

# Report of External Evaluation and Review

Christian English Academy  
in New Zealand Ltd trading as  
North Shore Language School

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 12 August 2014

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	4
3. Conduct of external evaluation and review.....	5
Summary of Results .....	6
Findings .....	8
Recommendations .....	16
Appendix .....	17

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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:	Christian English Academy in New Zealand Ltd trading as North Shore Language School
Type:	Private training establishment (PTE)
Location:	122 Wairau Road, Glenfield, North Shore, Auckland
Delivery sites:	Glenfield campus – as above Albany campus – 75 Corinthian Drive, North Shore (commencement of delivery planned for July 2014)
First registered:	11 August 2003
Courses currently delivered:	<ul style="list-style-type: none"><li>• Certificate in TESOL (Teachers of English to Speakers of Other Languages)</li><li>• General English</li><li>• Academic English (preparation for primary, intermediate or high school studies in New Zealand)</li><li>• IELTS (International English Language testing System) preparation</li></ul>
Code of Practice signatory:	Yes for learners 14 years of age and above; also holds approval for international learners 11-13 years of age who are not living with a parent.
Number of students:	Approximately 110 learners on the Certificate in TESOL programme each year Approximately 110 learners on other English

	courses each year
Number of staff:	Management and administrative: four (full-time) Language teachers: five (full-time)
Scope of active accreditation:	As per courses currently delivered
Distinctive characteristics:	The majority of learners are Asians. Koreans are usually the largest ethnic group represented in the learner cohort. <sup>1</sup>
Recent significant changes:	NA
Previous quality assurance history:	The previous external evaluation and review (EER) of North Shore Language School was conducted in 2010. NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of the language school.
Other:	North Shore Language School receives SAC (Student Achievement Component) funding from the Tertiary Education Commission (TEC) for its Certificate in TESOL programme.

## 2. Scope of external evaluation and review

The scope of this EER included the following mandatory focus areas:

- Governance, management and strategy
- International students

The other focus area selected was:

- Certificate in TESOL (Level 4)

At the time of scoping for the EER, this was the only course/programme with confirmed enrolments. It is also the core programme as determined by the language school.

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<sup>1</sup> Ethnic representation fluctuates week by week. During the week of the on-site visit, 85 per cent of learners were ethnic Koreans. On an annual average, the proportion sits at around 61 per cent.

### 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.*

Self-assessment materials were delivered to NZQA in a timely fashion to inform the scoping of this EER.

Prior to the scope of the evaluation being finalised, the lead evaluator met with the owner/director and director of studies in person to agree on the focus areas and logistics of the on-site visit.

The evaluation team comprised three evaluators, including an associate evaluator with expertise in the delivery of English language programmes to speakers of other languages. The on-site visit was conducted over one and a half days. Interviews were held with the owner/director, the director of studies, two TESOL teachers, two administrative staff and six learners (four from the TESOL programmes and two from the IELTS preparation class). A number of graduates and stakeholders were contacted after the on-site visit concluded. A very wide range of documents was sampled throughout the evaluation.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Christian English Academy in New Zealand Ltd trading as North Shore Language School**.

- The course and qualification completion rates of North Shore Language School have been consistently above 98 per cent since 2011 for the Certificate in TESOL programme (see Findings 1.1).
- Learners on the Certificate in TESOL programme acquire skills and knowledge in language teaching, with a healthy majority of graduates gaining relevant employment. Most others continue to pursue further academic studies (see Findings 1.2 and 1.3).
- Teaching is effective. Learners reported a good rapport with their teachers. Assessment and moderation practice is considered thorough and appropriate for the size of the language school. The newly implemented performance appraisal system encourages self-reflection and continuous improvement (see Findings 1.4).
- North Shore Language School is attentive to the pastoral care requirements and emotional well-being of its learners (see Findings 1.5).
- The language school has a very clear purpose and direction. The owner/director and director of studies work very well together, with complementary skills and knowledge. The business model is sleek and sound. Staff are highly engaged and turnover is low (see Findings 1.6).
- There is room for further improvement, such as in the frequency and substance of internal professional development sessions (see Findings 1.4).

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Christian English Academy in New Zealand Ltd trading as North Shore Language School**.

