

Report of External Evaluation and Review

Wilkinson's English Language School
Limited

Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 11 July 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

Name of TEO:	Wilkinson's English Language School Limited
Location:	55 Kotare Street, Christchurch
Type:	Private training establishment
First registered:	2000
Number of students:	Domestic: 169 funded places for 2012 International: approximately 150 students per year
Number of staff:	Four full-time and 18 part-time tutorial and administrative staff
Scope of active accreditation:	<ul style="list-style-type: none">• English – Beginner/Elementary• English – Pre-Intermediate/Intermediate (Level 2)• English – Upper Intermediate/Advanced (Level 4)• Preparation for IELTS (International English Language Testing System) (Level 3)
Sites:	One as above
Distinctive characteristics:	Wilkinson's English Language School Limited (WELS) is structured into three departments delivering two main strands of training: English language tuition for international students (English for Speakers of Other Languages (ESOL)); and intensive literacy and numeracy (English for Work) and workplace literacy programmes for New

Zealand citizens and permanent residents, funded by the Tertiary Education Commission (TEC) and delivered by two of WELS' departments under the auspices of Wilkinson's Workplace Literacy Services. Some staff teach in more than one department.

Recent significant changes: WELS has been significantly affected by the Christchurch earthquakes of 2010 and 2011, including the loss of records and resources and relocating twice during 2011.

In December 2011, WELS created the role of quality assurance officer to oversee the organisation's self-assessment processes.

Previous quality assurance history: The NZQA quality audit in 2009 found that WELS met all but four requirements. The requirements not met related to governance and management; learner information, entry and support; and assessment and moderation. WELS met all but three requirements of the Code of Practice for the Pastoral Care of International Students.

WELS was exempt from NZQA external moderation in 2011.

Other: WELS is approved under the Code of Practice for the Pastoral Care of International Students for the enrolment of under 18-year-olds.

2. Scope of external evaluation and review

The scope of the external evaluation and review included:

- Governance, management, and strategy
- International student support
- English for Speakers of Other Languages (ESOL)
- English for Work

The first two focus areas are mandatory. A mix of general and academic English is provided within the ESOL department to international students. The English for Work programme is available to migrants to help them communicate more effectively at work and in everyday situations.

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-eeer/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 visited WELS over two days. Interviews were held with the owner/principal, three heads of departments, the quality assurance officer, tutorial and administrative staff, and students. Telephone interviews were also conducted with past students, one employer, the homestay coordinator, and one homestay parent. A wide range of documents, records, and other resources were sighted and reviewed.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Wilkinson's English Language School Limited**.

Students at WELS are improving their knowledge and use of the English language. International students are enrolled for varying lengths of time, and many of them are seeking to improve their English for personal or travel purposes. Learner achievement is measured by progression through the language programme, based on staged texts and a regular testing schedule. Individual student records provide reliable evidence that international students make progress towards their study goals, depending on their individual effort and length of stay. Some students want to improve their English language in order to achieve an IELTS score for entry to higher study or for employment or immigration purposes. WELS reports that a high proportion of the students perform well, although the evaluators were unable to confirm the number achieving their target IELTS score. Evidence was provided of the progression of a number of these students to further study or employment.

Recent migrants and speakers of other languages enrol in foundation-level English language programmes or access workplace literacy services provided by WELS, in order to improve their ability to use English in work or everyday situations. The majority of English for Work students complete the 100-hour programme, and in 2011, 87.5 per cent of students made a gain in their English language skills, as measured against the TEC learner progressions (for reading and writing), compared to the TEC benchmark of 80 per cent. WELS also provided reliable evidence (using a TEC-approved adaptation of the learner progressions) that 100 per cent of students improved their listening and speaking skills by the end of the course.

In addition to the measurable improvement in English language skills, the evaluators found ample evidence, through interviews and reviews of documents, that both international and domestic WELS students are achieving important gains in confidence and communication skills, which they are using in work and everyday situations such as making new friends and applying for jobs. Students value the opportunities to learn about New Zealand society and also appreciate the exposure to other cultures. In these ways, WELS is making an important contribution to the well-being of vulnerable communities such as refugees and recent migrants, helping to reduce isolation arising from communication issues and improve integration into New Zealand society. Employer feedback also confirms workplace benefits such as improved safety and compliance and easier communication with workers, resulting from the improved English language skills of their workers.

