



# Report of External Evaluation and Review

Study Group NZ Limited  
trading as Taylors College and  
EmbassyCES

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 28 June 2011

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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. Taylors College and EmbassyCES in context

Location:	75 Karangahape Road, Auckland
Type:	Private Training Establishment
First registered:	2002
Number of students:	Domestic: four International: 665
Number of staff:	87
Scope of active accreditation:	<ul style="list-style-type: none"><li>• Qualification Number 108979 – Taylors Certificate in Foundation Studies (Level 3) (TAFY)</li><li>• Qualification Number 108980 – Taylors Certificate in English (ESOL) (Level 3) (TELP)</li><li>• Qualification Number 108981 – Taylors Certificate in Pre-Foundation Studies (Level 2) (Extended TAFY)</li><li>• Qualification Number 105214 – Standard Course (Embassy General English 1)</li><li>• Qualification Number 105215 – Intensive Course (Embassy General English 2)</li></ul>
Sites:	Karangahape Road site only
Distinctive characteristics:	Taylors College Auckland (Taylors) is part of a larger international organisation called Study Group, registered in New Zealand as Study Group NZ Ltd but trading as Taylors College/EmbassyCES on a shared site. Taylors College provides foundation study courses

and EmbassyCES provides general English courses.

Study Group is a global specialist in education, with schools in the USA, UK, Australia, and New Zealand and a network of regional marketing offices located throughout the world.

Previous quality assurance history:	All requirements of the previous quality standard, Quality Assurance Standard One, were met at audit in November 2007.
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## 2. Scope of external evaluation and review

The focus areas selected were:

- Governance, management, and strategy
- Student support
- Taylors Auckland Foundation programme
- Embassy General English.

These areas were selected because governance, management, and strategy and student support are mandatory focus areas. Successful completion of the foundation programme gives guaranteed access to most degree programmes offered at Taylors' partner universities, provided graduates achieve stated minimum academic requirements. Taylors' partners are the University of Auckland, Auckland University of Technology (AUT), and Massey University. The programme is also formally recognised as a university entrance qualification by Universities New Zealand and by Group of Eight (G8) universities in Australia.

The TAFY programme comprises 12 subjects at level 3: English (compulsory), Maths Statistics, Maths Calculus, Accounting, Economics, Chemistry, Physics, Biology, Computer Science, Classical Studies, Art (Practical), Geography.

The programme is offered in extended (60-week), standard (40-week) and accelerated (30-week) formats, and academic and English language proficiency entry requirements are set accordingly.

The Embassy General English programme caters to students from a wide diversity of backgrounds, some of whom may be studying for as little as two weeks, others for much longer periods. Within general English there are several part-time and full-time options. However, none leads to a formal qualification, although the school provides a certificate upon completion which states the student's achievement level at exit point.

### 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 EER team comprised a lead evaluator and two external evaluators. During the three-day visit to the Karangahape Road site, the team met with the campus director, the bursar, the business services manager, the tertiary counsellor, the student welfare manager, foundation year subject coordinators, students, and alumni. Stakeholder discussions included staff from the Study Group in Melbourne, University of Auckland, Massey University, and AUT. The team also met with the Embassy academic manager, the quality manager, the learning technologies coordinator, student support staff, tutors, and students. During a scoping visit two weeks before the evaluation visit, two evaluators spoke with Taylors' director of studies, the art coordinator, and students.

Study Group NZ Limited trading as Taylors College and EmbassyCES has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Study Group NZ Limited trading as Taylors College and EmbassyCES**.

Graduates of the Taylors Auckland Foundation Year (TAFY) programmes have a high rate of engagement with further study. On average, over the last three years, 85 per cent of TAFY graduates have received offers of university places, exceeding Taylors Auckland's own placement target of 80 per cent.

Learners at Taylors and Embassy acquire useful skills and knowledge and develop their cognitive abilities, including learning how to learn and self-management. Evidence from learners, course records, and teaching staff indicated that learners acquired very good knowledge in the academic disciplines of the foundation year. As one university dean put it: "Taylors' graduates hit the ground running".