- North Shore Language School responded effectively to the recommendations from the previous evaluation and significantly enhanced its self-assessment practice. Examples are the introduction of benchmarking practice (see Findings 1.1), the introduction of graduate destination outcomes tracking (see Findings 1.2), and a clear division of responsibilities between the owner/director and the director of studies (see Findings 1.6).
- On its own initiative, the language school also implemented various enhancements to its self-assessment practices. An example is the new performance appraisal system which reflects New Zealand Teachers Council registration criteria (see Findings 1.4).
- Self-assessment practices could be further strengthened in some aspects of the language school's operation. For example, marketing materials could be reviewed more regularly to ensure a clear communication of intended outcomes is portrayed (see Findings 1.3), and further effort could be made to ensure ongoing compliance with the Code of Practice for the Pastoral Care of International Students (see Findings 1.5).

# Findings<sup>2</sup>

## 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 **Excellent**.

Completion rates for the Certificate in TESOL programme have been consistently close to, or at, 100 per cent throughout the past three years. Rates of progression to higher-level of education have been improving and consistently performing well above the sector medians over the same period. Table 1 shows the school's performance for each of the indicators over the past three years versus the sector median for level 4 programmes (in brackets), as published by the TEC.

<b>Indicator</b>	<b>2011</b>	<b>2012<sup>3</sup></b>	<b>2013*</b>
Course completion	98% (81%)	100% (80%)	98%
Qualification completion	98% (76%)	100% (75%)	98%
Progression to higher studies	37% (20%)	45% (22%)	48%

\*Sector medians for 2013 were not available at the time of the EER – when compiled, the information will be available on the TEC website: <http://www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/Educational-performance-at-individual-tertiary-providers/>  
Source: table and data supplied by North Shore Language School, incorporating TEC data

Exit interviews are conducted for all learners, including early drop-outs. Data collected is collated and analysed. The owner/director and the director of studies were able to articulate to the evaluation team the reasons behind non-completion, which were largely related to changes in learners' personal circumstances that are beyond the control and influence of the language school.

The Certificate in TESOL programme incorporates preparation for TKT (Teaching Knowledge Test). North Shore Language School benchmarks its annual performance against the average performance nationally, as published by Cambridge University. The comparison shows that learners from the language

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<sup>2</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>3</sup> Figures shown here for North Shore Language School differ to those shown on the TEC website because of a data entry error identified after TEC published the annual figures. This has been accepted by the TEC and North Shore Language School was allowed to re-submit the 2012 data.



school generally perform better than those from other institutes (as determined by the percentage of learners achieving a better band in TKT – band 4 being the best).

Table 2 shows the TKT performance of learners from North Shore Language School versus New Zealand national performance (in brackets), as published by Cambridge University.

<b>Bands</b>		<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013*</b>
<b>Worse &lt; &gt; Better</b>	Band 4	9.5% (12.3%)	27.7% (16.7%)	24.5% (17.1%)	30.3%
	Band 3	90.5% (72.7%)	66.5% (69.5%)	65.8% (67.4%)	65.9%
	Subtotal	100.0% (85.0%)	94.2% (86.2%)	90.3% (84.5%)	96.2%
	Band 2	0.0% (14.4%)	5.8% (13.0%)	9.3% (15.2%)	3.7%
	Band 1	0.0% (0.6%)	0.0% (0.8%)	0.4% (0.2%)	0.0%
	Subtotal	0.0% (15.0%)	5.8% (13.8%)	9.7% (15.4%)	3.7%
<p>*National performance for 2013 not available at the time of the EER – when compiled, the information will be available on the Cambridge English Language Assessment website: <a href="http://www.cambridgeenglish.org/research-and-validation/quality-and-accountability/grade-statistics/">http://www.cambridgeenglish.org/research-and-validation/quality-and-accountability/grade-statistics/</a></p> <p>Source: table improvised from data supplied by North Shore Language School, incorporating statistics published by Cambridge University</p>					

North Shore Language School responded positively to the implied recommendations from the previous evaluation and introduced trend analysis and external benchmarking into its self-assessment practices. The evaluation team commend this and note that a reflective culture is well and truly embedded for all educational matters in the language school. Analysis on performance is regular and ongoing, and contributes to the excellent levels of achievement. North Shore Language School was able to clearly articulate to the evaluation team the reasons behind its educational success, and the evaluation team is highly satisfied in the sustainability of such success, given the level and quality of the language school’s self-assessment 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 **Excellent**.

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

North Shore Language School is producing outcomes that are valuable to learners and other key stakeholders, such as the local community, through the provision of the Certificate in TESOL programme, which the evaluation team considered to be well run and appropriately tailored and designed for its intended purposes. The memorandums of understanding with various organisations that receive the

*Final Report*

community services performed by learners during their course of study, or that accept graduates of the language school into relevant teaching positions, are evidence of value perceived by employers and the community.

