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# Report of External Evaluation and Review

EF International Language Schools  
Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 13 July 2016

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*Final*

# 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:	EF International Language Schools Limited (EF)
Type:	Private training establishment (PTE)
First registered:	2003
Location:	56 Fort Street, Auckland
Delivery sites:	As above
Courses currently delivered:	English language tuition is delivered via the following course options: <ul style="list-style-type: none"><li>• Basic course (two-12 weeks)</li><li>• General course (two-52 weeks)</li><li>• Intensive course (two-52 weeks)</li></ul>
Code of Practice signatory:	Students aged 14 and upwards and students aged 11-13 years who are not living with a parent
Number of students:	Domestic: nil  International: during 2015 EF delivered English language tuition to 969 students, approximately 7 per cent of whom were enrolled on a full-time basis (655 students). In 2015, 222 students enrolled for six, nine or 11 months. The average duration for the remainder of students was nine weeks. The average age of students at EF is 22 years. Each year approximately 40 students are under 18 years of age.  Approximately 20 per cent of EF's students come

from Japan; approximately 10 per cent come from each of France and Germany; approximately 5 per cent come from each of Chile, China, Saudi Arabia, Switzerland, Taiwan and Thailand; and the remainder come from other countries.

At the time of the external evaluation and review (EER) there were 216 students enrolled.

Number of staff:	23 staff, including 14 teaching staff and seven non-teaching staff
Scope of active accreditation:	General English (Beginners – Academic Proficiency) (Level 3) English for Tertiary Study (Level 4) IELTS (International English Language Testing System) preparation
Distinctive characteristics:	<p>The General English course is a six-stage programme mapped against the Common European Framework and broken down into three levels per stage (18 levels in total).</p> <p>English language tuition is delivered using a blend of information technology and face-to-face methods. Each course option includes a mix of General English lessons, iLab lessons (involving the use of interactive media including iPads), special interest lessons (SPINs) and lectures. SPIN classes are offered on a six-week cycle and focus on language, culture and arts, exam or academic preparation or career development. Entry to any SPIN choice depends on students' English proficiency levels. Weekly lectures cover aspects of New Zealand culture, lifestyle and geography.</p> <p>EF offers 25+ Pro classes to provide a learning environment and content suitable for mature and/or professional students.</p> <p>Students enrolled for a minimum of six months may participate in a project during their stay, which may include voluntary work in a community organisation or inside EF.</p> <p>A small number of students each year (17 in 2015) complete an unpaid internship with a local</p>

business.

Recent significant changes: EF has experienced strong growth in student enrolments from 2015 to 2016, both in terms of overall students and the number of long-term students. EF accommodated this growth in the first quarter of 2016 by running up to three streamed groups across a six-day teaching week.

There has been some recent turnover in management roles, both academic and non-academic, as well as service support roles.

EF became a Cambridge exam centre in 2016 and conducted the first round of Cambridge exams in March 2016.

In May 2014, EF moved to the current premises.

Previous quality assurance history: At the previous EER in 2012, NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of EF.

EF is a member of English New Zealand. A draft report for an audit conducted on 31 March 2016 was made available to the evaluation team. While the report was generally positive, English New Zealand noted two areas of non-compliance relating to:

- Requirement for annual self-assessment against the English New Zealand standards
- Promotion of English New Zealand as a contact in the complaints process.<sup>1</sup>

During 2014, EF submitted an application to NZQA for a new programme towards the New Zealand Certificate in English Language (Foundation) (Level 1). This application was returned to EF and did not proceed.

Other: EF International Language Schools Limited is a New Zealand branch of a large private educational provider called EF Education First, which has 16

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<sup>1</sup> EF subsequently met the English New Zealand requirements for remedy of the non-compliance matters (English New Zealand Audit Report, 12 May 2016).

divisions, including the EF International Language Centre. EF in Auckland is one of 40 EF International Language Schools in 14 different countries delivering programmes using shared curricula and materials. The international headquarters of EF International is in Zurich, Switzerland. The New Zealand branch of EF International Language Schools reports to the Australia/Pacific area headquarters.