The well-grounded and culturally aware students produced are clearly valued by Taylors' university partners. Two reviews by one of the university partners have shown that over the five-year period for which relevant data has been collected and analysed, the performance of TAFY graduates in their first year at university is consistent with what the university would hope for international students. Alumni gatherings confirm the value students gain from their time at Taylors.

Taylors' students give very positive feedback on their learning experience. Foundation-year students at every Taylors campus complete a comprehensive online survey each year, and the Auckland summary satisfaction ratings in 2008 and 2009 of over 90 per cent were the highest of any campus in the Australia New Zealand Division.

Taylors' vision and purpose are shared throughout the organisation and among the students. An example of the purpose guiding improvements is the increase in the number of subjects that TAFY students can study. This gives them more choice of universities, degrees, and careers and is but one example of the many plans and practices the evaluation team observed that support Taylors' purpose and direction. Having clear purpose and direction focuses decision-making and fosters improved effectiveness at Taylors.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Study Group NZ Limited trading as Taylors College and EmbassyCES**.

Self-assessment at Taylors is ongoing, comprehensive, authentic, transparent, and robust and leads to worthwhile improvement. The college has purposefully moved on from simply meeting compliance requirements to focussing on how teaching, welfare, and administrative services promote student success and give value to students and other key stakeholders such as parents, university partners, and the wider community.

Boards of studies meetings are held biannually in June and November with each university partner. The minutes of these are one of the rich sources of data about the value of Taylors' outcomes. Staff are giving thought to moving to the next level of gathering useful information on post-university work which may help in counselling students to make better longer-term strategic decisions on the most appropriate degree to study towards.

The processes of regular meetings at all levels enable excellent self-assessment. All groups can reflect on information, suggest worthwhile improvements, ask for information to measure the effectiveness of improvements made, and suggest research that might lead to further improvements.

Taylors engaged in a process of high quality research with its partner universities to gain acceptance for the equivalence level of its English examination. This is an excellent example of taking a planned approach to assemble valid data to address a significant issue that led to a worthwhile improvement for all stakeholders.

## TEO response

Study Group NZ Limited trading as Taylors College/EmbassyCES has confirmed the factual accuracy of this report.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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

Graduates of the Taylors Auckland Foundation Year (TAFY) programmes have a high rate of engagement with further study. On average, over the last three years, 85 per cent of TAFY graduates have received offers of university places, exceeding Taylors Auckland's own target of 80 per cent placement. In 2010, 78 per cent of graduates received an offer from a tertiary institute (72 per cent from the partner universities), and several students received degree offers from Melbourne University, Monash University, Victoria University, Otago University, and RMIT, Melbourne. The results in 2009 were lower largely because of a group of learners from one particular country. Staff reacted to early indications that these learners were not making progress, and the actions taken included providing free remedial literacy and numeracy classes, stricter monitoring of attendance, seminars for staff on cultural issues, and one-to-one mentoring. Results returned to a high level in 2010.

Learners at Taylors and Embassy acquire useful skills and knowledge and develop their cognitive abilities, including learning how to learn and self-management. Evidence from learners, course records, and teaching staff indicated that learners acquired very good knowledge in the academic disciplines of the foundation year. They also acquired academic study skills, including being confident in the use of a learning management system for study and turning in assignments. Taylors' learning management system has a plagiarism detection programme, so Taylors' learners develop an understanding of the requirements for original work. Their knowledge is developed in a New Zealand context and they progress to university, comfortable in that environment. As one university dean put it: "Taylors' graduates hit the ground running".

Learners improve their well-being and enhance their abilities and attributes. The campus is well served by the welfare manager and staff who closely monitor well-being and attendance and are available to counsel and advise. Students in the foundation year also take part in mentor groups of about ten students per teacher. There was clear evidence from the learners and from records of mentor group activities of the positive influence of these activities in developing interpersonal skills, enabling learners to reflect on daily life in New Zealand and learn from the wide range of cultures at Taylors. These groups give the support that leads to successful learning and provide a solid foundation for success as an international student at a New Zealand university.