WELS provides a supportive and inclusive environment, which results in a positive cultural and learning experience for a diverse student population, representing

many different ethnicities, ages, and learning motivations (including a small number who are under 18 years of age). Students benefit from a high level of individual attention, provided both within and outside the classroom, by well qualified and experienced tutorial and administrative staff, to support them to achieve their goals. Effective teaching is supported by regular discussion, ongoing professional development, and appropriate resources.

Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **Wilkinson's English Language School Limited**.

The recent focus of management at WELS has been on addressing the impact of the Christchurch earthquakes on student numbers and facilities, and providing ongoing support for staff and students. The evaluators found that some useful improvements were made to academic and administrative processes prior to 2012, although these largely arose from reviews of activities against policies and standards. Some progress has been made during 2012 in developing and implementing an organisation-wide approach to self-assessment focussed on outcomes. It is too early to establish the effectiveness of the approach overall or to identify many measureable outcomes of any significance. However, WELS is regularly accessing and analysing some useful information, such as student feedback, which it is utilising to ensure that the needs of learners and other key stakeholders are met. Teaching records provide good evidence of changes to course content and teaching tools to accommodate better the interests and needs of course participants. Although staff were able to describe the positive impact of many of these changes, there is no formal follow-up or recording process.

Information from a range of sources, including individual learning plans, learner feedback, regular tests, and teacher observations, is used to understand and monitor the progress and satisfaction of individual students at WELS. Learner achievement in the English for Work programme is measured against clearly defined progressions, and data for each cohort is collated for reporting against funding benchmarks. Although a significant proportion of ESOL students are not seeking a specific academic target, WELS systematically identifies individual study goals and undertakes regular reviews of progress towards them. However, there is not yet an effective mechanism in place to record final levels of learner achievement relative to study goals, nor any consolidation of achievement data. A more systematic approach to collation and analysis of learner data over time could provide further evidence for WELS to identify trends and inform planning and programme delivery. The current informal approach to tracking academic, work-related, and other outcomes for past students could also be developed to provide further information for identifying improvements.

WELS uses generally effective staff management and communication practices to maintain high standards of teaching and administrative support. However, recent circumstances have disrupted teaching observations and performance appraisals

for the English for Work programme. The evaluators sighted evidence of some systematic internal moderation practices that contribute to consistency in assessments, although there is no moderation activity in relation to the in-house course materials for English for Work. Regular external sampling and review of materials and assessments could validate standards across WELS and ensure consistency over time.

Findings¹

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 **Adequate**.

Students at WELS are improving their English language ability and gaining confidence to use it in a wide range of work and everyday situations. There is evidence in the individual student records that many students are achieving their study goals, which include improved English for travel and personal reasons, a specific IELTS score for further study, and the ability to understand and use English more effectively at work or to participate in New Zealand society.

The educational achievement of many international students in the ESOL programme is largely measured by progress made against staged texts and movement between class levels. Although a broad goal has been established to see students move between levels within 15 weeks, there is no specific monitoring of performance against this goal. Individual records provide evidence of steady progress for most students depending on their length of stay and motivation. WELS reports that a high proportion of the students who subsequently sit the IELTS test perform well, although the evaluators were unable to confirm the number achieving their target IELTS score, as this is not monitored by the head teacher.

The majority of English for Work students complete the programme, and the approximately 15 per cent of students who withdraw do so because of work or other personal circumstances. WELS uses the TEC learner progressions to measure learner achievement. In 2011, 87.5 per cent of students (compared with the TEC benchmark of 80 per cent) made a gain in their English reading and writing skills. WELS also measures progress in listening and speaking skills (using a WELS-designed and TEC-approved variation of the learner progressions) which it has identified as a priority for many of the students. Evidence was provided that in 2011, 100 per cent of students completing their course improved their listening and speaking skills.

Both international and domestic WELS students are also achieving important gains in confidence and communication skills which they are using in work and everyday situations. This was evidenced through interviews and reviews of documents,

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

which included examples of students making new friends, applying for and getting jobs, or progressing to further study.

Tutors and management monitor individual student progress closely, making good use of information from a range of sources, including individual learning plans, weekly or fortnightly tests, learner self-assessment, and teacher observations. The validity and reliability of achievement data is supported by WELS' assessment practices which include the use of staged English language texts and regular testing, and internal moderation activities to ensure consistency. The achievement data for each cohort in the English for Work programme is collated for reporting against funding benchmarks. However, there is not yet an effective mechanism in place to record final levels of learner achievement for the ESOL students (relative to their study goals or the 15-week progression target) apart from recording IELTS scores when they are available, nor to consolidate or analyse this data over time. WELS builds strong relationships with students and is aware, at an informal level, of students' increased well-being and improved social or employment-related skills and outcomes. The development of more systematic mechanisms to capture relevant information would also enable WELS to build a richer picture of learner achievement of valued outcomes and to use this understanding to identify trends and inform planning and programme delivery.

