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# Report of External Evaluation and Review

Academy Business Training NZ  
Limited trading as Kingston Institute of  
Business & Technology

Confident in educational performance

Confident in capability in self-assessment

Date of report: 7 October 2016

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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:	Academy Business Training NZ Limited trading as Kingston Institute of Business & Technology (KIBT)
Type:	Private training establishment (PTE)
First registered:	1 August 1994
Location:	17 Albert Street, Auckland
Delivery sites:	As above
Courses currently delivered:	New Zealand Certificate in English Language (NZCEL) (Levels 1, 2 and 3)
Code of Practice signatory:	Yes
Number of students:	61
Number of staff:	14 full-time equivalents
Scope of active accreditation:	A full list of domains and standards that the organisation can assess is found at: <a href="http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=986001001">http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=986001001</a>
Distinctive characteristics:	The programmes are mainly for students wanting to improve their English language ability to enable them enrol in further studies at other tertiary education organisations.  Students comprise a range of learner ethnicities, mostly Chinese, Korean, Chilean and Vietnamese.  Learners enrol in the 24-week programme leading to the NZCEL. However, most only complete 13 weeks

to reach the English language level – such as measured by IELTS (International English Language Testing System) – required to enter to their chosen study pathway (university, polytechnic or PTE).

Recent significant changes: KIBT began delivery of the NZCEL on 1 October 2015, as required by NZQA.

Previous quality assurance history: NZQA was Not Yet Confident in KIBT’s educational performance and its capability in self-assessment at the previous external evaluation and review (EER) in 2015.

KIBT was exempted from submitting assessments for national external moderation in 2015 because of previous satisfactory results in 2014.

The organisation transitioned from the Academy Business Training Certificate in General English to the NZCEL at the end of 2015. An assessment plan was submitted to NZQA in 2016 for assessments conducted in 2015, and the outcome of this will be known towards the end of the year.

## 2. Scope of external evaluation and review

The EER included the following focus areas, which include the only programmes delivered by the organisation:

- Governance, management and strategy

This is a mandatory focus area.

- International students

This is a mandatory focus area.

- New Zealand Certificate in English Language (Levels 1, 2 and 3)

This qualification replaced the previous local qualification, the Academy Business Training Certificate in General English (Level 3).

This is the only qualification programme that KIBT delivers. The programme is 24 weeks long. However, students typically enrol for shorter periods, averaging 13 weeks, in order to improve their English language skills sufficiently to prepare them for entry to further education.

The organisation is also an approved MYOB accounting software provider.

### 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 visit was conducted by a team of two evaluators and an observer from NZQA's international policy team over two days at the PTE's head office in Albert Street, Auckland. The EER team spoke with the director, acting principal, three teachers, student support staff, agents, graduates, and students enrolled in courses from levels 1-3.

A range of documentation was reviewed to support evaluative conversations, including staff meeting minutes, a sample of student files, destination data, student surveys, quality management system, moderation reports, teaching qualifications, and lesson plans.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Academy Business Training NZ Limited trading as Kingston Institute of Business & Technology**.

KIBT is helping learners to achieve goals to improve their English language skills to meet entry requirements for further studies. This is shown by the high number of learners on a student visa who state their intention to study in New Zealand, with 83 per cent in 2015 enrolling in further studies on completion of their course. KIBT is seen by education recruitment agents as a suitable school for improving English for their learners to gain entry to other education institutes.

There are a small number of learners on working or visitor visas who enrol in courses to improve their English for personal reasons, such as to help them with living or travelling in New Zealand for a short period of time. These learners also showed high satisfaction with their improved language skills as a result of attending KIBT.

The transition to NZCEL, with the expiration of the previous national and local qualifications mandated by NZQA, has identified issues with the qualification matching the needs of learners. It takes 24 weeks to complete the qualification, and learners typically enrol for three months and improve their English sufficiently in that time. This issue is not restricted to KIBT, which is working with two other providers based in Waikato and the Bay of Plenty who are delivering the NZCEL, to look at ways they can align the programme better to meet learners' needs.

