



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Kiwidotcom Education Group
Limited

Date of report: 11 June 2025

About Kiwidotcom Education Group Limited

Kiwidotcom Education Group Limited trading as Kiwi College of New Zealand provides training in English language and pathway programmes for preparation for university-level study and hospitality short courses.

Type of organisation:	Private training establishment (PTE)
Location:	Level 1, 15 Mercari Way, Albany, Auckland
Eligible to enrol international students:	Yes
Number of students:	Domestic: 2024 seven students; Māori, Pasifika: nil; disabled: nil International: 2024, 58 students (50.9 equivalent full-time students at the EER visit)
Number of staff:	17 full-time equivalents
TEO profile:	Kiwi College link to provider page on NZQA website. Kiwi College was significantly disrupted by the 2020 border closure.
Last EER outcome:	At the previous external evaluation and review, in November 2020, NZQA was Confident in Kiwi College's educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• University Foundation Studies (Level 4) Ref: 2860-2; ID: 128139; and University Foundation Certificate (Level 4) ID: 125700 Ref 2860-2• New Zealand Certificate in English Language (Applied) (Level 3) (NZCEL Level 3) ID: 126029 Ref: 3667-1• International Student Support and Wellbeing
MoE number:	8748
NZQA reference:	C57646
Dates of EER enquiry:	24-26 September 2024

Summary of results

Kiwi College provides mostly international students with a sound foundational education in preparation for their university studies. There is evidence of some variability in student achievement in the English language programmes, and poor assessment practices led to the withdrawal of a programme. The PTE has made key changes in the last year and improved performance in some areas, which reflects more robust processes and strengthened self-assessment.

Confident in educational performance

- All students successfully complete the two University Foundation programmes and pathway into further studies through collaboration agreements with two universities and another PTE. Student achievement has been variable for the General English training scheme and indicates a decline in course completions up to 2024, at which point improvements were noted.

Confident in capability in self-assessment

- Overall, the value of outcomes is high for Kiwi College students. However, there is limited depth of coverage on the value of outcomes for the General English and NZCEL Level 3 programmes. Kiwi College could strengthen stakeholder engagement and data around the value of outcomes. This will help the PTE to understand how well the graduates benefit from their education in both their personal lives and next-level studies. A strong and diverse local advisory committee provides the board with important stakeholder feedback to inform appropriate governance decisions.
- Kiwi College has been progressing programme review over the last two years and has developed new programmes in response to stakeholder and student needs. This is evidence that the PTE is working to re-align to market demand and develop appropriate decisions for future growth. The effectiveness of any changes could be undermined by a lack of consistent moderation and the tutors' limited understanding of assessment.

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- Student support is fit for purpose. Student wellbeing needs are being met consistently, and processes are in place to ensure students receive the necessary support as and when they need it.
 - Some changes in staffing between 2021 and 2023 were not managed effectively and created some disruption. Certified professional development in assessment should have been prioritised for all tutors. In addition, tutorial staff would benefit from training to support students with a disability.
 - The newly appointed academic director in 2024 has provided valuable input and strengthened academic systems.
 - Unfavourable findings of NZQA programme monitoring in 2021 indicated poor standards in assessment practice and led to the PTE's withdrawal of the programme.¹ There has been variable coverage in internal and external moderation since 2021. The engagement of a contracted external moderator and the mostly positive moderation outcomes for 2024 provides some indications the PTE is making improvements to strengthen validity and consistency in assessments.

¹ NZQA Programme Monitoring Report: New Zealand Certificate in English Language (Academic) (Level 4) [Ref: 1883-2] (ID: 125618) 25 February 2021

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Student achievement in the University Foundation Certificate (Level 4) has been consistently high since 2020 (18/18 completions). University Foundation Studies (Level 4) – which is a new programme with just one cohort – had 83 per cent qualification completion (5/6) as of November 2024. There was one student withdrawal. However, the New Zealand Certificate in English Language (Applied) (Level 3) had consistently low completions each year (50 per cent).³</p> <p>Despite NZCEL Level 3 enrolling small cohorts, over the last four years 46 per cent (12/26) of students did not complete the qualification. This may be a result of staffing challenges over this period, but a further review of student successes and support needs may be beneficial and more revealing.</p> <p>The General English⁴ training schemes have the most variable achievement, and a downward trend across the six training schemes can be seen from 2020-23.⁵ Kiwi College indicated the reason for non-completions is that many students undertake short-term study because of an interest in the English language. In 2022 the college implemented a progressions system to produce student progress reports based on assessment results. Kiwi College did not provide details of any diagnostic analysis of this data. Reporting on language gains and proficiency levels would provide greater understanding of student</p>