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 **Adequate**.

WELS has a good understanding of the outcomes sought by international students, which it uses to focus its teaching practice and support services. The process of identifying meaningful study goals at course commencement and reviewing progress towards them at course mid- and end-point provides useful information in this regard. Feedback to the evaluators confirmed the importance to migrants of WELS providing a supportive learning environment leading to improved English language skills and in some cases progression to high levels of study, and also confirmed the value for money for the international students. Students value the opportunities to learn about New Zealand as well as appreciating the exposure to a range of other cultures. WELS has recently established a system, including monthly learner feedback for ESOL students and mid-course reviews, for monitoring individual student progress and satisfaction to ensure the organisation is contributing to these valued outcomes.

The goals of English for Work students are also explored in initial interviews, and generally relate to improving their work situation or gaining independence for everyday activities, such as going to the doctor or parent/teacher meetings. Learner feedback indicates WELS is making an important contribution to the well-

being of vulnerable communities such as refugees and recent migrants, helping to reduce isolation and stress, and improving integration into New Zealand society. WELS is active in seeking employer feedback, particularly in relation to WELS' Workplace Literacy Services, which confirms workplace benefits such as improved safety and compliance and easier communication with workers resulting from the improved English language skills of their workforce.

The learning experiences offered at WELS, in particular the small classes and the opportunities for individual attention, and the progress they make towards their various personal goals, are valued by students. This was confirmed by the end-of-course evaluations and other unsolicited feedback sighted by the evaluation team, as well as discussions with past students. WELS management reports that an increasing proportion of enrolments arise from referrals from friends and ex-students, which is a further positive indication of the value students place on their learning experience.

As many international students return to their home country soon after their course, it is challenging for WELS to track employment or other outcomes, although in most instances IELTS results are notified to the PTE. Some staff maintain contact with ex-students, and information was provided to the evaluators about their subsequent study and employment. WELS has recently launched a Facebook page. These sources of feedback indicate the value of the learning for those who participate. However, a more systematic approach to following up with students after their course, particularly the English for Work graduates, would provide useful information on learner outcomes which could contribute to further improvements.

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**.

WELS has effective practices for identifying and responding to the needs of its students. The class placements and learning needs of individual learners in ESOL and English for Work programmes at WELS are established by entry skills testing and an interview. Individual study goals, which are documented in discussion with the ESOL head teacher or the English for Work coordinator, are revisited during the programme. In the case of IELTS students, realistic target scores are encouraged which reflect the learner's entry level, aptitude, and apparent motivation. Individual learning plans are developed for English for Work students, which include learner goals and strategies for achieving these goals. These are updated at course mid-point following a one-to-one evaluation of progress with the tutor, and then again at course-end when the outcomes are recorded. Since the beginning of 2012, ESOL students have been invited to complete a monthly self-assessment of their progress against their study goals and provide regular feedback on their satisfaction with their classes. WELS staff are using the information gathered through this regular

needs analysis, together with the results of the academic testing regime, to understand each student's progress and to identify changes to be made to teaching programmes. Examples of changes made were provided to the evaluation team, such as the introduction of some grammar revision into the afternoon programme (which was primarily focussed on listening and speaking) to accommodate the needs of those students who attended in the afternoons only. However, it is too early to identify any trends.

While language skill development is largely guided by staged texts, ESOL teachers are effective in using information gathered from learners to respond to the constantly changing class composition, which arises from weekly intakes and graduations, and in varying class activities to maintain student interest. Small class sizes ensure that close attention can be paid to the needs of individual students, and teachers are responsive to student requests for extra support. This may include the provision of additional homework tasks (such as that provided for a student with a particular interest in business English) or, from time to time, individual tuition to assist with pronunciation or grammar.