KIBT has employed experienced and qualified teachers to deliver the training. They are well supported, with clear lesson plans and relevant, up-to-date texts to teach across the levels. The learners are highly satisfied with what they are learning. The organisation is aware that it needs to implement formal professional development to inform any training needs of teaching staff. It has established a working group with the other two providers currently delivering and assessing the NZCEL, which will enhance the quality of moderation processes.

The management team, consisting of the director and acting principal, have demonstrated a commitment to understanding and complying with the various compliance requirements to address the concerns of the previous EER. This was demonstrated by the implementation of an effective online learner attendance and results database and improvements to the moderation system. The organisation also has good systems to ensure that agents have the right information, and it is monitoring agents' effectiveness and compliance with the Code of Practice (for the pastoral care of international students).

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Academy Business Training NZ Limited trading as Kingston Institute of Business & Technology**.

KIBT is still in the preliminary stages of implementing a comprehensive system for reviewing its educational performance. It has followed up the recommendations to improve attendance monitoring from the previous EER with the implementation of an online attendance system used by the teachers and monitored by the acting principal. This has led to a 4 per cent improvement in attendance. The move to an online learner management system has also enabled the organisation to keep up to date with student progress and monitor the progress of learners individually. Once the system is embedded, better reporting on learner outcomes should help to identify trends in overall learner progress and any assessment matters.

The organisation has comprehensive data on where its learners go on completion due to the close relationship it develops with the learners and their agents. This data is used to identify where the learners enrol in further studies and provides evidence of the value of training with KIBT to agents whose clients want to study cookery, IT or other fields at other New Zealand education institutes.

The programme started delivery in October 2015 and a programme review is planned to evaluate how well the programme is meeting the needs of all of the stakeholders and to map the learning outcomes to the assessment standards. Moderation of assessment materials and assessment decisions is another area that management is addressing to ensure results are valid. The organisation has joined with two other NZCEL training providers to form an external advisory group to review programme content and delivery and conduct external moderation. This demonstrates a commitment by KIBT to enhancing the current internal moderation activities of the organisation.

However, the internal moderation system still requires improvements as there is no moderation schedule to ensure all assessments are moderated over time and that all staff involved in moderation have received a formal performance appraisal to identify any professional development required in moderation. A formal performance appraisal system is in place, although newer staff have yet to participate in an appraisal.

Overall, the organisation is moving to a system that provides transparency on enrolment, learner goals and achievement driven by an authentic desire to provide quality English language courses.

# Findings<sup>1</sup>

## 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 **Good**.

The organisation has only had one learner achieve the NZCEL qualification since it began delivery in October 2015. This is because the newly developed New Zealand qualification is not fit for purpose for KIBT learners, who only need to enrol in short courses to improve their English sufficiently to meet entry requirements for further study, rather than the entire 24-week programme. About a third of KIBT learners are studying with a working holiday visa or visitor visa. These learners typically enrol for three months because they want to improve their English to communicate with New Zealand family and friends or to learn enough to travel and perhaps undertake some work. Therefore, the qualification completion rate is not a relevant measure for learner achievement. Rather, the relevant measure is the scale of learner improvement from entry to exit, which is reviewed weekly for individual learners. The weekly intakes make it difficult to compare learners by cohort, but the organisation's analysis shows that it takes on average 13 weeks for learners to improve their language to meet their intended level of English. Further analysis of results would help to identify whether new attendance procedures are helping to improve learner progress.

The following table shows learners' course completion data for 2015 and 2016. Overall, the majority of learners on student visas met their intentions to improve their English language abilities and go on to further study or re-enrol to further advance their English language skills.

**Table 1. NZCEL level 1, 2 and 3 outcomes October 2015 and January 2016**

Period	Total student visa enrolments	Further studies	Returned home	Re-enrolled	Work/change visa	Expelled	Unknown
Jan-Jun 2016	58	26	6	14	2/6		4
Oct-Dec 2015	7	4	-	1	-	1	2

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<sup>1</sup> 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 learners?