## 2. Scope of external evaluation and review

The following focus areas were selected for evaluation:

- Governance, management and strategy, which is a mandatory focus area
- International student support, as all enrolments are by international students
- General English (Beginners – Academic Proficiency) which is the course under which EF offers a range of study options to school-age and adult students.

## 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.*

Two evaluators visited EF over two days. The evaluation team met with the director of operations Pacific, school director, student services/accommodation manager, assistant director of studies<sup>2</sup>, 11 academic staff, two service support staff and 10 short-term and 10 long-term students studying in the focus area programme. Phone interviews were conducted with two ex-students.

The evaluation team sighted management, academic and support services documentation, including planning documents and meeting minutes, teaching-related materials including records of student achievement and programme management, evaluation feedback and data, staff and student handbooks and homestay information. The evaluators also sighted relevant information from the teaching and administrative databases and associated mobile applications, such as issues logs, teaching resources, and individual records of learning.

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<sup>2</sup> The director of studies was unavailable at the time of the EER.

# Summary of Results

## Statement of confidence on educational performance

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

- Learners enrol at EF to improve their English for a variety of reasons, including travel and/or work in New Zealand, personal interest, to improve their employment prospects, or as preparation for further study. Consistently high rates of satisfaction with their overall study experience and very positive feedback on teaching and learning are important indicators of EF's effectiveness in delivering programmes and electives that meet the interests and purposes of a very diverse student population.
- EF learners are improving their English language proficiency, including gaining increased confidence and fluency. Nearly all learners are progressing through clearly defined language levels at the targeted rate.<sup>3</sup> The validity of learner achievement information is underpinned by robust processes for initial placement and regular assessment of the full range of English language skills using a credible system and tools created by the global parent organisation.
- Highly effective teaching and learning is supported by internationally developed and well-tested curriculum and integrated materials, which include extensive use of technology in the classroom and as a platform for setting goals and reviewing learner progress. Teachers regularly participate in relevant professional development activities, for example to discuss best practice in blended teaching methodologies.
- EF has appropriate systems and processes in place to assess and meet the needs of learners and to maintain compliance with the Code of Practice for the Pastoral Care of International Students. EF provides a positive learning environment which fosters the development of cross-cultural knowledge and friendships. EF is highly responsive to learner feedback and all staff share responsibility for ensuring learners' needs are met.
- An appropriate level of governance and infrastructural support is available from the global network which provides a strong framework for educational delivery consistent with the targeted progression rates. EF is also responding appropriately to change at a local level, including significant recent growth, and becoming a Cambridge examination centre in March 2016.

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<sup>3</sup> EF targets conscientious students (good attendance and hard work) advancing one level every six weeks, which is equivalent to moving from Common European Framework level A2 to B1 in 18 weeks of focused study.

## Statement of confidence on capability in self-assessment

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

- Managers and teachers have access to a large amount of good quality data on individual learner achievement. This data is reviewed every five to six weeks when advancement to the next language level is considered for all students. There is no formal analysis of learner achievement overall<sup>4</sup>, or conformance with the published expectation for progression between levels. Benchmarking could be useful for understanding trends over time or in relation to learner cohorts. However, reports are generated that enable EF to identify the small number of students who are not making the expected progress. In the samples sighted by the evaluation team, EF was able to explain any such variances, indicating the effectiveness of the processes for understanding learner achievement.
- EF has good systems for capturing feedback from learners at regular points during their study, including regular tutorials and surveys. There is ample evidence of a high level of responsiveness to feedback. For example, management reviews evaluation scores and feedback across a range of indicators each week. Issues logs are generated in response to ratings below an agreed level and referred to key staff for investigation and resolution. In addition, areas for more general discussion and improvement are identified through analysis of feedback data, such as improving learner engagement with technology-based self-paced learning sessions, and enhancing the activities programme. Feedback from ex-students is not systematically captured or used to inform ongoing improvement at EF, although there are international protocols for follow-up by sales offices.
- Teachers receive feedback on their teaching from a number of sources, including learner evaluations, ad hoc and scheduled observations by peers and managers, and performance appraisals. Teachers interviewed described the ways in which they had responded to feedback and the value of regular professional development sessions for improving their effectiveness.
- A purposeful approach is taken to reviewing six key aspects of the academic programme on a regular monthly cycle. The records of this activity are somewhat descriptive, although there is some evidence of analysis and action planning.
- EF in Auckland has limited opportunity to influence the core curriculum and delivery methodologies, although feedback is provided to the international organisation on new materials and assessment tools. Teaching materials for

