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External Evaluation and Review Report

Daniel Education Limited (trading as
Auckland Edinburgh College)

Date of report: 28 November 2019

About Daniel Education Limited (trading as Auckland Edinburgh College)

Auckland Edinburgh College is an English language school with Christian character. It caters predominantly to Korean and Chinese students, but in the recent years has seen growth in the number of other nationalities enrolled and in the under-18 population.

Type of organisation:	Private training establishment (PTE)
Location:	Levels 7-8, 20 Amersham Way, Manukau, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: seven International: averaging 400-500 annually, or 120-150 enrolled students per week (rolling intake) ¹
Number of staff:	16 full-time; six part-time
TEO profile:	See: Daniel Education Limited on the NZQA website
Last EER outcome:	October 2015: Highly Confident in educational performance Highly Confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none">• General English (training scheme)• International Student Support and Wellbeing
MoE number:	7590
NZQA reference:	C36286
Dates of EER visit:	2 and 3 October 2019

¹ Declared EFTS is 128.02 (2017), 127.08 (2018)

Summary of Results

Auckland Edinburgh College (AEC) has strong achievement and delivers training schemes that are of high value to its target students. The training schemes are well-structured to address the needs of students and other stakeholders.

Highly Confident in educational performance

AEC's mission is to provide holistic support to students to assist in their learning. This is clearly reflected in the familial and open culture cultivated by management team and staff. Student welfare is very important to AEC, and the various mechanisms put in place are evidence that their pastoral care responsibilities are taken seriously.

Confident in capability in self-assessment

Students learn English in contexts relevant to them, and are given ample practical opportunities to put into practice their developing language skills. Students meet their learning goals and gain confidence in using the English language.

AEC's self-assessment practice is sound. It has a good understanding of its student demographics and their achievement, and the decisions and improvements put in place are results of self-reflection. Strong achievement is supported by a well-planned curriculum and effective teaching and assessment practices.

Academic leadership and oversight of teaching is strong. Teaching staff are well-qualified, with years of experience in teaching a second language.

Most of the PTE's key compliance responsibilities are managed systematically and effectively. There were, however, two instances of an oversight on the insurance coverage requirements. It is acknowledged that the potential risk is high, and AEC has systems in place to ensure that this requirement is met.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>AEC regularly monitors and analyses both enrolment and performance data, and reports the findings to the management board. This helps in understanding the demographic make-up of the institution and in identifying how to address the students' learning goals.</p> <p>Courses are designed to allow students to progress at their own rate. Decisions about student progression/ repeats are based on the monitoring of student progress, more formally through regular assessments (weekly, mid-term and final tests), which are underpinned by a sound internal and external moderation system.</p> <p>The General English training scheme level progression is guided by the Common European Framework of Reference for Languages (CEFR).</p> <p>The majority of the students who study for at least a term progress in their level³, and the percentage of repeats is close to the target benchmark of 10 per cent.⁴ The exception to this was in 2017 when a new textbook was introduced which was deemed to be at a higher level than the previous textbook used. Withdrawals are low, and are mostly for medical or family reasons. Attendance, for the majority of students, is excellent, leading to strong achievement.</p> <p>Another measure used by AEC to gauge its performance is through benchmarking student exam results. With the IELTS⁵</p>

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ The percentage of level progression for each year is as follows: 90 per cent (2016), 84 per cent (2017), 90.3 per cent (2018), 89 per cent (Jan-Sept 2019).

⁴ The percentage of level repeats for each year is as follows: 10 per cent (2016), 16 per cent (2017), 9.7 per cent (2018), 11 per cent (Jan-Sept 2019).

