

# 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: 29 October 2015

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*Final Report*

# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.*

## Introduction

### 1. TEO in context

Name of TEO:	Daniel Education Limited trading as Auckland Edinburgh College
Type:	Private training establishment (PTE)
First registered:	12 May 2003
Location:	Level 7 and 8, 20 Amersham Way, Manukau City
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none"><li>• General English</li><li>• General English (International English Language Testing System (IELTS) preparation)</li><li>• Auckland Edinburgh College TESOL (Cambridge Teaching Knowledge Test for Teachers of English to Speakers of Other Languages (TKT TESOL))</li></ul>
Code of Practice signatory:	Auckland Edinburgh College (AEC) is a signatory to the Code of Practice for the Pastoral Care of International Students.
Number of students:	<p>International: approximately 400-450 students per year. Of those students, approximately 5 per cent are under 18 years of age. The majority of students are from South Korea and China.</p> <p>Domestic: less than 3 per cent of total student numbers.</p>

Number of staff:	14 full-time and 8 part-time
Scope of active accreditation:	As noted above
Distinctive characteristics:	AEC has a strong Christian philosophy which underpins its operations.
Previous quality assurance history:	<p>AEC's previous external evaluation and review (EER) was conducted in November 2010, with the report published in January 2011. The EER statements of confidence were: Highly Confident in educational performance and Highly Confident in capability in self-assessment.</p> <p>NZQA conducted a routine validation visit in October 2013. AEC met all requirements of the Private Training Establishment Registration Rules at that visit.</p>

## 2. Scope of external evaluation and review

Following the receipt of AEC's self-assessment information, a scoping meeting was held on 9 July 2015. Meeting participants included the lead evaluator, the AEC general manager, director of studies and the TKT TESOL coordinator/student welfare leader.

The focus areas agreed were:

- Governance, management and strategy

This is a mandatory focus area.

- International student support

This selection encompasses almost the entire student body.

- General English (with strands in IELTS preparation, High School Preparation, or English for Missions) (Level 3)

The majority of students attend this programme for varying lengths of time, from two weeks to one year.

- TKT TESOL 1 and 2

The TKT TESOL learners are mostly South Korean scholarship students who have completed their General English studies and then progress to this programme.

These two focus areas (General English and TKT TESOL 1 and 2) represent the two distinct programmes AEC offers.

### 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.*

The EER of AEC took place with a team of two evaluators over two and a half days. The EER included interviews with the president, general manager and management board including the assistant general manager, director of studies, TKT TESOL coordinator/student welfare leader and marketing manager. Other staff interviewed included the student welfare team, homestay coordinator and most teaching staff. Students interviewed were selected by the evaluation team and were representative of both programmes; this included most of the enrolled students under 18 years of age.

A wide range of documentation was reviewed including achievement and outcomes data and the corresponding analysis and findings; teaching texts and resources; and collated and analysed student, stakeholder and staff feedback. Documentation pertaining to the academic and management activities of the PTE – including meeting minutes and reports, strategic review and planning, internal and external moderation review – was also considered.

# 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**.

Key reasons for this include:

- High rates of student achievement in both the General English and TKT TESOL courses are clearly evident. Benchmarking, both internal and external, using recognised international independent tests, supports the validity of student progress and outcomes consistently achieved over several years.
- AEC identifies retention and attendance as key performance indicators. These monitored indicators are reported and reviewed across the PTE including to governance. Results are used to inform decision-making, and provide clear evidence of meeting students' needs.
- Students acquire useful English language skills, and evidence captured shows an increase in their confidence to use those skills. In addition, the TKT TESOL students gain an internationally recognised certificate in teaching which supports them in their career advancement. AEC has a genuine understanding of the short-term benefits for graduates, who mostly progress to further study; this information is being used to good effect. The opportunity to validate AEC's understanding of the longer-term outcomes for the TKT TESOL graduates could be improved.
- AEC staff have a clear understanding of the profile of students as a group and as individuals. As a result, programmes are altered and improved, and teaching strategies are considered and varied to effectively meet the needs of the changing student body.
- AEC student and staff feedback on the experience of studying and working at AEC is overwhelmingly positive and is demonstrated through a range of comprehensive and evolving self-review processes which occur systematically. The positive feedback has been consistently very strong for several years.
- Oversight of the strategic and operational direction of the PTE is aligned to the values, vision and mission established by the president and understood and implemented by all staff within AEC.

AEC governance and management focus specifically on and provide resources for the support and guidance of students, and for effective teaching and programme development, all of which contribute significantly to student achievement.

The successful completion of students' English language and study goals and their high levels of satisfaction with their individual development overwhelmingly demonstrate that the needs of students are being well met.