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



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

Self-assessment at Taylors is ongoing, comprehensive, authentic, transparent, and robust and leads to worthwhile improvement. The college has purposefully moved on from simply meeting compliance requirements to focussing on how teaching, welfare, and administrative services promote student success and give value to students and other key stakeholders such as parents, university partners, and the wider community. A comprehensive plan was established in 2009, with five self-assessment teams of four set up to meet regularly, at least monthly, and to consult widely. Ten sources of student achievement data, both quantitative and qualitative, were identified. The causes of a recent dip in university offer rates were identified and actions taken. While the specific outcome of each of the actions taken varies from student to student, these improvement actions have proved to be worthwhile in that the offer rate in 2010 was better than the 2009 rate.

## 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 well-grounded and culturally aware graduates of Taylors are clearly valued by Taylors' university partners. Representatives of all three partner universities spoke of the excellent study skills and general focus of Taylors' alumni and the benefits of their acculturation into New Zealand ways during the foundation course. The universities value the relationship they have with Taylors. For example, the universities now accept Taylors' foundation English course marks in lieu of IELTS scores. Two reviews by one of the university partners have shown that over the five-year period for which relevant data has been collected and analysed, the performance of TAFY graduates in their first year at university is consistent with what the university would hope for international students.

The outcomes are valued by the students. The curriculum enables students to progress to university, and the high standards of moderation and assessment ensure that they have credible and useful qualifications. Taylors' students also give very positive feedback on their experience. Foundation-year students at every Taylors campus complete a comprehensive online survey each year, and the Auckland summary satisfaction ratings in 2008 and 2009 of over 90 per cent were the highest of any campus in the Australia New Zealand Division. "When students are engaged and can focus their attention on learning they are more likely to achieve and experience greater satisfaction."<sup>2</sup>

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<sup>2</sup> Vosko, R. S.; Hiemstra, R. (1988). The Adult Learning Environment: Importance of Physical Features. *International Journal of Lifelong Education*, 7, 185-95  
Kuh, G. D., Kinzie, J., Cruce, T., Shoup, R., & Gonyea, R. M. (January, 2007). Connecting the dots: Multi-faceted analyses of the relationships between student engagement results from the NSSE, and the institutional practices and conditions that foster student success, Center for Postsecondary Research, retrieved 10 December, 2007, from: [http://nsse.iub.edu/pdf/Connecting\\_the\\_Dots\\_Report.pdf](http://nsse.iub.edu/pdf/Connecting_the_Dots_Report.pdf)

Study Group students contribute to the wider community. For example, every Study Group campus contributes to a Building Futures programme which supports the development of education and education facilities throughout the third world. Taylors Auckland has raised about \$1,000 each year from student fundraising initiatives.

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

Boards of studies meetings are held biannually in June and November with each university partner. The minutes of these are one of the rich sources of data about the value of Taylors' outcomes. Increasingly, Taylors is gathering data on alumni success at university beyond the first year. Staff have examples of emails from alumni and are giving thought to moving to the next level of gathering useful information on post-university work which may help in counselling students to make better longer-term strategic decisions on the most appropriate degree to study towards.

### 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 programmes at Taylors maintain their relevance to the universities and to the students. Besides the boards of studies meetings described above, the subject directors at Taylors have close involvement with university teaching staff who pre- and post-moderate their assessments and give information on changes in university curriculum and processes. For example, the English curriculum was modified to include more listening, oral presentations, and writing referenced essays. Alumni confirmed that writing four referenced essays during their TAFY had given them a distinct advantage over other students at university. This moderation was described by one moderator as “the jewel in the Taylors crown”, as it is a true partnership giving value to the students, Taylors, and the partner universities.