The English for Work programme is structured around meeting the needs of refugee and migrant communities for improved language skills for work and everyday situations, such as telephone conversations, looking for work, or shopping. During semester one, a revised curriculum is being trialled for the advanced class, which has new material and incorporates ideas and suggestions from student end-of-course interviews during 2011. A running record is being kept of changes being made as the course is delivered, and the new curriculum will be formally reviewed at the end of the semester. Lesson plans are prepared each week by the English for Work coordinator, taking into account information from a range of sources, such as daily session records (which include information on learner gains and tutor reflections) and feedback from tutors. Within this framework, tutors have the flexibility to incorporate into class activities events or personal issues shared within the class, such as meeting a new girlfriend or applying for a job, which provide added opportunities to introduce and practise new vocabulary and discuss New Zealand customs.

WELS is a small, friendly school, where regular interaction between staff and students enables any issues or problems to be identified and addressed at an early stage. The Friday activity programme for international students is varied and provides opportunities for English language practice and meeting New Zealanders. Aspects of New Zealand culture and customs are incorporated into class materials. Social exchanges are encouraged within the English for Work classes, which contribute to an inclusive and supportive learning environment for the diverse student population. In these ways, WELS is enhancing the social integration of its learners and their enjoyment of the overall learning experience.

WELS is diligent in collecting and following up on all feedback received, in particular from current learners. While some staff reported being engaged with various community and educational organisations, such as CANTESOL or migrant

interagency meetings, there are opportunities to extend this communication to a more formal exploration of stakeholder needs, for example from past students.

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 **Adequate**.

Teaching is effective at WELS and appropriate to the learning focus of each group (general and academic English for international students, and English for work and everyday living for migrants and speakers of other languages). All learners interviewed by the evaluation team said they enjoyed good relationships with their teachers, who were friendly and approachable. The students are motivated and engaged with their learning. An inclusive environment encourages them to participate in a wide range of activities, such as games, role-plays, and quizzes, resulting in increased confidence in their spoken English in particular. Regular homework exercises are provided. All students valued the opportunity to give regular feedback and provided examples of teacher responsiveness, such as the provision of additional exercises for grammar and pronunciation, or help with the preparation of a personal statement for admission to a doctoral programme or a job application.

Programmes are delivered by experienced teachers who are all well qualified, holding degrees and English language teaching qualifications, and in many cases have lived and taught overseas. Regular meetings of teachers enable them to share their experiences, ideas, and resources. In addition, a number of teachers work in more than one of the teaching areas, which increases opportunities for collaboration. New teachers are given a comprehensive induction to WELS, and in the English for Work programme are provided additional support by more experienced teachers as they build their familiarity with the TEC learning progressions. Teaching and learning resources are appropriate and well organised, including the latest versions of standard texts, New Zealand-based materials, and supplementary resources which are regularly refreshed. Recently, a video camera has been acquired to enhance class activities, and is also a useful tool for staff to view and reflect on their own classroom performance.

In the ESOL department, teacher observations are regular, well documented, and constructive. Annual performance appraisals draw on a range of sources of information, including tutor reflections, learner feedback, and progress data and lead to the identification of personal and professional objectives for the next 12 months. Recent circumstances have disrupted teaching observations and performance appraisals for the English for Work programme, although a revision of the observation and appraisal system has recently been completed for roll-out later in 2012. However, funded professional development is available to all staff,

including recent in-house sessions on teaching strategies and pedagogy by a contracted ESOL specialist advisor.

The evaluators sighted some evidence of systematic internal moderation practices, involving both pre- and post-assessment moderation, which contribute to consistency in assessments. Examples included cross-marking of tests every three months within the ESOL programme, and regular moderation meetings of English for Work staff to evaluate samples of marking against the TEC learner progressions. However, there is no moderation activity in relation to the in-house course materials for English for Work, and WELS does not currently participate in any regular external moderation, relying on the qualifications and experience of its staff to maintain standards. External sampling and review of materials and assessments could be useful to validate standards across WELS and ensure consistency over time.

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**.

WELS provides a supportive and inclusive environment which results in a positive cultural and learning experience for a diverse student population, representing many different ethnicities, ages, and learning motivations (including a small number who are under 18 years of age). The evaluators found evidence of effective processes for monitoring the well-being of all students and identifying appropriate responses. These include the use of a pastoral care book which tracks issues and actions in relation to individual international students, and routine record-keeping such as session records for English for Work students. Staff at all levels who were interviewed by the evaluators demonstrated their understanding of an integrated approach to academic and pastoral care, and were able to provide practical examples of their commitment to this approach beyond the standard working day or curriculum. Examples include providing assistance in relation to traffic incidents, addressing conflict between students, assisting with curriculum vitae preparation, and providing additional tuition or support for IELTS examinations.

