

Report of External Evaluation and Review

EF International Language Schools
Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 19 September 2012

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

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|--------------------------------|--|
| Name of TEO: | EF International Language Schools Limited (EF) |
| Type: | Private training establishment (PTE) |
| Location: | 10 Turner Street, Auckland |
| Delivery sites: | As above |
| First registered: | 2 April 2003 |
| Courses currently delivered | General English |
| Code of Practice signatory | Yes, for students aged 11-13 who are not living with a parent; students aged 14-17; students aged 18 upwards. |
| Number of students: | All international: approximately 100 equivalent full-time students. The average age is early 20s, the gender split 50-50; the visa split is approximately 50 per cent visitor visa and 50 per cent student visa. |
| Number of staff: | Nine full-time staff and approximately ten part-time. |
| Scope of active accreditation: | Three local courses in English as a second language, up to and including level 4. There are no attached qualifications. |
| Distinctive characteristics: | The General English course is delivered using a blend of information technology (IT) and face-to-face methods. |
| Recent significant changes: | There was an attempt to find new premises in Auckland in 2011. This was not conclusive and |

the search continues.

Blended course delivery methods have been introduced in response to student and staff feedback.

iPads have been introduced in class as a teaching resource.

Previous quality assurance history: At the previous quality assurance visit by NZQA, an audit in 2008, EF International met all requirements. The requirements not met at the previous audit were addressed.

Other: EF International Language Schools Ltd in New Zealand is a small part of an international consortium. EF International is a consortium of 16 divisions, of which the language school is only one part. EF International offers a range of educational services, ranging from language training and educational travel to academic degrees and cultural exchanges. There are about 400 EF International schools and offices in over 50 countries. The organisation employs thousands of teachers and has had millions of students since its inception in 1965. The international headquarters of EF International is in Zurich, Switzerland, and the Australia/Pacific area headquarters is in Sydney, Australia. The New Zealand EF International branch reports to the Australia/Pacific area headquarters.¹

2. Scope of external evaluation and review

The scope of the external evaluation and review (EER) included:

- Governance, management, and strategy
- International student support
- General English course

The first two focus areas are mandatory, and the General English course is the only course currently being offered.

¹ Source: <http://www.ef.co.nz/about-ef/company/>

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.

A team of two evaluators and an observer of the EER process visited EF for a two-day visit. Interviews were held with the school director, the director of studies, the senior teacher, the activities manager, the accommodation manager, the teaching staff, and some current students. A number of documents and other resources were sighted and reviewed. These included the quality management systems (QMS) document, student evaluation forms, development timeline, student handbook, assessment summary, EF workbooks, level guide, teacher handbook, job description, peer observation, teacher checklist, Elektra data system, mission statement, A-F grade descriptors, achievement certificate, and formal teaching observation forms. The evaluators were also shown the English New Zealand quality audit report for the school.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **EF International Language Schools Limited**.

An important consideration for the NZQA evaluators in the review of EF International Language Schools in New Zealand has been to contextualise the unique modus operandi that is inherent in the organisation. EF is a very large multinational company with many English language schools around the globe. The EF vice-president for operations, Pacific, is based in Sydney, from where he has oversight of EF schools in Sydney, Brisbane, Auckland, and Singapore. All spending decisions for the New Zealand school are within annual budgetary parameters and are at the discretion of the school director in Auckland.

EF operates an internationally bound curriculum with centrally generated resources of high quality. EF schools combine learning with tourism activities, and the length of learning varies according to the students' individual needs. In this regard, the challenge is to decide how much the EF school in New Zealand can influence the outcomes when it has very little control over the circumstances. In the areas of its operation that EF in New Zealand can influence, it does so to good effect. The evaluators also note that the international operation of the EF programme can be viewed as both an advantage and a disadvantage for the New Zealand management. The school's educational programme is run to an international prescription using centrally produced resources. Where possible, the teaching staff can enhance the prescribed material with locally relevant material to assist the student while they are in New Zealand. The promotion of student satisfaction is the key outcome to be measured in EF programmes. Student satisfaction is measured painstakingly by EF and forms the basis of regional and global standards and benchmarking. There are no qualifications to be gained, and programme completion is a variable quantity as the programmes are designed to the individual's needs, but EF management stated that nearly all the students completed the course of study in which they enrolled. EF in New Zealand rates very highly in student satisfaction surveys, achieving 92 per cent recommendation rate, which is the second-highest among 25 EF schools surveyed. The students are very well supported in New Zealand and EF ensures that they have a good learning experience and a rewarding visit to New Zealand. The students and the teachers told of the advancements in English language skills and the significance of the students attaining confidence and self-assurance as a result of their participation in the programme.

