accountabilities managed?

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**.

Business College NZ has compliance accountabilities to several agencies and regulatory bodies. The organisation uses an electronic calendar to proactively identify compliance requirements and there is a strong emphasis on being compliant. There was no indication that accountabilities are not being met.

NZQA attestations and returns have been met within required timeframes. The evidence provided to the evaluators indicates that courses are being delivered consistent with NZQA programme requirements. As previously discussed, Business College NZ Ltd is participating in national external moderation. However, results for 2017 are presently unknown as assessment materials are still to be submitted for the 2017 round.

The intended outcomes from the Code of Practice are being met. Retention on programmes is high. Student surveys are conducted early on, during study and at exit, and show a high level of satisfaction with the support provided and the students' overall experience. Most of the student support staff have been with Business College NZ for some years and are familiar with the Code of Practice and their responsibilities.

Attendance expectations as they pertain to programme success and visa rules are very actively managed. Warnings and sanctions are fairly applied when student attendance falters. Data from daily attendance registers is collected and monitored closely by relevant staff, with summaries provided to the director and leadership team.

Random samples of the student files selected and checked during this EER revealed that all necessary information on each student was accurate and readily accessible. This included pre-entry guidance and verification of entry criteria, including English test scores, formative assessments at enrolment, insurance and visas.

The administration of entry and enrolment and the scrutiny of agents is sound, as required by Immigration New Zealand and NZQA. Although Business College NZ does not have a formal process for the appointment of recruitment agents, they nevertheless are very particular about who they have agreements with and monitor their performance closely. All agents have formal agreements. Business College

NZ uses a small number of on-shore agents only because they feel that as a small organisation this regime enables better control of agent performance. At the time of the EER visit, the PTE had no overseas-based agent relationships.

In essence, Business College NZ has a clear understanding of its compliance accountabilities and manages them effectively and proactively to ensure obligations are met.

Focus Areas

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

2.1 Focus area: English Language Training Schemes

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

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

2.2 Focus area: National Diploma in Business (Level 5)

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: Support and Wellbeing

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:

- Consider ways to more systematically use student performance data to inform improvements to teaching practice and course delivery.
- Consider how to collect and analyse the achievement information of students who go on to further study to inform improvements in teaching and course design.
- Consider how to use the considerable formal and informal feedback from students to identify new and improved teaching and learning strategies.
- Consider whether staff members having a greater level of external engagement in their professional development, including greater affiliation with relevant professional bodies, would be beneficial to teaching and learning.

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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