The majority of learners are motivated by a desire to gain employment or to advance to higher studies, and many achieve this outcome shortly after completion of the Certificate in TESOL programme. The evaluation team invited North Shore Language School to distinguish and elaborate on the differences between its Certificate in TESOL against the CELTA (Certificate in Teaching English to Speakers of Other Languages) qualification from a value-of-outcomes perspective. The language school responded to the satisfaction of the evaluation team. The content of the Certificate in TESOL has been amended over time in response to changes in the local and overseas education sector requirements and is delivered over a longer period of time, with work experience offered as part of the programme. This means that graduates of this New Zealand qualification are receiving value in return for their commitment. Table 3 below shows the destination outcomes of these graduates and further confirms the generally positive results:

<b>Table 3: Destination outcomes of TESOL graduates</b>			
	<b>2011</b>	<b>2012</b>	<b>2013*</b>
Further education	23%	20%	32%
Employment (comprises):	77%	74%	52%
- Overseas in education sector	27%	31%	18%
- Domestic in related industries (e.g. education, childcare)	46%	40%	26%
- In unrelated industries	4%	3%	8%
Not currently employed**	0%	6%	16%
(Figures are expressed as a percentage of graduates who responded to the language school's own survey) * Figures for 2013 are provisional only. The figures are incomplete as graduate destination surveys for some classes in 2013 were not due to be carried out until 2014. ** 'Not currently employed' includes mature learners not actively seeking employment Source: table and data supplied by North Shore Language School			

Graduates who progressed to further studies at tertiary level, including those who progressed to undergraduate degree in education, teacher training and the CELTA programme felt well equipped for their academic pursuit as the content of the Certificate in TESOL programme is well aligned with their higher studies. Beyond the positive employment and higher studies outcomes, as demonstrated in the table above, learners also reported that they gained confidence in teaching young learners and acquired new knowledge in teaching techniques.

The Certificate in TESOL programme is partly funded by the TEC. North Shore Language School has analysed its learner cohorts by age and advised that learners under 25 years of age have a 100 per cent completion rate for the programme. Between 37 per cent and 48 per cent of these learners progressed to further

education. This is significantly above the national median of 23 per cent. This aligns well with and contributes towards the Tertiary Education Strategy of ensuring learners under the age of 25 years gain a qualification to at least level 4 on the New Zealand Qualifications Framework.

North Shore Language School has responded positively to the findings and recommendations from the previous evaluation, by implementing a system to track graduate destination outcomes systematically. The evaluation team noted such success and the effectiveness of the process through the data collected and associated analysis presented. This is encouraging when the tracking of graduates who have gained employment overseas is by no means an easy task.

### 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**.

The Certificate in TESOL programme is positioned as a course specifically for those who wish to teach English to non-native speakers. The owner/director is aware of and up to date with the requirements imposed by overseas governments (such as Korea and Japan). The programme is adjusted as required to ensure it continues to match changing requirements. As a result, learners (some of whom are international students) receive training that matches their desired pathway to a teaching career.

The evaluation team spoke with two young learners who were about to begin undergraduate studies at universities and were attending the programme on the recommendation of their parents. The learners found the TESOL programme inspiring, with one seriously considering taking up teaching as a future career.

For the General English courses, North Shore Language School presented evidence to the evaluation team that the initial placement test placed learners at the right level in almost every case. A review mechanism is used during the commencing week to ensure any inappropriate placement is identified and remedied.

However, the evaluation team believes the admission selection process for the Certificate in TESOL programme could be further strengthened – this has been discussed directly with the language school. After reviewing selected publicly available marketing materials, the evaluation team was also of the view that the communication of possible outcomes of the programme could be clearer.

## 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 **Excellent**.

North Shore Language School operates a number of excellent practices for assuring teaching effectiveness. For example, class observation is undertaken by the director of studies periodically; peer observation is also arranged when considered beneficial by the director of studies (for specific areas of development); regular learner surveys are conducted to gauge learners' satisfaction and teaching effectiveness; fortnightly meetings for teachers are held and minuted.

Recently, the language school introduced a new teacher performance appraisal system, incorporating registration criteria of the New Zealand Teachers Council. The evaluation team sighted its operations and commended its self-reflective, participatory approach and believes the new system will further enhance the well-embedded continuous learning culture.