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 outcomes data in Table 1 shows that the course is good value, with many students achieving their goal to improve their English sufficiently to enrol in courses leading to desired employment pathways. Further evidence that the courses are of value is the number of agents who recommend KIBT because it has produced results due to the small classes and support of the teaching staff. The results also show that learners are completing in the time they intended, and few need to re-enrol again to attempt the English levels.

The organisation knows where graduates go on completion because of the close relationship it has with its agents. The agents recruit the learners from overseas and look after the whole learning pathway, of which KIBT is only a part. This means the agents know the learners' parents and are responsible for ensuring they enrol learners in creditable organisations. Learners also sign on to KIBT's Facebook page, which is used to identify where learners are living and working following their time at KIBT.

The organisation's data does not separately analyse the needs of learners enrolled on a student visa from those studying on visitor or working visas. This makes it difficult to identify whether any improvements to the programme have an impact on the outcomes according to the learners' intentions.

## 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 **Good**.

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

KIBT is meeting stakeholders' needs for a bridging programme to help learners meet IELTS entry requirements for further study. The destination data and feedback from recruiting staff at other institutes show that graduates are accepted into other institutes for studying, including Whitireia, Taylors College and UUNZ.

KIBT is one of a handful of English language schools that have chosen to transition to the new New Zealand English language qualification. In common with these other providers, it faces the issue of learners not requiring the full 24-week programme to achieve their goals, producing the low qualification achievement rate. A review of the programme is underway by the English language sector and NZQA. KIBT intends to wait for the results of the review before it decides whether

to continue with this qualification or develop a training scheme that better suits its learners' needs.

Learners attend classes on site each day for four hours, including a short break, and are assigned five hours of self-directed learning each week which meets the required programme delivery hours. Classes are designed to cater to the different needs of the learners, with texts interspersed with New Zealand reading material. Learners are encouraged to speak in English during breaks to reinforce English language skills learnt in class. The programme also includes external activities such as visits to the museum, library and art gallery, with tasks to complete based on learning outcomes. The high satisfaction shown in the learners' surveys results confirmed that the programme was relevant and engaging.

KIBT is yet to review the programme since it began delivery less than a year ago. However, the organisation recently updated its texts and now has a range of texts from which teachers can develop learning tasks. KIBT also intends to conduct a review to document the learning outcomes against the assessment requirements to show where the required skills and knowledge are taught in relation to the assessments.

#### 1.4 How effective is the teaching?

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 individual results show that learners are acquiring the language skills needed to move on to higher-level language courses within KIBT or to further studies elsewhere. The learners undertake weekly assessments across the four language areas to monitor improvements, with a formal assessment every five weeks used to identify promotions. Teaching staff meet weekly to review progress, and the acting principal makes decisions about movements between classes based on assessment results and teaching staff feedback. The system is reliable for ensuring that learners are placed in the appropriate course.

A schedule of the five courses, from Foundation English to level 3 Academic English, is clearly outlined and posted on the shared electronic information system along with the lesson plans and assessment to help tutors maintain consistency. Learners have timely feedback on assessments, and learner surveys rate the teaching highly.

Teachers all have experience teaching English to second-language speakers, which is contributing to the satisfaction in teaching and the progress of learners. There was some evidence of formal performance appraisals to identify performance and any upskilling requirements, although two of the three teaching staff were employed within the last year and have yet to be reviewed. Once fully implemented, the system should address any gaps with formal teaching

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qualifications and gaps in unit standard assessment knowledge identified on site by the EER team.

Currently, a staff member is responsible for checking that commercially developed unit standard assessments are suitable, and this person carries out a random sample of assessments to check that teaching staff use the marking guides and assess the NZCEL unit standards correctly. This is helping to identify improvements to assessments. A structured approach outlining which unit standards have been pre-assessment moderated, and systematic sampling of assessments conducted by all teaching staff with the skills and knowledge would enhance internal moderation.

