



Report of External Evaluation and Review

Daniel Education Limited
trading as Auckland Edinburgh College

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 18 January 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. TEO in context

Location:	Level 7, 20 Amersham Way, Manukau
Type:	Private training establishment
First registered:	2003
Number of students:	Domestic: 23 equivalent full-time students International: 115 equivalent full-time students
Number of staff:	11 full-time equivalents
Scope of active accreditation:	<ul style="list-style-type: none">• General English• General English (International English Language Testing System (IELTS) preparation)• Auckland Edinburgh College TESOL (Cambridge Teaching Knowledge Test for Teachers of English to Speakers of Other Languages (TKT TESOL))
Sites:	As above
Distinctive characteristics:	<p>This school has a strong Christian philosophy which underpins its operations.</p> <p>Auckland Edinburgh College (AEC) is a signatory to the Code of Practice for the Pastoral Care of International Students approved for:</p> <ul style="list-style-type: none">• Students aged 11-13 who are not living with a parent• Students aged 14-17• Students aged 18 upwards.

Recent significant changes:	NA
Previous quality assurance history:	<p>AEC was previously quality assured by NZQA by audit in November 2009 and met the applicable Policies and Criteria for PTEs.</p> <p>However, three requirements for the Code of Practice for the Pastoral Care of International Students were not met. These requirements related to ensuring that all students hold medical and travel insurance and meet immigration requirements.</p>
Other:	Nearly 60 per cent of the learners come from Korea. Approximately 30 per cent come from China and the remainder are a range of nationalities, including Taiwanese, Saudi Arabian, Chilean, Russian, and Vietnamese.

2. Scope of external evaluation and review

The external evaluation and review examined the following mandatory focus areas:

- Governance, management, and strategy
- Student support for international students.

The other focus areas were chosen as they represented the two distinct programmes Auckland Edinburgh College (AEC) offers:

- General English
- TKT TESOL.

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/>

AEC supplied the evaluation team with a self-assessment summary outlining its self-assessment relating to two of its programmes. One lead evaluator and one external evaluator visited AEC in Manukau over two days. While on site, the evaluation team interviewed the general manager, the assistant general manager, the director of studies, the TESOL coordinator and student welfare officer, the marketing manager, tutors, students,

and other student support staff. The evaluation team also viewed a range of documents including graduate surveys, agent surveys, a tutor survey, and achievement analysis data.

AEC 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 **Daniel Education Limited Trading as Auckland Edinburgh College**.

The Christian vision and values of the organisation are focused on caring for the learners and result in a holistic education being provided. Learners value their experience with the school highly, and the achievements gained in English language skills improve their career and study options. There is a warm family atmosphere which supports students new to New Zealand, and this cross-cultural experience is enhanced by a varied and interesting extracurricular timetable.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Daniel Education Limited Trading as Auckland Edinburgh College**.

The school has a range of approaches to gathering important information which informs planning and ongoing activities. Feedback is gathered from a wide range of stakeholders, and achievement and student progress are closely monitored. Monitoring students' results in internal exams and benchmarking them against external exam results provides important evidence demonstrating educational value. The college has responded positively to the policy shift to evaluating outcomes and has found the refocusing to be of benefit.

TEO response

AEC has confirmed the factual accuracy of this report.

Findings¹

1.1 How well do learners achieve?

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

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

Learners at AEC achieve well, with high attendance ensuring that learners receive maximum tuition during the time they are studying with the college. Retention and achievement are closely monitored and formative assessment is used to ensure students have a good understanding of their next learning goals.

Students spoken to by the evaluation team emphasised the confidence they had gained, particularly in spoken English. The self-assessment by learners of their achievements also reflected significant gains in confidence using English. Students are encouraged to only speak English on campus and students confirmed that this helped develop their understanding.

TKT TESOL has an almost 100 per cent retention rate, and all those retained have completed the programme successfully. Of those that have sat the external exam, all but one or two have scored in band 3 or 4, which are the required bands for employment as teachers of English to speakers of other languages.

Achievement is closely analysed at different levels of the organisation. For example, external exam scores are compared with scores attained in internal assessments. These comparisons show that IELTS students score generally higher on the external exam, an indication that the college is preparing them well.