Teaching staff are well qualified and experienced in their tasks. The teachers were found to be focussed, attentive, and very well resourced to carry out their duties. The school premises are suitable for the purpose and conveniently located in the Auckland CBD.

The students that were interviewed all stated that the English language they are learning will be of use to them in the future, particularly in employment. The progress of the students is not tracked beyond their time at the school. It is not known how well the learning meets the long-term aspirations of the students, or what future employers think about the relevance of the learning. The evaluators were told that this type of data collection is not valuable in the case of the types of programmes that EF provides.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **EF International Language Schools Limited**.

As an international entity, EF conducts its self-assessment on a regional and a global scale. The self-assessment is very much centred on student satisfaction. Student satisfaction is very important to EF globally as it relies on recommendations and referrals from its past students to gain future enrolments. Therefore, EF is aware that the student experience should be as favourable as possible. Outcomes are measured in terms of student satisfaction rather than student achievement, qualifications gained, or courses completed. This is because the learning is only part of the students' international experience and the students come to New Zealand for different lengths of stay, and so experience more or less of the teaching programme. While EF does determine the needs of the incoming students, it is not clear that it measures how well those needs have been met beyond the length of the course. There is no formal, structuralised tracking of students after they leave the course, and no employer feedback as to the value of the learning.

EF responds promptly and effectively to any issues that arise from the student feedback and that emanate from student council meetings. Such issues are local in nature and, apart from requiring Australian management approval for some changes, are able to be dealt with quickly. The New Zealand school is responsive at a local level and in the areas that it can influence. It is able to respond quickly on student welfare and accommodation issues, and it can inject local material into the elective parts of the course.

EF in New Zealand is aware of its distance from the centre of power. This isolation is a consequence of it being a small part of a large international organisation. The New Zealand branch is not able to react quickly to implement substantive changes to the programme of learning if required. Contributions or advice from New Zealand staff are not always 'heard' and often have no impact. Areas of improvement and development that the New Zealand EF school can engage in are in the areas that it controls itself, which are mainly in pastoral care activities, the use of electives to inject local content into the courses, and to meet specialist requirements.

Findings²

1.1 How well do learners achieve?

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**.

In the case of the EF General English programme, achievement outcomes are not able to be measured in the way that is common to TEOs delivering programmes leading to qualifications. Students do not graduate with a diploma or certificate in the way that is common to many institutions, but complete a period of study which is usually determined by the number of weeks a student wishes to enrol for, and this is consistent with practice in the English language sector. The length of enrolment is sometimes determined by tourism activities that the student also wishes to undertake. The students' improvement in their English skills over this time is determined through formative and summative assessment (as described below) and a certificate of attainment is issued to the eligible students. Many of the students combine tourism experiences with the language tuition. Students enter New Zealand with either a tourist visa (for shorter courses up to 12 weeks) or a student visa (12 weeks up to a year).

The students generally leave New Zealand after the programme, so success cannot be measured in terms of gaining New Zealand-based jobs or continuing to further study. The main indicator of student satisfaction is gained through student feedback. High numbers of student recommendations are evident in the New Zealand branch of EF (92 per cent average in 2011). This rate compares well with international statistics of student recommendations for EF schools internationally.

For the 80 per cent of the school's students who opt to take it, gain is measured through an exit test developed by Cambridge ESOL exclusively for EF and aligned with the Common European Framework. Students are able to study for IELTS (International English Language Testing System) or Cambridge ESOL examinations if they wish.

Students gain an exit certificate (based on 80 per cent attendance of the course) which shows the improvement in English language proficiency gained as a result of the course. While the results of the programme are not measured by course completions or the attainment of qualifications, the students are all able to show improvement in English language skills commensurate with the length of study as measured by the internal progress tests and/or the exit test.

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

There is evidence that the students gain 'soft skills' such as confidence and self-belief as a result of the learning. The evaluators heard examples of students who originally lacked in confidence and self-belief and are now engaged in ongoing international relationships with other former students from the school.

