



NEW ZEALAND **QUALIFICATIONS** AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

---

**QUALIFY FOR THE FUTURE WORLD**  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

# External Evaluation and Review Report

Business College NZ Limited (trading  
as Zealive Institute of New Zealand)

Date of report: 16 May 2022

# About Business College NZ Limited (trading as Zealive Institute of New Zealand)

---

*Zealive Institute of New Zealand (Zealive) delivers English language training schemes to international students, as well as Pre-Purchased Language Tuition to New Zealand migrants.*

---

Type of organisation:	Private training establishment
Location:	Level 2, 115 Queen Street. Auckland
International Code of Practice signatory:	Yes
Number of students:	Domestic: three International: seven
Number of staff:	Four full-time equivalents
TEO profile:	See <a href="#">Business College NZ Limited</a> on the NZQA website
Last EER outcome:	In 2017, NZQA was Confident in Business College NZ's educational performance and in its capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>• English as a Second Language Training Schemes</li><li>• International Student Support and Wellbeing</li></ul>
MoE number:	8657
NZQA reference:	C45609
Date of EER enquiry phase (conducted virtually):	29 March 2022

# Summary of results

---

*Zealive has a robust self-assessment culture which contributes to high achievement and valued outcomes, effective academic and pastoral care for students, and compliance management.*

---

## **Highly Confident in educational performance**

As an English language provider, Zealive has been hugely affected by the Covid-19 pandemic through decreased student numbers and income. The governance and management team demonstrated strong and committed leadership. The PTE took the opportunity to improve systems, analyse data, review courses and assessments, rebrand and conduct proactive marketing, all to ensure that Zealive is ready for the New Zealand borders to re-open for international students.

## **Highly Confident in capability in self-assessment**

Course completion has been high over the last four years. Students improve their language skills, complemented by enhanced cognitive and soft skills, which assist with their goals of further study, accessing jobs, or confidently assimilating into their new communities.

Courses are rigorously and regularly reviewed to ensure they are fit for purpose, reflect a New Zealand context, and that learning outcomes are met. The internal moderation system is sound, and external moderation results are positive.

Students are kept abreast of their course progress, and receive constructive feedback and tailored support during their learning journey. Pastoral care systems in place are effective and follow the Code of Practice guidelines to ensure compliance, in particular with the international Code outcomes. All other key compliance accountabilities are met.

Zealive's self-assessment culture is robust and is central to the high performance of the organisation.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Zealive completes an individual needs analysis for each student at enrolment, to identify learning goals and needs. The tutor will monitor student progress, holding a formal monthly meeting to discuss progress against their learning goals. This system effectively supports student achievement.</p> <p>Course completion rates for the training schemes are high – all above 90 per cent.<sup>2</sup> Zealive consistently monitors achievement data as well as retention rates and understands the reasons for non-achievement. Staff look at national averages for levels 1-4 certificates to benchmark performance – Zealive’s performance is normally higher.</p> <p>Zealive focuses not only on English language learning but also on enhancing cognitive and critical thinking skills and study habits among students. Soft skills such as time management, interpersonal communication, and carrying themselves with confidence are developed. Improvements in these areas, if included in the student goals, are regularly measured through student and tutor feedback, and formally reported on the monthly individual student progress report.</p> <p>The students are all international students and migrants<sup>3</sup>, and improve their English language skills which pave the way for their integration into their new communities in New Zealand. The improved language skills also help the students pass relevant proficiency exams. The majority of the training</p>

<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.

<sup>2</sup> See Appendix 1, Table 1 – Training Scheme completion data

<sup>3</sup> The Pre-Purchased English Language Tuition (PELT) programme, of which Zealive is an approved provider, is for new migrants.