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<sup>4</sup> Results for final tests are consolidated by the global organisation, but no analysis is available to EF.



special interest classes (SPINs), many of which are developed locally, have been reviewed and improved recently, including business-focused resources. EF is contributing to a bank of resources for the SPIN electives.

- NZQA finds that EF is gathering and using information to understand achievement and to identify improvements for individual learners. The organisation is strongly focused on student ratings for key aspects of their experience as the main tool for review and improvement, although this approach is somewhat limited in scope. Further development of staff capability in evaluative processes – including systematic reviews of all major activities and functions, particularly at management level – would support a broader and deeper understanding of educational performance at EF, and the identification of opportunities for further improvement.

# Findings<sup>5</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 **Good**.

Learners at EF are making very good progress in improving their English language skills and developing their confidence and ability in everyday communication. Evidence of this includes comprehensive individual learner records, six-weekly reports, and self-assessment by students interviewed by the evaluation team.

EF has a published expectation regarding advancement from one EF language level to the next. The progression rate is based on an international standard for EF International Language Schools which is referenced to the Common European Framework, and is informed by research and expert input from Cambridge University. It has credibility as an achievable measure of progress.

There is no formal analysis of learner achievement overall or conformance with the published expectation for progression between levels. However, there is good evidence that nearly all learners who attend regularly and work hard on their study are progressing at the expected rate. Where this is not the case, EF has a good understanding of the reasons, which may reflect the original class placement or student preferences.

Although EF does not offer a formal exam preparation course, exam-focused SPIN classes are available. A small number of students recently completed Cambridge examinations at EF. Fourteen out of 15 candidates were successful in the Cambridge English First, Cambridge English Advanced, or Cambridge English Proficiency examinations, which is a very good outcome. No other data was available for achievement in IELTS exams (due to the difficulty of accessing them) or Cambridge exams attempted prior to 2016.

Teachers and learners have online access to up-to-date information on learner progress, which is based on a systematic testing regime. English language acquisition is measured through an initial placement test, regular formative assessment (including vocabulary and grammar tests, and fortnightly grading of speaking and class participation), and every five to six weeks an online English language level test. Fortnightly tutorials and formal reviews with teachers every six weeks provide regular opportunities for teachers to encourage learners to work independently on gaps and weaknesses, and to provide additional tasks and resources as appropriate. Students receive detailed reporting on their progress,

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<sup>5</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

giving a breakdown of all classes, attendance and assessment grades. All students complete an online exit test which gives a final overall grade, and receive a final detailed report including clear descriptors based on 'can do' statements. This robust approach to testing and reporting reflects EF's focus on supporting individual achievement and provides very useful information for the learner and other stakeholders.

Learner feedback, gathered by EF and confirmed in interviews, indicated their high levels of satisfaction with the individual support provided by teaching staff for achieving their study goals. There is no evidence that a formal review is routinely undertaken at the conclusion of the study to confirm the extent to which students are achieving their individual goals.

## 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 **Good**.

EF is successful in delivering valued outcomes to learners with varied goals. These include improved communicative competency in everyday English, including confidence and fluency, which is important for travel and work. Other students improve their academic English and/or pass international exams (such as IELTS or Cambridge) with a view to further study in their home country or in New Zealand. In addition, many students benefit from engaging with individuals from other cultures both inside and outside the classroom, and value learning about New Zealand lifestyle and culture. The opportunity to live independently also fosters a broadening of horizons and personal growth, particularly for younger students who may not have previously travelled away from their home country.

