

# Report of External Evaluation and Review

English Language Partners New  
Zealand Trust

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 11 February 2016

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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

Name of TEO:	English Language Partners New Zealand Trust (ELPNZ)
Type:	Private training establishment (PTE)
First registered:	5 March 2015
Location:	192 Tinakori Road, Thorndon, Wellington
Delivery sites:	23 Sites: Whangarei, Auckland South, Auckland West, Auckland Central, North Shore, Hamilton, Tauranga, Rotorua, Taupō, Napier, New Plymouth, Palmerston North, Whanganui, Levin, Porirua, Hutt City, Wellington, Nelson, Blenheim, Christchurch, Timaru, Dunedin, and Invercargill.
Courses currently delivered:	Non-formal Adult Community Education programmes: <ul style="list-style-type: none"><li>• One to One Home Tutoring</li><li>• English Language Groups</li><li>• English For Employees programme (Workplace Literacy training)</li><li>• English for Speakers of Other Languages (ESOL) – Literacy and ESOL Intensive programmes</li></ul>

Formal approved programmes:

- Certificate in ESOL Home Tutoring (Level 3)  
(Training scheme for volunteer home tutors)
- Certificate in English Language Level 1  
Foundation (Level 1)
- Certificate in English Language (Levels 1 and  
2)

Code of Practice signatory: No

Number of students: Domestic: 7,035 (572 equivalent full-time students  
in 2014)

Ethnicity: Asian 70 per cent, Middle Eastern 10 per cent,  
Central and South American 6 per cent,  
European 5 per cent, African 4 per cent, Pasifika 3  
per cent

No Māori or international students

Other characteristics: 70 per cent female and 29  
per cent male; 28 per cent over 55 years of age;  
migrant 75 per cent and from a refugee situation  
25 per cent (estimates)

Number of staff: 51 full-time equivalents (32 full-time and 227 part-  
time paid staff)

2,344 volunteer tutors

Scope of active accreditation: Certificate in English Language Foundation (Level  
1)

Certificate in ESOL Home Tutoring (Level 3)  
Training Scheme

English language unit standards at foundation  
levels 1 and 2

For details see:

[http://www.nzqa.govt.nz/providers/nqf-  
accreditations.do?providerId=806788001](http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=806788001)

Distinctive characteristics: The vision of ELPNZ, a registered charity, is that  
refugees and migrant learners have the

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opportunity to learn English, to pursue aspirations for themselves and their families, and to participate in all aspects of life in Aotearoa New Zealand. This vision is achieved by providing English language skills and social support for the effective resettlement of refugees and migrants in Aotearoa New Zealand.

ELPNZ specialise in delivering free non-formal Adult Community Education (ACE) programmes, generally part-time community-based. The Adult Community Education sector body has identified that the key measures of achievement are that learners achieve their learning goals and complete their programmes.<sup>1</sup> Key ELPNZ measures are meeting the learners' goals, language progression and improved settlement (economic, social participation and well-being) outcomes.

The Tertiary Education Commission (TEC) uses three funding pools (ACE in Communities, Intensive Literacy and Numeracy, and Targeted ESOL and Workplace Literacy) to purchase nationwide delivery. The organisation also receives funding from the Migrant Levy as well as grants from government and philanthropic sources. Specialist project are developed on an as-needs basis.

Recent significant changes: NZQA approval was gained in 2014 to assess the New Zealand Certificates in English Language Level 1 Foundation, and English Language Levels 1 and 2.

ELPNZ registered as a new PTE in April 2015, merging a federation of regional schemes into a single tertiary education organisation. A revised governance and management structure is being

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<sup>1</sup> [www.aceaotearoa.org.nz/PreliminaryOutcomesFramework.pdf](http://www.aceaotearoa.org.nz/PreliminaryOutcomesFramework.pdf)

implemented.

ELPNZ, with the support of external evaluation expertise, has developed an evaluative self-assessment framework, including an outcomes model, a manual, and an independent baseline pre-amalgamation report (July 2015) rating ELPNZ performance over the past three to five years.

Previous quality assurance history:

The previous external evaluation and review (EER) took place in March 2012 and concluded that NZQA was Confident in the educational performance and Confident in the capability in self-assessment of the organisation.