This continuous stakeholder engagement is further enhanced by the visits arranged by the tertiary counsellor. Students make extended visits to all three partner universities. These visits include sample lectures which enable students to gauge the growth of their ability to cope with university-style teaching. They can also experience the facilities and absorb all the subtle information that will assist them in choosing the most appropriate university for them.

The learning environment at Taylors is inclusive. There was clear evidence from interviews with students and staff of strong mutual respect. Staff are sensitive to the needs of different students. Staff welcomed the seminars set up to increase their understanding of a new cohort of students at Taylors. Students and staff come from a variety of cultures, and cultural differences are celebrated.

Learning environments are planned and structured for the benefit and needs of students. The library, classroom, and common room facilities are excellent and are further enhanced by the learning management system which enables students to revise and complete assignments from home. Taylors/EmbassyCES's investment in this system is evidence of

clear commitment to student achievement and being responsive to students' needs. This has a very positive impact on student well-being, motivation, and cooperation.

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

There is clear evidence of self-assessment being used to make worthwhile improvements. These improvements have included:

- Support classes for mathematically weak students, offered free of charge (from 2009 onwards)
- The introduction of new subjects to offer more choice to humanities students (Art in 2009, Geography in 2010, and Classical Studies in 2011)
- Submission of an application in 2008 to allow students with New Zealand permanent residency to use TAFY as an entry qualification to university. Previously, non-university foundation programmes in New Zealand were for international students only. The New Zealand Vice-Chancellors' Committee granted Taylors this right in April 2008, for second-chance NCEA students or PR students 18 years and over.
- Motivational assemblies for non-attending students
- Exit surveys for students in some new departments (notably geography)
- Change in English curriculum, to provide greater focus on skills required at university level, in line with University of Auckland recommendations
- Art support workshops on weekends
- Graduation parties.

#### 1.4 How effective is the teaching?

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

Teachers and students relate effectively to one another. There was clear evidence from the student evaluation forms and from the students, alumni, and teachers interviewed by the evaluation team of effective relations that enhanced learning. The staff are highly experienced and well qualified teachers. Teachers are observed by their peers and their subject coordinator and given feedback. The positive relationships between students and teachers and among the staff and the excellent collaboration between students enhance engagement with learning and educational outcomes.

Learning activities and resources are effective in engaging learners. The students and alumni interviewed by the evaluation team gave clear evidence of engagement with learning. The moderators were also impressed by how reflective the teachers are of their teaching practice. There was clear evidence of staff matching resources to the abilities and literacy and numeracy needs of their students and having a clear focus on the goals and objectives of their courses. The learning management system is very effective in enabling students to

study online and to become proficient in the systems that universities are also acquiring. The employment of appropriate resources and activities at Taylors makes the learning interesting and relevant.

Development of staff at Taylors is very effective. There was evidence that staff have found their continuous involvement in self-assessment across the organisation to be powerful in their own professional development. Developing skill in employing the new learning management system will maintain this motivation. The parent organisation, Study Group, has a long-running staff awards programme which encourages excellence in teaching. The awards are highly competitive as nominations come from all Study Group campuses in the Australia New Zealand Division. The Auckland campus has won three teaching awards since teaching began in Auckland in 2002. This award system and the incentives for continuous improvement ensure that the teachers stay up to date and effective in their roles.

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

The main sources of self-assessment data are student surveys of teaching, lesson observations, departmental meeting minutes, retention data, professional development requests, and student success rates. An example of the effectiveness of Taylors' self-assessment in this area was the early detection of a new tutor having problems. The information showed that students lacked confidence in the tutor. Discussions revealed that the real issue was a lack of testing and feedback. The tutor was party to all of this, changed his teaching practice accordingly, and the next evaluations showed that the students were now confident in him.

There is also anecdotal evidence of the high levels of trust and confidence students have in their teachers and the strong links with alumni. The Auckland campus is also involved in the development of a Teaching for Learning Plan in collaboration with other Taylors College campuses in Australia. Taylors has a clear focus on using self-assessment to improve the effectiveness of teaching.