EF provides several options for students to gain additional value from their enrolment. A small number of students (17 in 2015) participate in internships which provide opportunities for students to practise their English in an employment setting and to gain work-related skills. Students enrolled for more than six months may complete a project involving voluntary work in a community organisation or within EF. Students and ex-students interviewed by the evaluators confirmed the value of these activities for improving their English and meeting New Zealanders and/or for gaining work-related skills. However, there was no evidence that EF has undertaken any evaluation of these activities to identify areas for improvement.

As part of a large international organisation, students have opportunities to transfer to other educational providers within the wider network, and EF reports that around 10-15 per cent of students do so. The course reports and leaving certificates, and international examination results, all support this process. EF has recently begun to negotiate formal agreements to facilitate student pathways to two local tertiary

education providers.<sup>6</sup> An ambassador programme is available for those ex-students who wish to continue their relationship with the international arm, EF Education First, after their exit, but there is no information available on the uptake of this opportunity.

EF gathers feedback from departing students and reports high levels of student satisfaction with their learning and overall experience. EF reports that many of the satisfaction ratings have improved since 2012, and that overall satisfaction and likelihood of recommending EF to others compare favourably with other EF International providers in the Pacific region. EF has recently surveyed international sales offices to gather feedback on perceptions of their educational provision; however, no data was available from this activity or from routine follow-up calls to students returning home, which are undertaken by sales offices. This data would strengthen evidence of valued outcomes and could potentially be a useful source of information for improvement purposes.

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

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

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

EF effectively meets a variety of needs and study purposes of a diverse student population by offering a range of classes and study options. At the time of the EER, 10 classes covering 18 levels of English language tuition were available. There are weekly intakes for short-term students and four intakes each year for students enrolling for six, nine or eleven months. Students can opt for either a general or intensive English course, which comprises a mix of delivery modes. Students choose special interest lessons on a six-weekly cycle, depending on their study purposes and English language proficiency, across four categories (language, career development, culture and arts, or exam preparation). 25+ Pro classes provide a learning environment and content suitable for mature and/or professional students, and unpaid internships can be arranged with local organisations. Students report that they are very satisfied with the extensive range of classes available and the opportunities available to customise their programme to match their interests and goals.

EF effectively uses diagnostic tests and interviews and discussions on learners' goals at enrolment, and assessment results every six weeks, to place students at the correct level and to identify suitable special interest lessons. EF is responsive to student feedback and facilitates movement between classes outside the normal six-weekly cycle if requested. This is appreciated by the students. Specific goals

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<sup>6</sup> EF is participating in a Pathway Student Visa pilot.

and additional activities and resources are recommended by teachers during fortnightly tutorials. Learner feedback confirms that this personalised approach is effective in ensuring programmes and activities match the needs and interests of learners. EF also reports a number of strategies for maintaining the motivation of longer-term students, such as completing a voluntary project (within EF or the wider community), although the students interviewed by the evaluators were largely unaware of these opportunities.

A structured curriculum, supported by internationally developed texts and technology-based resources, has clearly defined goals and learning outcomes for each level, which are achievable within the six-weekly timeframe. Good examples of the effective use of language learning technologies include iPad classes, where students access interactive tutorials and activities, and iLab sessions which enable students to access course material corresponding to the unit being taught in the classroom. A mobile application is also available to support students with activities to help them build their vocabulary. These resources are fully integrated with the syllabus while also providing opportunities for students to build independent learning skills and focus on their personal interests and weaknesses.

EF has limited opportunity to influence the core curriculum and teaching and learning resources, which are developed off-shore by the global organisation. However, there is good evidence of additional content and materials with a local flavour being introduced to general English and special interest classes. Weekly lectures focus on New Zealand culture and lifestyle. Teachers also reported some examples of educational excursions during class time, such as visits to the museum. During 2015, EF sought to improve the business-focused SPIN syllabus to include additional resources and to provide some variety. Feedback suggests strong interest from longer-term and 25+ students in this elective. Interviews with students confirmed a keen interest in learning about New Zealand, and satisfaction with the local content.