The focus areas judgements were:

- Governance, management, and strategy:  
Educational performance: Good  
Capability in self-assessment: Excellent
- Certificate in ESOL Home Tutoring (Level 3):  
Educational performance: Excellent  
Capability in self-assessment: Good
- One to One Home Tutoring:  
Educational performance: Good  
Capability in self-assessment: Good.
- English For Employees:  
Educational performance: Excellent  
Capability in self-assessment: Good.

ELPNZ demonstrated that their New Zealand Certificate in English Language (Level 1) graduates had met the outcome statements of this qualification: [www.nzqa.govt.nz/consistency-of-graduate-outcomes/draft\\_report.pdf](http://www.nzqa.govt.nz/consistency-of-graduate-outcomes/draft_report.pdf)

## 2. Scope of external evaluation and review

The PTE provided significant self-assessment information to inform the scope of this EER. The key documents were:

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- Self-assessment summary: External Evaluation and Review: Preparation document for English Language Partners New Zealand (July 2015)
- Outcomes Model
- Strategic Plan from 2015
- Commissioned independent evaluation of ELPNZ: Post Amalgamation Baseline Report (July 2015 )
- Evaluative Self-Assessment Manual (July 2015)
- Evaluative Self-Assessment for English Language Groups (May 2015)
- Two independent research publications:
  - Benseman, J. (2012). Adult refugee learners with limited literacy: needs and effective responses. New Zealand English Language Partners Annual Conference
  - Alkema, A. (2015). The Path to Settlement: The Contribution of ESOL Home Tutors and English Language Groups

The lead evaluator met with the chief executive, evaluative self-assessment coordinator and the ESOL programme coordinator to develop the EER scope. The EER approach was to review the available evaluation information and a reasonable proportion of ELPNZ key activities. Governance, management and strategy performance was a mandatory focus area. The three programmes selected were:

1. English Language Groups: a mix of 3,800 learners (54 per cent of total learners) who learn 'Kiwi' English in a group setting for one and half to four hours per week, delivered by paid trained tutors in community-based venues. Delivery was evaluated at the Christchurch site.
2. ESOL Home Tutoring (Home Tutoring): around 2,400 learners (34 per cent of total learners) receive around one to two hours per week of one-to-one tutoring in their home or a community setting. Volunteer tutors assist learners to achieve individual goals to support their effective resettlement through the medium of English language. ELPNZ trains volunteer tutors who graduate with a Certificate in ESOL Home Tutoring (Level 3). Delivery was evaluated in Tauranga.
3. ESOL Literacy: approximately 900 mostly refugee women learners (13 per cent of total learners) with very limited English attend this specialist ESOL programme for eight to ten hours per week. The tutors are paid, primary-trained and ESOL-qualified, and supported by bilingual assistants. Delivery was evaluated at the Christchurch site.

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### 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.*

A team of four evaluators, one with ESOL expertise, conducted this evaluation. A half-day was allocated to review self-assessment information provided, followed by three days visiting the Wellington national office and the Christchurch and Tauranga delivery sites.

Members of the team interviewed face to face, by phone or via email communication the following stakeholders:

- Chief executive officer, operations manager, evaluative self-assessment coordinator, ESOL programme coordinator, programme research and development manager, ESOL programme leader, board of trustees chairperson, and a board member who is a member of the ethnic advisory group
- Bay of Plenty manager and coordinator, Home Tutoring learners, some volunteer tutors, and local community stakeholders
- Christchurch manager, ESOL Literacy coordinator, programmes coordinator, English Language Groups teacher and learners, ESOL Literacy teachers and bilingual assistants and learners, and community stakeholders
- Representatives of the Tertiary Education Commission (TEC), Red Cross, ACE Aotearoa, a former race relations commissioner, a national new settler organisation, two regional refugee community organisations, and an author of the ELPNZ-commissioned research publication.

While visiting the national office and the two delivery sites, the team witnessed various activities taking place, looked at the resources and facilities provided and reviewed a range of documentation.



# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **English Language Partners New Zealand Trust (ELPNZ)**.