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

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

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

Learners at AEC value their experience with the school highly. The achievements gained in English language skills improve their career and study options. There is good evidence that a significant number of students who leave AEC move on to either a foundation programme at university or into a degree programme. For graduates who complete the TKT TESOL programme, the skills and knowledge they have learned assist them in their work teaching English.

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

The Christian values of the school enhance the experience for the learners and add to the holistic education offered. All learners are welcomed into the organisation, and the warm family atmosphere means learners quickly gain friendships and find themselves accepted into what is often their first cross-cultural experience. The English-only rule and the deliberate mixing of cultures are valued by the learners. The school provides scholarships for students who normally could not afford the overseas travel. These scholarships cover the costs of travel and study.

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**.

The organisation has a number of strategies to ensure that learners' needs are met. On arrival, learners are interviewed and given a placement test. This test ensures that learners are placed at an appropriate level for their English. Regular formative and summative assessments check learners' progress. At the interview, the learner's goals are discussed and these are regularly reviewed to ensure the learner is enrolled in the correct programme.

The resources and activities used by the teaching staff ensure that learners remain engaged. The textbooks are up to date and supplemented by current and local content. Music, games, and group work are all used to ensure engagement in the classroom. The school is well resourced, with students having access to computers and recreational activities when they are not in class. Extracurricular activities are common and the school runs overnight trips to Rotorua, twice a year, which are a highlight in the calendar.

The organisation regularly seeks feedback from students, agents, and other stakeholders which ensures that the programmes it offers meet their needs. The addition of TKT TESOL and the development of Occupational English are two examples of programmes being developed in response to stakeholder feedback.

1.4 How effective is the teaching?

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

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

There is a team of well qualified, experienced teaching staff at AEC. Staff turnover is low and this is indicative of tutors who feel valued by the organisation. There is professional development offered, both internally and externally, and tutors can nominate areas of focus. There is good evidence of careful planning, and tutors ensure that learners are clear about their learning goals and how they are progressing.

The organisation has effective mechanisms for learners to give feedback on teaching, and achievement is closely monitored. Staff appreciated the useful feedback they received after observations by the director of studies. A recent staff survey was received favourably by

staff and a number of issues were raised and responded to. Staff will continue to be surveyed as the outcomes were seen as positive.

Relationships between tutors and learners are positive, and Christian principles underpin the tutors' holistic support and engagement.

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 **Excellent**.

The vision and values of the organisation are clearly focused on caring for the learners. This is manifest in the welcoming orientation that all students receive on arrival, regular whole-school assemblies, a well-functioning buddy system, and first-language counsellors available for all the students if necessary.

The evaluation team heard that the school has a warm family atmosphere which supports students in the new environment. The school has a strong extracurricular timetable and students participate actively in student-led clubs and activities.

The Code of Practice for the Pastoral Care of International Students is embedded in the organisation's processes and practices. A good awareness of the school's obligations under the code was shown by management and tutors. The school manages homestays for students and has a regular group of families linked with the school. Regular dialogue with homestay families ensures that the experience is positive for all concerned.

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

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

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

Strong values underpin the governance and management of AEC and result in a coordinated collegial environment, with good communication across the different parts of the organisation in spite of significant language barriers. The commitment of the owner to the school and the students was clearly evident to the evaluation team.

The school is well resourced, with tutors using the latest editions of texts, and every classroom is equipped with CDs. DVDs and a data-show are available on request.

The roles and functions of the leadership team are clearly defined, with the general manager taking a clear lead with operational and strategic matters and the director of studies focused on academic issues. Regular meetings are held and there is good evidence of the organisation using a range of information and data to inform planning decisions. The policy shift to self-assessment and evaluation of outcomes has resulted in a refocusing which management viewed as positive. The staff survey was a recent initiative which was highly valued by the staff and management as an opportunity to address important issues.

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: General English

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

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

2.4 Focus area: Teachers of English to Speakers of Other Languages (TESOL) course

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

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

Recommendations

There are no recommendations arising from the external evaluation and review.

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 TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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).

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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