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

³ At the final stage of the EER draft report, Kiwi College provided new information that suggests completions improved to 64 per cent in 2024.

⁴ These training schemes have the largest number of students enrolled across all years.

⁵ Refer to Appendix 1, Figure 7.

	<p>progress, learning challenges and successes. If Kiwi College considers reviewing data for short-term and long-term study separately, any challenges in achievement may also become clearer.</p> <p>Kiwi College has not formally collated data on students with a disability. However, students with learning difficulties are referred to an external professional service for further support. For privacy reasons, the external provider does not always inform the PTE of the outcome of the disability support provided and any further support the student would require.</p> <p>Kiwi College collects and analyses data for all its courses and programmes. However, the General English training scheme data could be further aggregated to see overall patterns and trends and understand specific areas of need within courses.</p>
Conclusion:	Students achieve well in the University Foundation Studies and Certificate programmes. However, achievement is variable across the English language programmes. Kiwi College could aggregate data to identify specific areas that may require closer review and lead to improvements.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Kiwi College uses student retention and progression to higher-level courses as indicators of valued outcomes. Data indicates that all University Foundation Certificate graduates have successfully enrolled in further study at a few universities.</p> <p>During 2020-24, retention rates were highest in Kiwi College's University Foundation Certificate levels 3 and 4 programmes (combined 88.4 per cent), NZCEL Levels 3 and 4 (combined 78.5 per cent) and General English (56 per cent). Progression rates for Kiwi College University Foundation Certificate level 3 programme (100 per cent) surpass NZCEL (32 per cent) and General English (36 per cent). At the time of the EER, the University Foundation</p>

	<p>Studies students were expected to go into further studies once they graduated.</p> <p>Student feedback on the University Foundation Studies and Certificate programmes indicates that their English language and communication skills are improving, and they highly value the English language training. Kiwi College provides opportunities to learn valuable transferable skills such as teamwork, communication, working with diverse cultures and delivering presentations. Graduate feedback also confirmed that the knowledge they gained is beneficial and provides a solid base to understand university-level research, accounting, coding, marketing or mathematics. These introductions ensure graduates progress easily to their university studies.</p> <p>Kiwi College has long-standing relationships with two universities and another PTE. These arrangements allow University Foundation Studies and Certificate students to pathway into a wide range of undergraduate studies. Anecdotal evidence from the two institutions indicate that the 18 University Foundation Certificate graduates have passed their first semester courses and are performing well in their studies.</p> <p>Student survey data on the value of the outcomes for the English language programmes was not combined and analysed overall. Kiwi College provided summaries of available graduation feedback data; however, the less targeted survey questions limit the PTE in understanding student value from the training. It was unclear how the PTE used this data to understand valued outcomes for the English language programmes.</p> <p>Specifically, Kiwi College could be reviewing and analysing overall students' language proficiency and progress in each level of the General English and NZCEL courses. The survey and analysis could focus on how the training is valued by the students in their personal lives, any soft skills gained, and other benefits.</p>
Conclusion:	<p>There is consistent evidence that both University Foundation Studies and Certificate graduates are benefiting from their training. Data related to the English language programmes is less convincing. Kiwi College would benefit from gaining regular feedback about valued outcomes and analysing the data in a manner more</p>