EF gathers feedback formally on three occasions during each student's programme of study, and relies on the evaluation outcomes for understanding how well they are matching students' needs. Evaluation scores across a range of indicators are reviewed each week by management. Issues logs are generated automatically in response to negative comments or ratings below an agreed level. In addition to investigating and resolving issues for individual students (within a week), EF identifies areas for further review and improvement. The PTE cited strategies for improving learner engagement through iLab sessions, and enhancing the activities programmes as examples of improvement initiatives. A comparison of evaluation scores from 2012 to 2015, derived from the third survey (administered several weeks before the end of each student's enrolment period), shows improvement against most indicators. This reflects the effectiveness of EF's approach. The surveys are common to EF language schools worldwide. While this provides a good basis for international comparisons, there is limited scope to explore aspects of the programme specific to New Zealand.

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## 1.4 How effective is the teaching?

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

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

Learners at EF benefit from a stable group of qualified and experienced teachers who are supported to develop their skills and teaching effectiveness. Newly recruited teachers are inducted into the EF teaching approach and systems, and have access to useful resources (videos and handbooks). Mentoring is also provided, as well as peer observations and meetings with academic managers. One new teacher reported the value of some co-teaching for sharing teaching approaches. All teachers participate in fortnightly meetings, peer and manager observations (both scheduled and ad hoc), and annual performance interviews. They also receive feedback from students. Teachers interviewed described the ways in which they had responded to feedback (such as changing the pace of delivery and adopting different approaches for managing classroom participation), and the value of regular professional development sessions for improving their effectiveness (although these have been less frequent recently).

Teachers are using a variety of teaching and learning approaches which encourage participation and enhance learning. Learners report that they have good relationships with their teachers and are happy to approach them for additional help. EF is aware of some variation in teaching practice, mainly reflecting different levels of expertise in embedding technology in communicative English language teaching. Further professional development is scheduled for reinforcing blended learning methodologies and sharing best practice in this regard, particularly in the light of a recent decline in learner satisfaction with the iLab component of the programme. Teachers have access to reliable assessment tools, and provide good feedback to learners on their progress. Moderation of speaking and writing tests to ensure consistency of grading to any set criteria is not routinely occurring. These gaps do not have a significant impact in the context of a highly structured teaching and learning environment.

Teachers participate in a self-assessment activity which provides for a review of six key aspects of the academic programme on a regular monthly cycle. The records of this activity indicate some level of analysis and action planning, for example in relation to the SPIN syllabus. However, the selected focus areas and related evaluative questions are somewhat limited in scope (for example, they do not explicitly address learner achievement), and the findings are generally descriptive rather than evaluative.

## 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 **Good**.

Guidance and support is provided to learners by EF (internationally and locally) from first enquiry, and is effective in providing a supportive and friendly environment for achieving academic and personal goals. Promotional, enrolment and course information is comprehensive and accessible, including being available in many languages. Orientation material and introductory sessions with key staff provide important information and a friendly introduction to EF and to living in Auckland. Appropriate and effective processes are in place for ensuring placement at the appropriate language level, including a feedback interview at the end of the first week. All students interviewed confirmed that they were happy to approach staff for information and support on academic or personal matters.

EF provides regular opportunities for learners to discuss their progress with teachers or academic managers. On enrolment, the completion of a short focus questionnaire assists in identifying study goals and suitable electives, such as special interest classes. Students can access information on their progress (both grades and comments) via an online application. Conversations with tutors on how to improve their English occur regularly, including during iLab sessions and at the six-weekly review. Students report feeling supported and motivated by this approach to academic guidance.

Language acquisition and learning about other cultures is fostered by a diversity of nationalities in each class and the opportunities provided by a variety of social activities and excursions. Some opportunities for building relationships with other students, teachers or New Zealanders (such as the student council, job club, mentors or community projects) have not been promoted in recent months because of the impact of high student numbers. This suggests further attention is warranted to maintain the full suite of opportunities year-round, particularly those that contribute to maintaining the engagement and motivation of longer-term students.