## 1.5 How well are learners guided and supported?

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

Students are provided with comprehensive and timely information and advice. Taylors has a very effective tertiary counsellor and a student welfare team that between them provide continuous information, advice, and support. The student handbook is colourful, comprehensive, and compact and complements the information available on the website. An example of going the extra mile was one teacher arranging a class trip to the Waikato to re-motivate students who were losing their way. This timely and accurate advice helps the students to make appropriate study decisions and improves their chances of completing their studies successfully.

Continued support is provided to assist learners to choose and pursue higher education, and the college's responses to the well-being needs of learners are appropriate. As one teacher put it: "Students at Taylors are nurtured". They can renew their visas through Taylors'

administration team. Taylors runs its own homestays, with a full-time member of the welfare team looking after them. The overall feedback on homestays from the students is positive. Mentor groups are established in the second week of study. As described above, the tertiary counsellor arranges visits to partner universities and follows these up with one-to-one counselling. There was clear evidence from the students and alumni interviewed that they valued all these support measure which helped them achieve.

Taylors also supports alumni specifically by providing part-time employment in administration roles. This gives them the work experience in New Zealand that many employers look for in staff. Alumni are assured that they are always welcome and there was clear evidence of this. They clearly appreciate the policy of employing them, and the evaluation team were looked after by an alumnus who had grown part-time involvement into a full-time role. Having these alumni around the campus clearly builds the “family” atmosphere of Taylors among the students. There was also evidence that university moderators had kept an eye on Taylors’ alumni and assisted them.

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

The welfare team was set up as one of the five self-assessment teams set up in January 2010. Staff interviewed spoke of the benefits to the students and to them professionally of gathering information and meeting regularly to reflect on it and look for worthwhile improvements. The information shows that English ability and regular attendance have the strongest correlation with successful achievement, so the welfare team has taken steps to monitor attendance even more closely. Other improvements include:

- Art support workshops and assistance with portfolio prep for specialist courses (e.g. Art and Design, Architecture)
- Free tutorial system
- Comprehensive university application service; all students receive their offer of place by the last day of term on university offers day (in November)
- Improvements to the TAFY orientations for each intake.

## 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 purpose and direction of Taylors is clear. The vision is that “education is the key to future success in life”, and the purpose is “to enable students to enter the degree programme they choose, at the university of their choice, so that they can have the career they want”.

This vision and purpose is shared throughout the organisation and among the students. An example of the purpose guiding improvements is the increase in the number of subjects that TAFY students can study. This gives them more choice of universities, degrees, and careers and is but one example of the many plans and practices the evaluation team

observed that support Taylors' purpose and direction. Having clear purpose and direction focuses decision-making at Taylors and improves effectiveness.

Staff at Taylors/EmbassyCES campus are valued. Staff described the atmosphere as collegial, and themselves as happy and accountable, relaxed yet professional, autonomous but sharing. The monthly meetings are opportunities for self-assessment, sharing best practice, and professional development. There is a generous budget for professional development, and being part of the wider Study Group organisation gives access to an excellence in teaching scheme and other opportunities for learning about best practice. The low turnover rate confirms that staff feel valued and find the campus a rewarding place to work.

Resources are allocated to support learning and teaching. Among many very good examples the introduction of the learning management system stood out. The learning management system enables teachers to teach from an electronic whiteboard which is essentially a touch-screen computer. The texts used for general English are available electronically, so the teachers in this area can bring up textbooks on the screen which enables heads-up learning. Further, teachers can call up images of objects to match the spoken words.

This system has been introduced by having three of the staff become expert and other staff come to them to have their lessons put on the system. Introducing electronic textbooks without making them compulsory caters to student preferences, and staff believe that this approach has led to a more effective uptake of electronic texts. Targeting of resources has led to better outcomes.

Management and staff share information which enables the organisation to anticipate and respond to change. Examples are the introduction of:

- A wider range of subjects into the TAFY
- Extending the range of international examinations for the general English course
- The learning management system.