	<p>scheme students progress to further study in New Zealand; others find employment or return to their home countries.<sup>4</sup> With the focus on cognitive and critical thinking skills, students report an enhanced ability to think and question, as well as the ability to self-motivate – something that helps them prepare for further study in New Zealand. Students also report improved soft skills and self-confidence.</p> <p>Zealive understands the value courses provide to the students and other stakeholders. The exit evaluation, as well as the monthly progress feedback, informs the PTE of the value as perceived by the students.</p>
Conclusion:	<p>Zealive has had high course completion rates over the last four years across all training schemes. Students achieve their learning goals, which leads to other valuable outcomes such as further study, access to employment, and integration into New Zealand society.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The training schemes are guided by lesson plans developed to ensure that approved learning outcomes are fully covered by the content and delivery. The lessons are also tailored to each student based on their identified goals resulting from their needs analysis. With a low tutor-student ratio, delivery is mixed across different ability levels; however, a placement test at course commencement ensures students are placed at the most appropriate level to meet their learning needs. Grouping students based on their ability level, while also interacting with the whole class, fosters an inclusive learning experience.</p> <p>Delivery methods are interactive and fun, to motivate and engage the students. These include games, multimedia learning such as video and online learning platforms, and practical, real-life application of language skills during field trips, such as going to a café, gallery and supermarket.</p>

<sup>4</sup> See Appendix 1, Table 2 – Student destination data

	<p>Regular formative assessments occur and are effective in preparing students for monthly summative assessments. There is monthly internal moderation, with evidence of positive results and an effective system in place for the last four years. External moderation was temporarily paused over the last two years due to the Covid-19 lockdowns. However, the satisfactory results of the most recent external moderation were noted, i.e. clear and fair assessments matching learning outcomes, a sufficient marking guide, and clear and constructive feedback. There is evidence of Zealive addressing a recommendation from an external moderation report, i.e. updated content to include modern elements and/or New Zealand culture.</p> <p>Course review is rigorous and detailed, conducted at the end of each course, with an overarching annual review. Student evaluation also informs the review, and suggestions are acknowledged and/or addressed. One example is the frequency of the summative assessments – changed from fortnightly to monthly – as a result of student feedback. Assessment materials are reviewed regularly to ensure relevance and fit for the New Zealand context.</p>
Conclusion:	Course review is rigorous and consistent, ensuring the training schemes are well-designed and meet the needs of students and other stakeholders.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Zealive promotes an inclusive environment and staff are focused on supporting the students in their learning journey. The needs analysis mentioned above, and the regular progress monitoring against individual goals, are effective tools for engaging students with their studies. Support is holistic and tailored to suit individual student goals. For instance, a student whose goal was to pass an English proficiency test was fully supported in her test preparation, with extra tuition and relevant materials.</p> <p>A comprehensive orientation programme informs students of the key course information, relevant policies and procedures such as refund and complaints policies, and a practical guide to settling in New Zealand. Key documents are translated into the</p>

	<p>students' native language to ensure beginner-level students understand content and meaning.</p> <p>Pastoral care policies and practices are effective and are conscientiously based on the Code of Practice. The Code is regularly reviewed by staff to ensure Zealive follows best practices in this area.</p> <p>Regular interaction with staff makes the students feel supported. Those interviewed stated that both tutors and management are approachable and readily assist them when needed. The monthly meeting between the tutor and each student ensures progress is discussed and concerns addressed in a timely manner. Students were fully supported during the Covid-19 lockdowns, with regular communication and assistance with their online learning.</p>
Conclusion:	Zealive clearly understands student needs and goals and provides systems to support achievement.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Zealive has a strong governance and management team, led by a committed and passionate director qualified in language learning. The PTE restrategised and rebranded the company after the change of ownership in 2017. The result is a well-defined organisational direction and value statement. An example is the decision to remove the delivery of business courses to focus solely on English language delivery.</p> <p>The management team is effective in their roles, and strategic and operational decisions are data informed. The teaching staff are well-qualified and experienced English teachers who are active in the sector and engaged in professional development. They feel valued by the open and approachable leadership style of the governance team. The small size of the team allows for discussions to occur consistently and organically, and concerns can be immediately acted on. The formal monthly meeting between management and tutorial staff provides an opportunity</p>