	relevant to English language students. This could be done as they complete each course and programme level.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Kiwi College maintains regular contact with key stakeholders through a local advisory committee. The group is made up of members from diverse backgrounds who support Kiwi College in making decisions about the English language and foundation programmes. Kiwi College also has regular engagement with other stakeholders who provide pathway opportunities for their students. The academic leadership team works closely with this network of stakeholders to ensure programmes are matching student and stakeholder needs.</p> <p>Kiwi College has developed a suite of University Foundation programmes to provide subject-specific knowledge to support students into university. This was in response to ongoing stakeholder requests to bridge the gap from school to university-level courses.</p> <p>Programme reviews have been more regular since 2022. The approach to the review of the General English training schemes is less formal, and a major review is planned in preparation for transitioning to micro-credentials in 2025. In the NZCEL Level 3 programme review, the curriculum was refreshed, and the PTE changed the assessments to encourage students to develop independent learning skills. Kiwi College has recently purchased new materials for the NZCEL Level 3 programme after the review revealed the material was outdated.</p> <p>Learning environments are well planned, and the tutors use structured lesson plans for guidance on content delivery. Tutors add resources that are relevant, practical and interesting to the students. Learning activities are integrated based on the proficiency of skills (listening, reading, speaking and writing) to provide a holistic</p>

	<p>approach to the use of language and a continuation of learning themes.</p> <p>Kiwi College had variable coverage of internal and external moderation between 2021 and 2023 due to external moderator staffing challenges. Internal and external moderation for the University Foundation and NZCEL Level 3 programmes – which occurred in 2021 and 2024 – is mostly positive. In 2024, the PTE engaged a new external moderator for the NZCEL Level 3 programme.</p> <p>Early 2024 external moderation evidence indicates that some issues in assessment judgements were being addressed. During the EER, discussions with the external moderator and tutorial staff indicated that some staff were still developing assessment and moderation skills, and the moderator was assisting staff to improve their practice. A new tutor was being supported with much-needed professional development in this priority area.⁶</p> <p>There have been gaps in the regularity of moderation over the last four years. However, Kiwi College has increased its efforts for more regular coverage of internal moderation to ensure the validity of assessment decisions.</p>
Conclusion:	<p>Recent programme review and the development of new programmes have strengthened the PTE's programme portfolio. Although irregular over a period, moderation activities have gained momentum. The effectiveness of new assessment and moderation initiatives and the extent to which they are embedded is still emerging.</p>

⁶ At the final stage of reporting, Kiwi College indicated that regular academic training was being held for all staff.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Enrolment and orientation processes are well structured to ensure student learning goals are understood. A number of learning pathways provide opportunities for students to pursue university-level study in a range of subjects. Kiwi College placement tests allow the PTE to assess student language ability and provide guidance for appropriate student placement. A buddy system has a more experienced peer (student) working alongside the less experienced student to help improve their communication and social skills.</p> <p>Study information is distributed to students at enrolment, and tutors provide ongoing classroom learning support during classes. Activities are highly effective in engaging the students, encouraging collaboration, and providing some focus on New Zealand culture and diversity awareness. Students learn subject-specific skills which prepare them well for further studies. Students work together and collaborate on teamwork.</p> <p>Students receive progress reports at the end of each English language proficiency level informing them of their performance; however, recording the extent of their proficiency would be more informative.⁷</p> <p>Staff provide ongoing feedback to the students at regular intervals to help them improve their learning. Friday tutorials are available to students to catch up on areas where they are struggling. Further individual support plans are offered to the students if they have continuing learning difficulties. A learning journal helps motivate students to self-manage, and the self-directed learning journal helps students keep track of their progress. Self-directed learning progress is well monitored through the learning management system.</p> <p>Events such as anti-bullying and cultural events help to raise students' awareness of other cultures. This helps to</p>

⁷ Currently, progress reports indicate whether students achieved, not yet achieved or not achieved.