⁵ International English Language Testing System

	<p>students, comparative analysis of their mock IELTS results versus their actual results shows that the two are on par. With the AEC TESOL 1 and 2 training schemes (in preparation for the Cambridge Teaching Knowledge Test (TKT)), AEC students are performing very well when compared with the Cambridge TKT world average.</p> <p>Students improve their English language skills to meet their specific goals: preparation for high school studies, preparation for the IELTS exam, or general improvement in their confidence in and proficiency in the use of English.</p>
Conclusion:	AEC has strong achievement rates as evidenced by satisfactory rates of progression decided by reliable assessment processes, and successful performance in international exams for those in exam preparation courses.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students and graduates interviewed confirmed the value of the time they spent at AEC, which assisted them in attaining their goals of further study, passing examinations (i.e. IELTS and TKT), or be generally more proficient in the English language. The younger students, a number of them under 18 years, said their AEC education prepared them to engage successfully in their studies, either in high school, foundation courses or tertiary level studies, and to be more confident in speaking the language. AEC's self-assessment, which included analysis of graduate outcomes surveys and feedback obtained from contacting stakeholders (institutions, schools, employers) confirms the same.</p> <p>Some of AEC's major stakeholders are three secondary schools who send their students for English lessons, either before their enrolment or during term break. They confirmed the value of AEC studies in helping the students perform better and more confidently at school.</p> <p>Those whose goal is to prepare themselves for IELTS examination (like the cohort from Vietnam Airlines who were sent by their organisation with the goal of attaining a 6.5 score),</p>

	<p>attest to their improvement and increased preparedness in taking the exam.</p> <p>The other group of students, whose goals were to improve their English proficiency, acknowledged the added value of their acquired skills in their missionary and community work. The Christian nature of the organisation means that while they are at AEC there are plenty of opportunities for students to be involved in community activities, such as volunteering and visiting rest home residents.</p> <p>AEC is informed of its valued outcomes through exit interviews, graduate destination surveys, and in the get-together events of its alumni in South Korea.</p>
Conclusion:	AEC's training schemes achieve the organisation's purpose of providing valuable outcomes for its students and other stakeholders. Self-assessment practice in this area is comprehensive and assists the organisation in understanding and improving the value it adds to its stakeholders' goals.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The General English training scheme has three strands – high school preparation, IELTS preparation and general English, catering to three distinct learning goals of three different student groups. AEC has external advisors (i.e. international deans of high schools, other tertiary institutions) who they regularly consult to ensure that the courses remain fit for purpose, relevant, and address the needs of learners.</p> <p>The training scheme structure is well-planned and includes relevant practical activities where students can apply their language skills. Student progress is monitored through regular assessments (weekly, mid-term and final tests), which are underpinned by a sound internal and external moderation system.</p> <p>Review of the courses, including teaching and learning resources, is conducted by the teachers every second term, and</p>

	<p>necessary adjustments are made before the courses are delivered again. Some of the major changes in recent years – which include the use of a new textbook, updated assessments, and the introduction of new equipment in the classroom (new laptops, document reader) – are the result of course review and are designed to improve the learning experience. The update on programme content to include more pronunciation lessons was to address an identified need of a particular cohort of students.</p> <p>The teacher-only day at the end of each term is an opportunity to discuss and ensure consistency, undertake additional training, and plan the delivery for the following term.</p> <p>With the recent growth of the under-18 population, management is currently in discussion on how the mix of under-18 and adult students will be best approached. AEC is considering developing a specific programme or training scheme for under-18s.</p>
Conclusion:	AEC is mindful of the different cohorts of students, each with varying learning goals, and ensures that the training scheme is well-structured, with relevant learning activities.

1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students receive a high level of support from AEC throughout their learning journey. As a Code of Practice signatory, AEC works with its agents to ensure that prospective international students are provided with accurate information and given good guidance in the requirements of the Code. In line with the organisation's mission of providing a holistic approach to student support, AEC has a dedicated student welfare team. The team ensures that students obtain assistance in all aspects, including learning support, accommodation, and social, emotional and mental health support.</p> <p>Remedial classes are introduced to ensure students identified as needing additional tuition are helped to meet their learning targets. Monitoring and analysis of the performance of students involved in remedial classes shows that this initiative made a positive difference.</p>