EF provides several accommodation choices for students, most of whom opt for a homestay. Overall, the evaluation ratings for the homestay provision are very good. Many students enjoy the opportunity to experience living with a New Zealand family and appreciate being able to practise conversational English on a daily basis. EF has comprehensive policies and processes to maintain standards of accommodation and to manage relationships with homestay providers. Students generally are satisfied with their living arrangements. Student interviews provided some evidence that their expectations were not being met in all aspects, but individuals confirmed that they are confident to raise issues with EF about any concerns.

EF has appropriate processes for ensuring compliance with the Code of Practice for the Pastoral Care of International Students. EF reported that the 2015 review of compliance against the code was undertaken by three senior staff. All staff

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interviewed were aware of their obligations under the code, including the particular requirements in relation to students under 18 years of age. Attendance is monitored and appropriate actions are taken when minimum attendance requirements are not met. There is a well-documented process for student complaints, and records of appropriate responses were sighted. EF uses issues logs in the student management system to track all concerns or complaints raised by students or arising from low evaluation scores. This practice reflects the organisation's very thorough and consistent approach to monitoring the wellbeing and satisfaction of learners.

Service support staff work closely with academic colleagues to maintain high levels of guidance and support. Some examples of improvements were noted, such as the introduction of a mobile application for homestay families, which enables them to track student schedules. EF has recently set a target of responding to all issues logs within one week. The quality of student residences has been reviewed, resulting in one closure. While EF is highly responsive to feedback, and in particular to low evaluation scores, the PTE does not have a systematic approach to reviewing key services or functions to evaluate their effectiveness in supporting students to achieve their academic or personal goals.

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

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**.

EF is supporting educational achievement through an appropriate level of governance and infrastructural support from the global network, together with local management and operational oversight. For example, protocols are in place for managing relationships between international sales offices and English language providers. The director of operations for the Australia/Pacific region visits EF regularly and provides support to management. The school director and director of studies participate regularly in international fora of their peers in EF Education First, which provides an opportunity to share issues and experiences. Annual planning processes reflect international goals as well as local priorities. Policies and processes for management, academic and support activities are well documented (for example in staff and student handbooks). This approach is effective in maintaining educational and support service delivery consistent with international standards and expectations.

The off-shore coordination of key organisational functions (such as sales, financial management and programme development) enables EF management to focus on local operations. EF's capacity to respond effectively to change is reflected in the planning and implementation of new timetabling and accommodation for very large student intakes in September 2015 and January 2016. EF reports that this was largely successful, and referred to continued high student evaluation scores in most

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categories as evidence of this, although some aspects of service provision were affected (refer Findings 1.5 above). However, there is less evidence of coordinated strategies for improving teaching and learning, and for pastoral care across the organisation as a whole. EF reports that some professional development has been available in relation to management skills. However, further support for educational leadership development is warranted, particularly for recently appointed academic managers, to ensure sustained high levels of educational performance.

EF is gathering and using information to understand achievement and to identify improvements for individual learners. The organisation is strongly focused on student evaluation ratings for key aspects of their experience, as the main tool for review and improvement, although this approach is somewhat limited in scope. Further development of staff capability in evaluative processes, particularly at management level, would support a broader and deeper understanding of educational performance at EF, and the identification of opportunities for further improvement.

## 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 **Good**.

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 **Good**.

### 2.3 Focus area: General English (Beginners - Academic Proficiency)

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 EF:

- Develop capability in evaluative quality assurance at all levels of the organisation, and broaden the scope of data-gathering and analysis, to strengthen EF's understanding of educational performance and the identification of opportunities for further improvement.
- Ensure a coherent and consistent approach to moderation practices, including upskilling academic staff.
- Further develop the educational leadership capability of relevant staff to ensure sustained high levels of educational performance.

# 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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