	<p>provide them with the skills to work with people of different cultural backgrounds, and to develop strategies to cope with unfamiliar situations. Comprehensive care services are available to the students if there are significant wellbeing or learning issues.</p> <p>Students' wellbeing is enhanced through a friendly, supportive and positive learning environment. Teaching staff provide appropriate support and care for their students. Students appreciate the efforts made. The student representative council meets with management to voice student concerns. It is unclear how far-reaching an impact this information has on senior management decisions, as feedback is dealt with by programme leaders and teaching staff.</p> <p>Staff ensure students are supported from their arrival in New Zealand through to finding accommodation and settling into classes. Homestays are well managed, with staff visiting and vetting the homestays before students enter the country. Students have a choice of homestay options.</p> <p>Kiwi College should consider developing more formalised support strategies for students with a disability. Tutorial staff would benefit from professional development to provide targeted support for this priority group where appropriate.</p> <p>The PTE gathers student feedback through graduation destination surveys. Collation of all feedback information and a thematic analysis that is reported through the periodic programme review may be beneficial for driving overall decisions and addressing regularly occurring challenges.</p>
Conclusion:	<p>Student support is fit for purpose and students are engaging well and gaining opportunities to apply their knowledge. A more proactive approach is required to address barriers to students' goals. Self-assessment is satisfactory; however, the student voice could be strengthened.</p>

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>The long-standing and well-connected leadership has ensured continuity of the vision, mission and goals of Kiwi College. The strategic plan defines clear goals and priorities for the next three years, to be achieved in a responsible way and with a clear commitment to providing quality education. The PTE tracks its achievement against its goals, and progress is being made in achieving these goals. The local advisory committee is closely involved in operational oversight and provides important and useful input and guidance for the governance team. The PTE has open communication channels with stakeholders.</p> <p>Staff resources have been strengthened, with several new staff in support and teaching roles. Kiwi College recently recruited an academic director and a tutor to deliver the NZCEL Level 3 programme. The addition of an expert English language external moderator has been a well-considered decision for providing objective insights to improve assessment practices.</p> <p>Tutors are well experienced in teaching English; however, training to bolster understanding of assessment and moderation practices for any new tutors would be beneficial. As some staff are still developing confidence in assessment and moderation practice, it is recommended that adult teacher training or assessment and moderation training is prioritised for these teaching staff to ensure consistency of knowledge and practice. This will also strengthen the academic team in managing assessment and moderation challenges.</p> <p>Management supports learning achievement through a teacher-only day. Although the academic leadership is focused on strengthening processes for monitoring student progress, such initiatives could be prioritised with earlier initiatives to support student achievement. The greater formality in oversight will address any issues.</p> <p>Management is responding to the emerging needs of staff and students. Data analysis could be strengthened to understand student progress and feedback around support</p>

	needs. Kiwi College could aggregate its data to understand the strengths, areas for improvement and learnings gained. This analysis would provide an overview of educational performance to inform change and decision-making.
Conclusion:	Systems and processes to support educational performance have been variable. However, in 2024 the academic leadership strengthened some key processes for assessment and moderation to support ongoing improvements. The use of data is not consistent, and evidence of how decisions are informed by review is variable. This impacts effective overall self-assessment.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Kiwi College has improved its systems to monitor and track all its key compliance areas through an academic calendar, and is keeping up to date with the requirements of Immigration NZ and NZQA. All annual attestations are up to date and provided in a timely manner.</p> <p>The quality management system's policies and procedures were recently reviewed and revised in line with the updates to education legislation. A number of key academic policies have been made available online which is helpful for prospective and current students.</p> <p>Ongoing programme changes are submitted to NZQA, and the PTE is improving its processes to track these changes within the programme documentation.</p> <p>A comprehensive self-review of the Code outlines the PTE's focus for improvement and how it is meeting the Code outcomes. The self-review, along with a complaint and critical incident register, has been published on the PTE's website. Three complaints and the resolutions have been published. There were no critical incidents.</p> <p>There are clear procedures for tracking international student attendance to meet visa conditions. An audit of a sample of student files indicated some slippage in systems to manage historical student records. Processes are being</p>

	<p>reviewed to ensure all information is completed and well recorded for future reference.</p> <p>Since the last EER, monitoring of the NZCEL Level 4 found significant issues in assessment. Kiwi College elected to withdraw the level 4 programme. External moderation is being ramped up in 2024, with Kiwi College contracting an external moderator. This initiative provides reassurance of the PTE's commitment to improve assessment outcomes.</p>
Conclusion:	Kiwi College understands its compliance accountabilities, and systems and processes are being improved to meet them.