Teachers engage in weekly assessment (A-F grade scale) of the students' participation and performance. Students are also assessed through a book test for each five/six-week block of tuition to determine the students' advancement, and the teachers will make the decision when the student is ready to move to the next level of learning based on these tests. Academic writing exercises take place on Fridays and the students build a portfolio in this area. Optional special interest (SPIN) classes give the opportunity for the teachers to include local content and for the students to select options based on their needs or interests.

Students interviewed expressed that they enjoyed gaining the ability to speak English conversationally. EF generally does not track the students who complete its courses; however, informal contact can be maintained through a designated Facebook page, and some students return to visit the campus later. A lot of emphasis is put on gathering student feedback during the programme, as it is an important factor for EF to rate its schools. A centralised EF evaluation form is used for this by each student three times during the course: at the beginning, middle, and end. This provides important data for the EF organisation to compare performance and to benchmark internationally and regionally. Records are kept of the numbers of students who leave their programmes early. Leaving the course early is allowed but not encouraged, and is only done by a small number of students, usually so they can take time to travel in New Zealand.

EF concentrates on gathering data on student satisfaction through the feedback it collects from students. The emphasis is placed on extracting and analysing data that indicates how popular the programmes are, with a view to anticipating future business as a result of recommendations and referrals from current students. Data for recommendations and referrals was not available at the time of the EER visit. This approach is not entirely learning-centred, and the emphasis of this form of data collection is not entirely for studying student performance but also for ensuring ongoing business objectives. The self-paced learning style, in which students can enrol for a course, the length of which suits their needs, means that there are differing outcomes and course lengths to deal with.

There are few direct stakeholders apart from the school and the students themselves. The students say that future employers will be the beneficiaries of the English language skills gained. As these relationships have yet to be formed, it is difficult to gain stakeholder feedback on the value of the learning. There is a transfer of data from New Zealand to the Australian office, which is used to provide international sales comparisons. This data is used by EF management in New Zealand, and determinations made concerning key performance indicators, budgetary spending, and strategic initiatives are based in part on this data. While there is adequate collection of data for business purposes, at EF the data has been useful to improve educational performance.

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

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

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

The students and staff indicated that there are noticeable personal gains for the students from attending the course. It was stated that student development, satisfaction, and confidence are all improved and the extra English language skills will help the students in future employment. Many of the students come to New Zealand for tourism experiences in conjunction with their learning. To help with achieving this, the school includes cultural kiwi experiences in the lesson content and in the planned activities. The evaluators heard that students gain confidence by mingling with other students from many cultures.

There is the opportunity at EF for students to prepare for IELTS or Cambridge examinations if they wish, but only through optional SPIN classes, rather than through dedicated exam preparation courses as there are insufficient students to run these courses at the moment. The students gain valuable learning in conversational English, and this is assisted by EF not allowing other languages to be spoken on campus.

Other useful activities allow students to adapt to New Zealand life. Learning about New Zealand driving laws is an example of this. The EF experience helps to break down cultural barriers for the students, as for many students this is their first excursion outside their home countries. The students interviewed stated that gaining proficiency in English language will help them in their future job prospects, and one student said he needs more proficiency in English language to enter the German army. The students that were interviewed indicated that these aspirations are being met in the programme, and student feedback shows that the programme is working very well.

Student feedback is a large factor in measuring the value of the learning for EF. This feedback involves answering a series of questions which cover such areas as student support, accommodation, homestay, learning, teaching, and resources. The feedback data is available to the Australian office where it is analysed and rated. It is used along with similar feedback from other schools to provide international and Pacific-wide statistics for EF. Student feedback is not only a source of statistical data, it is also an early warning system for any problems that a student is having and a source of detailed feedback through accompanying interviews.

It is not apparent that benchmarking with local English language providers occurs, but EF is a member of English New Zealand so there is a set of local standards with which EF in New Zealand complies. The evaluators learned that referrals and recommendations from past students are of central importance to all facets of the

EF organisation, and that feedback is used to measure student satisfaction at various stages of the courses, so that any remedial actions to improve the students' experiences can be swift and effective.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

EF is able to meet the expectations of its students as it has an excellent understanding of the international market for providing English language tuition combined with tourism experiences. This is shown by its global success. It also has its own international system of 'salespeople' and so bypasses the vagaries for the school and students of dealing with independent recruitment agents. Resources and books are produced by EF specifically for its global network of schools and are produced centrally and are of high quality.