The organisation has met national external moderation requirements previously. The organisation is strengthening its internal and external moderation policies and procedures and has joined with two other NZCEL training providers with moderation expertise and knowledge to share assessment resources and review assessment practices for consistency. National external moderation is scheduled for the end of 2016 and will involve the new assessment standards for the NZCEL. Overall, the organisation is still strengthening evidence of its self-assessment in this area.

## 1.5 How well are learners guided and supported?

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**.

KIBT has a suitable support system for its learners. Agents are provided with up-to-date course information to help learners make their decision to enrol with KIBT.

The recent NZQA risk and compliance monitoring report confirms that the organisation has appropriate systems for checking that learners' visas are valid and that they have medical insurance for the duration of their studies.

The organisation holds an assembly each Friday to welcome new learners, followed by an orientation so learners are prepared when they start classes the following week. Learners receive the student handbook and complete a placement test at orientation to assess their level of English competency for class placement. Teaching staff said that very few are placed in the wrong class, which shows that the tests are accurate in determining learners' language levels. Learners also identify why they want to improve their English, and their intentions are reviewed at the end of their studies to determine whether they have achieved their goals.

A key strength is the small number of total learners enrolled and the small class sizes, enabling learners and staff to get to know each other. Staff are there to provide guidance, and management staff are available 24 hours if learners require help. KIBT also has Chinese speakers and a Korean staff member who can help

learners in their own language, although the learners are typically older and have few issues.

A major improvement has been the implementation of an online attendance system which means management is able to identify non-attendance in real time and follow up in a timely manner. Already the organisation has seen an increase in attendance to 92 per cent, up 4 per cent from 2015. Overall, KIBT demonstrated that it has a robust enrolment process and learner support systems that are relevant to learners' needs, which is supported by the learner survey results showing high ratings for facilities and 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 **Good**.

Since the previous EER in 2015, the managing director has worked to address the compliance matters raised from the visit. Specifically, these matters relate to student fee protection, visas and insurance, and the moderation of assessments. Self-assessment is genuine and has led to some improvements, such as the online learners' attendance and progress monitoring enabling staff to be responsive to any issues.

The KIBT manager has a good relationship with agents and provides the required information to ensure that agents are providing the correct advice about courses. The agents are aware of their responsibilities under the Code of Practice, and the organisation meets regularly to ensure staff are up to date with the code.

The organisation has employed staff with suitable practical experience and qualifications, although there are some gaps in checking that qualifications requirements documented in the quality management system are met. KIBT has purchased a number of commercially developed assessment materials and intends to develop more to cover all the unit standard assessments. It has also recently purchased more texts for teaching. The establishment of the external advisory group is a positive step to ensure that the programme is meeting NZCEL requirements, and to gather external advice on moderation.

There is open communication with staff at weekly meetings, where learner progress is discussed and any changes made. A tutor has been promoted to acting principal. These practices indicate that the organisation is focusing on the learners' outcomes. The organisation demonstrated that it is open to suggestions and is taking action to make improvements.

The analysis of matching actual outcomes and the intentions of learners on completion would enhance the organisation understanding of the value of the

programme. The current destination data is a start, but there was no evidence of how this informs the organisation in making improvements to the programme.

## 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 **Good**.

### 2.2 Focus area: International students

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

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

### 2.3 Focus area: New Zealand Certificate in English Language (Levels 1, 2 and 3)

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

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

# Recommendations

NZQA recommends that Kingston Institute of Business & Technology:

- Implement a comprehensive moderation schedule.
- Continue with plans to ensure that each unit standard has a valid assessment guideline, with a marking guide.
- Complete mapping of learning outcomes to unit standard assessment requirements.
- Conduct annual programme reviews using external stakeholder feedback, learner feedback, assessment outcomes, and moderation reports.

# 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](http://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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