Focus areas

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

2.1 University Foundation Studies (Level 4) Ref: 2860-2 and University Foundation Certificate (Level 4) Ref: 2860-2

Performance:	Excellent
Self-assessment:	Good

2.2 NZCEL (Applied) (Level 3) Ref: 3667-1

Performance:	Marginal
Self-assessment:	Good

2.3 International Student Support and Wellbeing

Performance:	Good
Self-assessment:	Good

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 Kiwidotcom Education Group Limited:

- Maintain an effective and regular system for moderation of assessment including pre- and post-internal and external moderation with sufficient capacity and capability to ensure assessment materials and decisions are fair, valid, consistent and appropriate.
- Investigate and make available formalised professional development for all staff involved in training and assessment. Such development will support consistency of assessment and moderation practice.
- Investigate and make available professional development for all staff involved in providing student learning support, to enable suitable support for diverse learning needs.
- Develop and maintain a sustainable, fit-for-purpose system to report on students with a disability as a priority group.
- Consider how best to capture stakeholder evidence of outcomes, in a way that is useful and informs future delivery of each programme.
- Consider analysis of student language competency data at each programme or course level and the best way to capture and measure key indicators of success for all students.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix 1

Table 1. New Zealand Certificate in English Language (Applied) (Level 3)

	2021		2022		2023		30 Aug 24	
	No.	%	No.	%	No.	%	No.	%
Total enrolments	4	-	2	-	6	-	14	-
Withdrawals	-	-	-	-	1	-	-	-
Non-completions	2	-	1	-	2	-	6	-
Completions	2	50%	1	50%	3	50%	8	50%

Data supplied by Kiwi College

Table 2. University Foundation Certificate (Level 4)

	2020		2021		2022		2023	
	No.	%	No.	%	No.	%	No.	%
Total enrolments	3	-	9	-	3	-	3	-
Completions	3	100%	9	100%	3	100%	3	100%

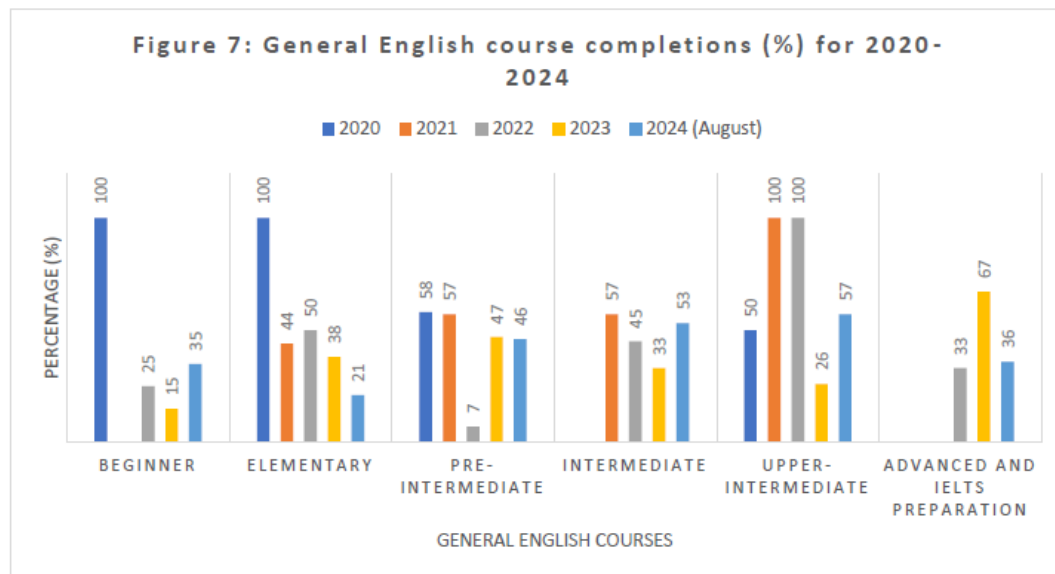
Data supplied by Kiwi College

Table 3. University Foundation Studies (Level 4) @30.8.24

	No.	%
Course completion	2	33%
Qualification completion	2	33%
Rollover August	3	50%
Withdrawal	1	17%
Total enrolments	6	

Data supplied by Kiwi College

Extracted from Kiwi College self-assessment



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 fraud⁸*
- *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.*

⁸ 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 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 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). 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

www.nzqa.govt.nz