## 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**.

AEC has an organisation-wide approach to self-assessment which is well embedded into its ongoing processes and practices. Good quality and authentic information is collected systematically towards a specific and targeted purpose. 'Spot checks' further supplement or extend an area identified from review to develop or explore. AEC reviews the effectiveness of its evolving and improving self-assessment activities, and in most instances self-assessment is comprehensive and robust. AEC could consider how much information it continues to collect and analyse with a view to gathering succinct information in the priority areas identified.

Findings are used to implement changes, and AEC was able to demonstrate the impact and effectiveness of change throughout many aspects of the organisation including staff training, course content, delivery methods, and administration and academic processes. Changes do not necessarily increase the already high level of achievement or the rate of student progress, but focus on and improve the quality of the learning experience and the support for students, and the development of teachers.

The characteristics of effective self-assessment were clearly evident and convincingly demonstrated.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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

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

Students achieve well at AEC and this has been consistently evident over several years. Retention on both General English and TKT TESOL courses, regardless of length of study, is very high. AEC tracks and identifies students who withdraw early. In 2014, all but two who withdrew had achieved their English language goal identified on entry and have progressed to further study at secondary school or to a pathway programme at tertiary level in New Zealand or overseas.

The TKT TESOL programme has had 100 per cent retention and completion in 2012, 2013, 2014 and 2015. This pattern of achievement was also evident in the previous EER. At least 90 per cent of students in the past three years have achieved a band score of 3 or 4 in the Cambridge international testing results, the recognised bands for employment as teachers of English to speakers of other languages. Internal benchmarking of data and analysis indicates a gradual improvement in the band scores of AEC students over time. External comparison of AEC average exam band scores against the New Zealand national average and South Korea, where the majority of AEC's TKT students originate, and the combined 'World' category shows that AEC compares very favourably, at least meeting and in some years exceeding the average band score outcomes of New Zealand, South Korea and the World. Formative assessment results are closely monitored. Any indication that student results are not reaching the internal target prompts a review and, if necessary, changes are swiftly made to support students to achieve well in the Cambridge Main Suite E Examinations.

Students acquire English language skills and increase their confidence in the use of those skills. Through formative assessment AEC monitors and responds to progress within and between English language levels, and students gain awareness of their abilities to succeed in AEC's General English courses. Teachers, students, reports, robust data collection and comprehensive analysis all confirm movement and progress and identify trends, term-to-term and year-to-year for the past five years. Achievement of all students undertaking the IELTS examination is reviewed annually. Since 2011, external exam scores have been compared with scores attained in internal assessments. These comparisons show that IELTS students consistently score more highly on the external exam; an

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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.

indication that the college is preparing them well and meeting the students' expectations in terms of their anticipated IELTS examination result.

## 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**.

All AEC graduates have acquired English language skills which, combined with graduates' own perception of their improvement and successful use of those skills, supports the career advancement and study options of graduates. There is sound evidence that a significant number of students who graduate from AEC move on to either a tertiary foundation programme or to a degree programme. AEC graduates are granted direct entry to foundation courses in preparation for university by two NZQA-rated Category 1 providers and a polytechnic, and younger graduates move on to secondary school in New Zealand. Ongoing stakeholder feedback confirms these short-term successes of AEC graduates.

Governance at AEC has for more than 10 years provided full scholarships for 70 students per year from South Korea – a significant portion of AEC's student body – who are considered economically disadvantaged. The majority of students are enrolled for six months, some stay on for up to a year and progress from General English to TKT TESOL. These graduates highly value the outcomes from their time at AEC and recognise that the benefits are both academic and personal, providing career or study pathway opportunities they would not otherwise have. AEC has a genuine understanding of the short-term benefits (i.e. progression to further study) for these graduates, and this information is being used to good effect. AEC has a large amount of anecdotal evidence to indicate the longer-term benefits to graduates' well-being and enhancement of abilities and attributes. Collation of this mostly unsolicited feedback would further support the ongoing value and impact of the TKT TESOL programme.

AEC has a range of systematic feedback mechanisms which have been improved over the last three years, providing clear and convincing evidence of the quality and value of the programmes offered.

### 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**.

AEC has a clear understanding of the profile and needs of its students and seeks comprehensive and authentic feedback from students and other stakeholders such as graduates, teachers and secondary and tertiary education organisations where graduates pathway, to ensure that the programmes it offers meet their needs.

Based on student feedback, three components have been added to the TKT TESOL programme: keeping a journal, practical teaching experience, and cultural awareness. All three components are assessed and evaluated. AEC is able to comprehensively show their benefit to the students in supporting their learning and increasing the application and relevance of the skills and knowledge gained. AEC self-assessment indicates that the practical component is the most valued component of the whole programme. General English has introduced a High School Preparation course to support graduates' transition to New Zealand secondary schools. Stakeholders are noting the benefits and opportunities for improvement, and ongoing changes to the course have occurred as a result.