Internal moderation is simple but effective. External moderation is done by an appropriately qualified professional within the English language sector. There is clear evidence that teachers regularly share and reflect on the learnings from moderation outcomes. Assessment and moderation practices are considered thorough and appropriate for the size of this language school.

The language school staff reported that the small class sizes of no more than 12 learners (and usually fewer than 10) contribute to effective learning and allow teachers to provide one-to-one attention for individual learners. Learners are required to maintain a 'reflective teaching log', which records their own reflection of learning and practical experience and is shared with their teachers, who effectively use the log as a tool to gauge progress and to identify any issues that require further support. The evaluation team noted a highly positive learning environment of trust and respect, with strong rapport between the learners and teachers.

Teachers are encouraged to participate in relevant professional development opportunities offered by external organisations, and internal professional development sessions occur quarterly. The evaluation team considered the quarterly frequency as insufficient given the nature of the programme (effectively a specialist teacher training programme), especially when some of the topics for the internal sessions can sometimes be unrelated to teaching.

### 1.5 How well are learners guided and supported?

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 **Adequate**.

The owner/director is also a pastor of the local Korean community. The evaluation team saw strong evidence that the language school is attentive to the pastoral care requirements and emotional well-being of all its learners (whether domestic or international). As part of programme requirements, learners are required to write a self-reflective essay, in confidence, to the teachers on a regular basis and staff often provide additional support (both academic and pastoral) as a result of these essays. Counselling services are readily available on site.

Attendance requirements are clearly spelt out to learners at commencement, alongside information about the language school and the course/programme. The evaluation team examined the process for recording and monitoring attendance and is satisfied with its operations and effectiveness.

Issues with compliance with the Code of Practice for the Pastoral Care of International Students were identified during the validation visit by NZQA in 2013, namely complying with the requirements for having travel and medical insurance records for international students. This was immediately rectified, but nevertheless reflects a weakness in the language school's capability in self-assessment as the problem was identified externally. This weakness was reflected in the rating for capability in self-assessment for this key evaluation question. The rating for educational performance in relation to this key evaluation question acknowledges the otherwise very good pastoral care support provided by the language school.

### 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**.

The management team of two comprises the owner/director and the director of studies. The owner/director has good connections and some standing within the community. The director of studies is highly capable, knowledgeable and committed. A very effective work relationship is observed between the two managers, with a clear division of responsibilities, which contributes to the continued success of North Shore Language School. This is a clearly noticeable improvement since the last evaluation.

North Shore Language School has a clear purpose for being and follows a strategic plan in its ongoing development. Staff turnover is very low, an indication that staff are engaged, share the same vision and have good rapport. The business model, involving interactions between the General English classes, TESOL programmes

*Final Report*

and Brightside Education – an OSCAR (Out of School Care and Recreation) approved programme running in the same premises after school hours – is sleek and sustainable. Management demonstrated responsiveness to the changing operating environment, such as through participation in the Targeted Review of Qualifications process.

The language school maintains some effective external networks. For example, the director of studies has ongoing connections with the wider teaching profession; the owner/director engages with other private training establishments and the local business community for mutual sharing of intelligence and best practice. The evaluation team is of the view that such external advisory could be formalised to facilitate systematic, regular input into the management of the language school at both strategic and operational levels.

The director of studies operates a range of mechanisms to effectively monitor and quality assure the overall educational performance of the language school, and reports her analysis and findings to the owner/director on a regular basis. For example, learners' achievements are benchmarked against external indicators; student feedback is collated, analysed and reviewed; and organisational performance is reviewed and reported annually. The evaluation team found that the language school has a systematic approach to all its operations, and a reflective culture is embedded to facilitate self-assessment that leads to continuous improvements.

## 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 students

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

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

(See Findings 1.5)

### 2.3 Focus area: Certificate in TESOL (Level 4)

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

NZQA recommends that North Shore Language School:

- Continue to foster a network to maintain ongoing connections with the private training establishment sector, in order to facilitate more opportunities for gathering intelligence and sharing best practice.
- Schedule internal professional development sessions more regularly than every quarter, perhaps by consider the possibility of joint sessions with other non-competing private training establishments.
- Explore whether strengthening the admission selection criteria for the Certificate in TESOL programme, in terms of candidates' aptitudes and suitability for the specialist teaching profession, is beneficial.
- Explore whether adding the practicum component of the TKT might be an advantage for the TESOL programme.



# 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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*Final Report*