	<p>to reflect as a team on the previous month, and plan for what is ahead.</p> <p>The Covid-19 pandemic has affected Zealive in terms of decreased student numbers and income. Management closely monitors organisational financial viability and has proactively sought ways to secure income, i.e. securing approval to be a PELT<sup>5</sup> provider. The PTE is not fully reliant on international students for income. Zealive did not waiver during the pandemic. The PTE used the last two years productively to conduct proactive marketing campaigns, rebrand, review and improve systems and procedures, and generally prepare the organisation to be in a better position for the New Zealand border re-opening for international students.</p>
Conclusion:	The governance and management team demonstrates strong and committed leadership which supports educational achievement, despite the challenges of the pandemic.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Compliance management is overseen by the director, with a clear division of labour and responsibilities between the two other members of the management team (marketing/student support/administration/accounting). Management and tutorial staff have an excellent awareness of their compliance accountabilities due to the organisation's strong self-assessment practices.</p> <p>Code of Practice self-review is conducted, with systems in alignment with the Code requirements. Self-review is a robust process completed collaboratively by management and staff. Examples of this process include the system to recruit and monitor agents, ensuring accurate information to prospective students, pastoral care provision, and a designated 24/7</p>

<sup>5</sup> The Pre-Purchased English Language Tuition (PELT) programme enables eligible migrants to participate in English language courses. It is paid for by the migrants themselves and is part of the approval of their immigration papers by Immigration New Zealand.

	<p>emergency contact person. Student files are well-organised, and visa and insurance meet requirements.</p> <p>All NZQA attestations are submitted on a timely and regular basis, and internal policies are regularly reviewed to keep them fit for purpose. The training schemes are being delivered as approved by NZQA, including the online delivery during the pandemic.</p> <p>The regular informal discussions between management and staff include compliance matters. The director keeps herself abreast of NZQA and sector updates, which proves to be an effective system to ensure compliance is dealt with in a proper and timely manner.</p>
<p>Conclusion:</p>	<p>Strong self-assessment ensures all staff members are cognisant of the organisation's compliance accountabilities, and therefore they manage them well.</p>

## Focus areas

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

### 2.1 Focus area: English as a Second Language Training Schemes

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

### 2.2 Focus area: International Student Support and Wellbeing

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

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

## 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. Training Scheme completion rates**

Period	Begin-ner 1	Begin-ner 2	Begin-ner 3	Pre-Elem	Elem	Pre-Int	Int	Upper-Int
1/5/18 - 31/10/18	100%	100%	100%	100%	100%	97.92%	88.33%	100%
1/11/18 - 30/04/19	100%	100%	100%	100%	100%	86.36%	97.73%	82.81%
1/5/19 - 31/10/19	100%	100%	100%	100%	94.83%	86.36%	93.02%	75.61%
1/11/19 - 30/4/20	100%	100%	97.44%	100%	90%	79.66%	96.88%	81.63%
1/5/20 - 31/10/20	100%	85.71%	78.43%	92.86%	97.56%	96.97%	96.67%	100%
1/11/20 - 30/04/21	100%	100%	100%	100%	100%	100%	70%	85.71%
1/5/21 - 31/10/21	N/A	100%	100%	100%	95.83%	80%	100%	N/A

**Table 2. Student destination data**

Period	Back home	Further study	Work in NZ	Work in other country	Live in NZ
1/5/18 - 31/10/18	13.04%	73.91%	13.04%	0.00%	0.00%
1/11/18 - 30/4/19	19.35%	51.61%	16.13%	12.90%	0.00%
1/5/19 - 31/10/19	12.50%	56.25%	25.00%	6.25%	0.00%
1/11/19 - 30/4/20	16.13%	51.61%	32.26%	0.00%	0.00%
1/5/20 - 31/10/20	64.71%	23.53%	11.76%	0.00%	0.00%
1/11/20 - 30/4/21	26.67%	40.00%	33.33%	0.00%	0.00%
105/21 - 31/10/21	45.45%	27.27%	18.18%	0.00%	9.09%

# Appendix 2

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>6</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

---

<sup>6</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*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 including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes 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 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

NZQA

Ph 0800 697 296

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

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