To match the needs of the students, EF provides tuition for students who wish to learn English for international use and includes some local content to assist the students with life in New Zealand. Some students require internationally recognised certificates of competence and EF has organised for Cambridge and IELTS preparation courses to be offered when there are sufficient numbers of students who want them. The international character of the business ensures a streamlined system that operates with integrity. New Zealand is selected as a desirable destination, being relatively small and easy to travel in and having a reputation for exciting activities and being relatively safe.

To ensure that students' needs are met, there is an EF-initiated entry test to place students into the programme at the appropriate level of English tuition. Oral competency tests occur during the entrance interview to ascertain the level of tuition required in this area. Students are able to select their own SPIN courses according to their needs, which are also ascertained during the interview process. This enables the students to take some ownership for their course options. The student subject selections are surveyed to determine which subjects are required most so that they will be included in SPIN courses for revision and remedial purposes. Teachers engage in ongoing appraisal of students' needs, weaknesses, and strengths to facilitate appropriate teaching strategies and to determine when students should go to the next level.

Self-assessment in this area is dependent mainly on the student satisfaction surveys. EF is particularly responsive at a local level to student comments and trends. A good example of this is its reactions to issues that arise from the student council meetings. The student council has regular meetings from which minutes are produced and suggestions are acted upon by management as soon as possible. Good management response to issues uncovered by the feedback is

shown by the management response of increasing the hours of the activities manager and employing an information technology (IT) engineer on a part-time basis to cope with any attention that is required to the new systems.

1.4 How effective is the teaching?

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

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

The standard of teaching at EF is high. The teachers are very conscious of the students' needs and respond quickly to feedback. For example, the introduction of computer lab-based programmes did not totally suit some students, and EF responded by introducing a blended learning method. EF is now engaged in a mixture of face-to-face and iPad lessons with teacher supervision. This has proved to be a far more effective delivery method.

The teachers are well qualified and very skilled and there is a general sense that they enjoy their jobs, as they are enthusiastic and committed to their work. The financial management of the branch occurs off-shore, which means that the teachers and managers are unencumbered and able to concentrate on their immediate duties.

There are many initiatives underway at EF to enhance teaching effectiveness based on student feedback and discussions among staff and management. The staff members engage in ongoing professional development which is internally organised to provide for performance-enhancing activities, with the occasional external event such as the English New Zealand symposiums. The staff members engage in peer observations on request if they feel that another teacher has some teaching practice which can help them. The academic director said he had an open-door policy and the staff members feel that he is very approachable. The teachers showed good preparation skills in preparing for the introduction of iPad-based delivery, by engaging in familiarisation sessions. The staff members engage in performance training which is given in new technologies and course developments. The resources are very good, with high quality workbooks for the courses. The teachers are able to insert local content into the programmes, especially through the SPIN courses. There are Friday lectures, which are done in turns and allow the teachers to inject individuality into the programmes.

EF teachers and management make allowance for students with disabilities, as shown by the sympathetic inclusion of a dyslexic student and a partially-sighted student into the classes. A teacher handbook is useful for instruction and reference. New teachers 'buddy-up' with an experienced teacher who guides them through their induction period to EF. There is a checklist of induction items that the mentor works through with the inductee. The job description helps to outline the specific duties of the teaching staff and is linked to the employment contract. Student evaluation comments assist the teachers to adapt their delivery

methodology to make the lessons more conducive to learning. Formal lesson observations are undertaken twice a year and regarded as a developmental instrument. They are incorporated into the performance review.

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**.

The provider is given initial student information from the sales branches abroad. The students are also briefed by the salespeople about arrival in New Zealand. The entry test and oral interview give an indication of the English-speaking ability of the entrant which allows EF to place the student at an appropriate entry level. As all the students are international, pastoral care is an important consideration for the provider. Staff and management are available in New Zealand for student counselling, and the school director has charge of the emergency call number and is available 24 hours. The director has a hands-on approach to student care and gave examples of when he had been called out to take care of unusual circumstances involving one student or another. The support staff are able to direct students to medical services as required and there is a list of contact numbers for such services should the need arise. The off-shore sales offices also provide a source of support and allow the student to speak to someone in their own language. The sales offices are also able to relate concerns from the parents in the home country to the EF management in New Zealand. This is a proactive arrangement with the welfare of the student at heart. EF provides SIM cards for junior students (aged less than 18 years) so that they can keep in contact with the school. EF management monitors the homestays and accommodation for the students very carefully. The evaluators heard that there has been student concern over the standard of some of the accommodation addresses used by EF. EF management is closely monitoring the situation and communicating with the accommodation owners and is looking at other options.