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

Self-assessment at Taylors is ongoing, comprehensive, authentic, transparent, and robust and leads to worthwhile improvement. The processes of weekly meetings between the directors of study and the principal, fortnightly meetings of TAFY staff, two to three-weekly meetings of Embassy staff, and monthly meetings of the Auckland management team and monthly meetings of the wider Study Group senior management team enable excellent self-assessment. All groups can reflect on information, suggest worthwhile improvements, ask for information to measure the effectiveness of improvements made, and suggest research that might lead to further improvements.

Taylors engaged in a process of high quality research with its partner universities to gain acceptance of the equivalence level of its English examination. This is an excellent

example of taking a planned approach to assemble valid data to address a significant issue that led to a worthwhile improvement for all stakeholders.

Self-assessment indicated that the Taylors Quality Management System (TQMS) was unwieldy and required a complete overhaul. The new structure for the TQMS includes evaluation documentation as one of its four sections. This thorough but practical approach has put self-assessment at the centre of improving educational performance at Taylors.

## 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 **Excellent**.

### 2.2 Focus area: Student support

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

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

### 2.3 Focus area: Taylors Auckland Foundation Year

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

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

Section one of this report principally focuses on the TAFY though the general statements also apply to general English.

### 2.4 Focus area: General English Embassy

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

Students in the general English programme achieve excellent IELTS results. In addition, staff and students report that students grow in self-confidence and participate more in class as their English skills improve. EmbassyCES hold a graduation for leavers most Thursdays at which a selection of graduates makes speeches. Again, staff and students report that these speeches show that excellent progress has been made.

Many of the students are undertaking the Taylors English Language Programme (TELP) which is the pathway to TAFY for students who require English preparation. This has a clear value in enabling them to progress to the TAFY, and the close relationship between the Embassy and TAFY staff ensures that students' English abilities are well assessed and appropriate decisions are made about when students are ready for TAFY study.

Students value that learning English at Taylors involves them in the wider world of New Zealand and Auckland culture. There is a free orientation tour each week and an organised timetable of Friday visits available throughout the course. A programme of marae visits has been initiated to develop international students' appreciation of New Zealand as a bicultural nation with a multicultural society.



Satisfaction surveys of students indicate that the English courses are meeting the students' needs. There is also informal feedback from agents and parents that indicate that needs are being met.

The teaching of general English and the TELP programme is very effective. The use of electronic whiteboards by all staff has been a step change in teaching. Teachers' lessons are observed by the director of studies and peers. General English students have weekly tests and teachers report every four weeks on their progress. TELP students have weekly tests and six-weekly term tests and reports. The student surveys of teaching confirm that the teaching is of a high standard.

General English students are surveyed frequently and results are held on an online database, accessible to all Embassy campus staff throughout the world. This sets very clear benchmarks and maintains total transparency in terms of the survey format and feedback.

An example of management support for the educational achievement of short-term courses is the provision of textbooks free of charge.

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

With the TELP programme there is often intense pressure from the students to move on to the TAFY. Students have frequently not allowed themselves enough time to reach an adequate level of English. Taylors/EmbassyCES has a wealth of data and has taken steps such as agent training, early identification of at-risk students following entry-point testing, and frequently, negotiating longer TELP time for these. Staff emphasise the correlation between good English and academic success and use current TAFY students to reinforce this message. Campus tours have also been introduced to motivate TELP students and help them focus on their goal.

Self-assessment in the area of student support has led to improvements including:

- Stricter attendance monitoring
- A review of the bilingual support provided
- Improvements to the orientation programme
- Chinese orientation for staff that looks at significant cultural differences and how to deal with them effectively
- Personal safety seminars for students from the police's Asian liaison officer
- Information session on road safety
- Improved homestay profiling and classification.
- Homestay surveying, to provide students with accommodation options and to use as a tool-kit for the training of new homestay families
- Homestay newsletter
- Student medical conditions register
- Insurance claim processing.

# Recommendations

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

# Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.*

*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 courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria 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](http://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/>*

NZQA

Ph 0800 697 296

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

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