Careful processes for initial student assessment ensure students are placed at the right level and in a class that will enable them to achieve their study goals. Regular formal and informal contact with staff ensures students have plenty of opportunities to discuss their study, and self-assessment processes help to maintain student motivation and effort. Learner feedback is systematically reviewed and used to identify changes to curriculum or classroom activities. The English for Work coordinator identified that students in this programme responded well to a regular teaching schedule and encouraged all tutors to include all aspects of English language learning in their programme outline each week. This structured approach enables students to track their progress, for example in grammar or spelling. A written report is provided to ESOL students every ten weeks and student success is

celebrated at the weekly graduations. Information collected from the end-of-course evaluations for English for Work students is collated and analysed to identify changes for the next delivery of the programme, such as the revised course outline for the advanced class which is being trialled during 2012.

WELS is compliant with the Code of Practice for the Pastoral Care of International Students, and regularly reviews processes and information for students. The Code is a regular agenda item on management team minutes, and pastoral care is usually discussed at departmental meetings. The evaluators sighted evidence of improvements made following the most recent review of its processes, including revisions of the student handbook and emergency contact procedures. Student attendance is monitored regularly (it is currently tracking at more than 90 per cent) and absences are followed up appropriately. Additional measures for safety and supervision are in place, as required by the Code, for those learners who are under 18 years of age, including regular communication with parents. When needed, students may be referred to a trained first-language counsellor. Homestay families are carefully selected and vetted, and any issues that emerge are promptly addressed. These activities all ensure that international students are receiving appropriate levels of guidance and support.

As a small school, WELS is effective in creating a sense of belonging and community which enhances students' well-being and their learning experiences. The needs of students in each programme are different and there is a reliance on the ability of staff to foster personal relationships in small classes and communal settings. The evaluators expect that as the self-assessment process is further implemented at WELS, there will be opportunities to review guidance and support practices across the organisation, and to find further ways to effect improvements.

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

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

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

The governance and management of WELS have maintained a commitment to providing ongoing support for staff and students despite the significant impact of the Christchurch earthquakes on student numbers and facilities. The evaluators found evidence of sound business planning and resource allocation for maintaining good levels of educational performance, such as the recruitment of highly qualified and experienced teachers, an annual budget allocation for professional development, and ongoing investment in up-to-date teaching resources. While the principal and management team said there were regular discussions on learner achievement, the evaluators did not find any documentation of this in the meeting minutes, which were largely operational. The business plan included general goals for quality education, teaching effectiveness, support services, and student focus,

but did not include targets for educational performance overall. There is good information available on learner achievement within the English for Work programmes in relation to the funding benchmarks. However, there is not yet an effective mechanism in place to record final levels of learner achievement for the ESOL students (relative to their study goals or some other target), nor to consolidate or analyse this data over time.

Some useful improvements were made to academic and administrative processes prior to 2012. However, these largely arose from a management-led approach to reviewing activities against policies and standards, such as those contained in the Code of Practice for the Pastoral Care of International Students or the organisation's own quality management system. Since the appointment of the quality assurance officer in December 2011, some progress has been made in developing and implementing an organisation-wide approach to self-assessment. There is no evidence at this stage of the new system forming part of the ongoing planning by governance and management, although tutorial and administrative staff commented positively on their involvement with the process to date. However, WELS is regularly accessing and analysing some useful information, such as stakeholder feedback, which it is systematically utilising to ensure that the needs of learners and other key stakeholders are met and to identify improvements. Although there is still a reliance on informal data and information, which reflects to some extent the size and culture of the organisation, there is also some evidence of efforts to improve documentation and record-keeping.

The evaluators expect that as the implementation process continues, self-assessment at WELS will become more comprehensive and robust. However, at the time of the evaluation visit, the approach generally lacked a consistent focus on outcomes, and the application of some important processes for assuring educational performance (such as performance appraisals for tutors) was patchy across the organisation. The evaluators noted a WELS report on professional development which had been selected as a focus area of the organisation's new system of self-assessment, but, while the actions taken were linked to a number of outputs such as enabling attendance at conferences and relevant meetings, it did not show any significant and measureable outcomes that could be identified as adding value for students and stakeholders.

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 **Adequate**.

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

2.2 Focus area: International student support

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: English for Work

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

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

2.4 Focus area: English for Speakers of Other Languages (ESOL)

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

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

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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