	<p>Student clubs are set up as a venue for students to meet others, and for them to pursue their interests (e.g. music, table tennis, etc). Under-18 students are buddied up with a more senior student to provide advice and information.</p> <p>Within the campus, there are translators, designated health and first aid officers, and counsellors and pastors who are available to students at all times. The counsellors and pastors speak Korean which is the language of more than half of the AEC population.</p> <p>A homestay coordinator regularly monitors the students' homestay situation, including maintaining regular communication with the host parents. A robust and strict selection of homestay accommodation minimises the risk of having unsuitable host families.</p> <p>The student welfare team meets once a week to discuss each student, particularly the under-18s, as it pertains to activities and any identified issues and risks.</p> <p>Student feel well-supported and satisfied, as evidenced by the survey results, their interaction with AEC staff, and the EER student interviews.</p>
Conclusion:	AEC provides holistic support to students to ensure they are well-placed to be engaged fully in their learning.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	The AEC president is committed to creating a safe and supportive environment for students. This goal is clearly reinforced by the management board and reflected in the daily operations of the organisation. While there is a clear separation between governance and management, the president is available on a regular basis, meets with the general manager and assistant general manager daily for updates, and has full trust in the board, with each member having specific areas of responsibility. The monthly board meeting covers all important areas: student performance, academic matters, welfare, marketing, IT. Aside from these formal meetings, the board

	<p>works together closely on a regular basis to ensure they have oversight and coverage of AEC operations.</p> <p>Teachers are well-qualified and experienced. Staff turnover is low which gives a good indication of their satisfaction at work. Teaching staff interviewed confirmed the good support they received from management to successfully do their work. The appraisal process includes peer observation and student feedback, and the performance appraisal system is currently under review. While there are sufficient opportunities for professional development and training both internally and externally, the teaching staff could benefit from structured training on the Code of Practice in order to have a good understanding of their responsibilities under the Code. Currently, teacher meetings are their main source of Code information and updates.</p> <p>Learning resources are regularly reviewed to ensure sufficiency and relevance. Teaching resources are structured and organised, making consistency in delivery easier to attain. Systems are put in place to assist educational achievement, i.e. remedial classes.</p>
Conclusion:	The governance and management team is fully committed to supporting student achievement, as evidenced by the resources and systems in place.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>AEC in general has effective processes for managing key areas of compliance. The general manager and administrative manager, assisted by the other members of the management board, have main oversight of all compliance responsibilities. Important dates are calendared, and staff are kept abreast on important changes and developments in the sector.</p> <p>An external consultant reviews AEC policies and procedures every two years and checks their compliance with NZQA requirements. The process results in an action plan which the management board reviews and acts on.</p>

	<p>All required documents for regular submission to NZQA are provided as required. The Code of Practice annual self-review is thorough, and the process involves the student welfare team. There were, however, two isolated incidents of insufficient insurance coverage, where the covered period did not include the day of travel, i.e. insurance coverage is one day late. It is noted that the relevant policy and procedures are clear and this incident was a slip by a single staff member. This concern was an oversight of the Code requirements and it is acknowledged that the potential risk is high. AEC has systems in place to ensure that this requirement is met.</p> <p>The training scheme is delivered as per approved learning hours. It is however recommended that the self-directed learning hours be reviewed to ensure that all learning activities are structured and accounted for.</p>
Conclusion:	While there are some processes that need to be strengthened, key compliance accountabilities are generally managed well.

Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Focus area: General English Course (with strands in IELTS Preparation and High School Preparation) (Level 3)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: International Student Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Auckland Edinburgh College:

- Provide its teaching staff with opportunities to be trained in the details of the Code of Practice.
- Review the learning activities of students to ensure they are involved in structured tasks that contributes to the achievement of learning outcomes.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

NZQA requires Auckland Edinburgh College to ensure that international students have sufficient insurance coverage when travelling to and from New Zealand (Section 16D of the Education (Pastoral Care of International Students) Code of Practice 2016).

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁶*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁶ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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