All programmes undergo scheduled review. Changes are informed by feedback. For example, AEC has relaxed a previous rule where only English could be spoken on site – currently the classroom is the only time when speaking only in English is enforced. The impact of this has been an increase in students' focus in the classroom and enhancing social engagement with other students in breaks. Evidence of changes to placement tests, interviews, programme content, delivery, use of technology, course structure, formative and internal assessments, resources and activities is ongoing and transparent. AEC is careful to monitor change and determine the effectiveness and impact of any changes to ensure student needs are met.

### 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**.

Teachers are qualified, experienced and reliably implement AEC's sound academic processes and practices, the outcomes of which are reviewed. Comprehensive internal moderation occurs systematically. AEC uses the relationship it has with other reputable PTEs teaching the same or similar courses that are not in direct competition, to gain an independent view of the teaching and quality of the learning materials and assessments through external moderation. This is important to

ensure teachers and programmes remain current and relevant in a highly competitive sector and to validate the educational performance of AEC students.

AEC takes a team-teaching approach which encourages a collegial and professional atmosphere. The sharing of resources, activities and careful planning is clearly evident. AEC has determined this approach which is based on the strengths of the teachers and needs of the students, supports the teachers in their role, and provides variety to students. Teams are adjusted on an as-needs basis which encourages the ongoing active and enthusiastic engagement of teaching staff, most of whom have been at AEC for many years.

The ongoing professional development of teachers is supported and directly linked to teacher, programme and student needs. Implementation of new practices and strategies identified in professional development is required, and all staff benefit from the learning as each teacher embeds the new practice and reviews the effectiveness and impact. Professional development supports the teachers to broaden their teaching strategies and activities to effectively meet the needs of the whole student body.

A variety of feedback sources and mechanisms provide authentic and useful information for teachers and management about the effectiveness of the teaching. AEC uses this information to inform decision-making, which has resulted in a number of changes that are part of an effective teaching and learning strategy.

## 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**.

AEC governance and management prioritise the welfare of students which is clearly evident in the organisation's mission statement and strategic planning. This priority is well supported through the efforts of all staff. The PTE's processes and practices are systematically used to understand the profile of students at entry, identify their needs, and through ongoing monitoring demonstrate that those student needs are being effectively met.

The Code of Practice for the Pastoral Care of International Students is embedded in the organisation's processes and practices. All staff have a good awareness of the school's obligations under the code. This relatively small PTE has a large welfare team, and the support and guidance of students is their primary role, with clear roles and responsibilities to ensure that all aspects of student welfare, including students under the age of 18 years, and academic needs, are identified and responded to.

The school is well resourced, with students having access to kitchens and extensive support facilities. Computers, a student-run snack shop and various

recreational activities are available when students are not in class. AEC has a strong extracurricular timetable and students participate actively in student-led clubs and activities. The school runs overnight trips to Rotorua twice a year, which are a highlight in the calendar, along with other outings, and the school vans are used to provide transport for any student as the need arises.

The active participation of students in extra-curricular activities at school and local community events which the school initiates or contributes to is recognised by students as encouraging a sense of belonging and family. The Christian ethos of the school is evident in the pastoral care of students and is reflected in the relationships the school has developed within the local community in the health and business sectors. These relationships between AEC and the community provide AEC students with easier access to services. For example, local doctors who are Chinese and South Korean make appointments available on the same day and can communicate with students in their own language.

## 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**.

Governance and management have a clear direction and purpose which focuses on the welfare and success of students. This ethos is reflected in the organisation's values, vision and mission. All staff share and support these values, resulting in a coordinated collegial environment, with open and honest communication across the organisation. The commitment of the owner to the school and the students was evident to the evaluation team.

The roles and functions of the leadership team are clearly defined, with the general manager taking a clear lead on operational and strategic matters, and the director of studies focused on academic issues. Regular meetings are held and there is substantial evidence of the organisation using a range of information and data to inform planning decisions. Possible initiatives are carefully investigated and AEC makes considered decisions involving management and staff as appropriate.

Resources are allocated to support the structure and function of the PTE. The facilities, staffing and educational resources are more than sufficient to support the educational achievement of students. Staff are valued and governance and management trust and encourage them in their respective roles. Staff surveys, management board surveys, reports and meetings provide opportunities to identify areas for development, which have been responded to.

AEC actively seeks expertise and input from a range of external bodies from reputable sources, with the aim of extending the knowledge held within the PTE. AEC recognises itself as a medium-sized PTE operating within a competitive sector,

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and the mutually beneficial relationships are considered important in keeping teaching practice current and continually bringing in new ideas, innovations and initiatives from which all staff and students benefit from. Areas that have been strengthened in the PTE in recent years include programme development, career advice, external moderation, strategic planning, collaborative ventures, and arrangements for students to gain direct entry to further study at other tertiary institutes.

Governance and management have a clear understanding of the educational performance of students and other high-priority areas of the PTE, and of student support and effective teaching, through effective, systematic and genuine self-assessment.

## 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: International 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 (with strands)

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: TKT TESOL 1 and 2

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.

# 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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