Further to its responsibilities to student guidance and support, EF is effective at enabling students with disabilities and different cultural beliefs and helping them to learn. As a number of students come from Saudi Arabia, a prayer room for Muslim students is provided. To further support the learning, EF has a self-access library, which is stocked with texts, DVDs, and novels for the students to borrow as required.

EF is a signatory to the Code of Practice for the Pastoral Care of International Students (CoP). EF has conducted a self-review of the CoP using the template from the Ministry of Education website.

At EF there is a particular awareness for the needs of the students below 18 years of age. The provider sends monthly reports on its students' progress to the sales branches abroad. This information is useful to the salespeople as it helps

determine recruitment practices. The student feedback through the evaluations is very important to maintain support and develop new avenues of assistance. Student feedback has resulted in the acquisition of various items of equipment such as table tennis gear, a television, and new cutlery. There is also much informal gathering of student information by teachers and staff, which assists with pastoral care. EF conducts interviews of students who leave the programme early to ascertain the reasons for this. It is good practice that EF engages in the CoP online self-audit to ensure its practices remain appropriate and current.

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

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**.

In understanding the self-assessment capability of the school, it is necessary to understand the size and modus operandi of the organisation. EF International is a multinational corporation based in Zurich, Switzerland. The global language school is just one of its operational arms. There are about 400 EF schools and offices in over 50 countries. The organisation employs thousands of teachers and has had millions of students since its inception in 1965. The New Zealand school director reports to the vice-president for operations, Pacific. The sales offices abroad recruit the students and collect student fees. The New Zealand school obtains its budgeted funding from Australia, and the regional finance office in Sydney supervises the student fee protection fund that is a requirement in New Zealand. The evaluators heard that there are few direct financial links between the students and the New Zealand office.

It is an advantage that the school director in New Zealand is unencumbered by financial concerns and can spend a lot of time directly concerned with pastoral care concerns, some of which he deals with personally. A distinct and supportive team structure was evident to the evaluators in the visit. This allows for good supervision and lines of accountability, but is not too deep that the upper hierarchy in the New Zealand school do not have direct contact with the students. It is evident that the teachers support management decisions, as illustrated by the transition to blended learning.

The teaching staff members hold monthly minuted meetings. Although some of the courses are of a short nature of (less than 12 weeks) the meetings are held often enough to address general problems and lead to remedial action and training within an acceptable timeframe. The managers in New Zealand hold informal meetings on a daily basis with each other as the need arises. The school director said that annual international conventions are held by EF for its school directors at different locations abroad (the last was held in Turkey). This provides a good opportunity for an exchange of ideas at this level.

The New Zealand management has online meetings with their overseas colleagues and sometimes travel to receive training and to attend meetings, so there is good collaboration at this level. The New Zealand school is not expected to formulate policy or develop initiatives. While it does contribute to programme development ideas, it is only a minor player and cannot influence decision-making in a major way. The New Zealand branch is able to set aside time for course development and makes submissions in this area to the course developers overseas. The New Zealand school shows local initiative in its ability to adapt its self-assessment and provide strategy for improving teaching and learning.

The evaluators heard that the New Zealand management could request some data if required. It was evident that in terms of its operations, the New Zealand school director can make a case to the Australia/Pacific area headquarters if there is anything that it needs. In this way, the New Zealand branch managed to secure the services of a part-time IT person and a full-time activities person. EF was audited by English New Zealand in 2009, and the outcomes of this were mainly positive.

Generally, the management functions of EF in New Zealand are facilitated from abroad. There is limited opportunity for influencing the development of the larger organisation, but the branch operates well at the local level. The management showed that the branch has good systems of documentation and records, as documents requested by the evaluators were readily supplied. EF uses the Elektra student data recording system for the recording of attendance and results for students, and the system is able to provide data for business development or performance monitoring purposes. As already stated in this report, there is no systematic tracking of the students who complete the courses, and only incidental and anecdotal evidence of the value of the learning in the long term. In a recent innovation, EF has implemented a system of monthly review files which will enable a systematic review of the school against EF's key evaluation questions in response to the EER visit. There is no local advisory board because this function is carried out at the Australia/Pacific regional level. Student evaluations provide information on improvements that could be made. Within this business model the school provides good quality learning for its students, who indicate that they are happy with the results.

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 **Excellent**.

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

2.2 Focus area: International student supervision.

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: General English

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

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

Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process approved by the NZQA Board. 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). Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at:

<http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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