ELPNZ is meeting all of the most important needs of its learners and stakeholders and the gaps identified are not significant. The key points that support this judgment are:

- Achievement for ELPNZ's part-time non-formal learners is very strong. Achievement is measured as progress towards the learners' own settlement goals through improved English. A high percentage (85-90 per cent) of the 2014 learners made gains against the learner progression summary.<sup>2</sup> Nearly all class-based learners reported that their English had improved. More than 85 per cent of total learners rated their satisfaction as good or very good. Participants in research on the English Language Groups and Home Tutoring programmes agreed that the programmes contributed towards their individual settlement goals.
- Progress towards settlement is a highly valued outcome for the individual learners and for other key stakeholders. A consensus of learners and local and national stakeholders agreed that ELPNZ programmes make a very positive and significant contribution towards the integration of migrants and refugees into New Zealand society.
- ELPNZ has strong and active relationships with key national and regional stakeholders, which supports its programmes and activities being well matched to identified needs. The organisation is well respected for its expertise and contribution.
- Support, guidance and education are highly integrated at ELPNZ. Learners are strongly supported to stay engaged in learning to achieve their individual goals. Robust systems and empathetic and trained staff contribute to focused and appropriate support.

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<sup>2</sup> The learner progression summary records progress made towards learning and settlement goals, including using oral and written language and numeracy in English. Participation in ELPNZ programmes contributes towards this learner achievement. The TEC accepts that current assessment tools are not suitable for low-level ESOL learners and that the learner progression summary is a valid alternative.

- Effective or highly effective teaching delivered by trained and committed paid and volunteer tutors is the core contributor to the organisation's performance. There are some gaps, but these are being managed.
- The leadership, at both the national and regional levels, is passionate, capable and very effective in supporting educational performance. Clear purpose and significant resourcing are two other key elements of this leadership.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **English Language Partners New Zealand Trust**.

There is strong evidence that ELPNZ has a rich understanding of learner and stakeholder needs and systematically responds to better meet those needs. Any gaps are being effectively managed. The key points that support this judgment are:

- The organisation has an established reflective culture and professional practice of supporting improvement in educational performance. Key examples include: ongoing programme changes; researching, piloting and the considered implementation of changes and a range of new programmes developed that respond to evolving stakeholder needs.
- It is challenging to clearly demonstrate adult and community educational performance. In response, ELPNZ has developed evidence-based measurement tools and, from mid-2014, significantly invested in a stronger outcomes focus. The evidence of this robust self-assessment include: the learner progression summary, the English Language Groups individual outcomes quarterly report, research on the outcomes of the English Language Groups and Home Tutoring programmes, a clear outcomes model, and an independent baseline evaluation report. The outcomes approach, while in the early stages of implementation, has begun to provide richer and fuller information.
- The 2014 merger of the regions into a single organisation, while a resource-intensive process, is already providing clear benefits. These include clearer accountability, better supported regions, and examples of more consistent practice. However, some practice and self-assessment information is not yet consistently of a high quality.

# Findings<sup>3</sup>

## 1.1 How well do learners achieve?

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 **Excellent**.

There is good evidence that learner achievement is very strong and at times exemplary in an adult and community education context, with the PTE effectively addressing any gaps. Achievement for these part-time learners is measured as progress towards individual settlement goals through improved English. A high percentage (85-90 per cent) of the 2014 learners made gains against the ELPNZ-developed learner progression summary. Over 90 per cent of the class-based learners for 2012-2014 reported that their English had improved. More than 85 per cent of total learners rated their satisfaction as good or very good. Research participants from the English Language Groups and Home Tutoring programmes were unanimous that the programmes contributed towards their individual settlement goals. A survey of the 2,000-plus Home Tutoring learners is currently being completed to provide further evidence of achievement. Nearly all (96 per cent) of the ESOL Literacy learners made small but significant progress in their language proficiency in 2014. There appears to be no relevant external benchmarks to compare learner achievement. ELPNZ has engaged with international providers offering similar programmes, but it is not clear how their assessment practice and achievement compares. There is some evidence of variation in teaching, which indicates that results may not be consistently high across all programmes and sites.

A broad range of robust processes support improvement and enhanced evidence of achievement. ELPNZ's assessment and moderation of achievement is systematic and appropriate for a non-formal education context.<sup>4</sup> ELPNZ has shown ongoing

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<sup>3</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>4</sup> The learner progression summary assessment is reliable for concluding progress has been made over time, but not reliable for assessing the magnitude of change or making comparisons between individuals. The formal assessment of language gain is more robust, using recognised tools; for example, the New Zealand Certificate in English Language (Level 1) graduates met the graduate profile outcomes for this qualification.

innovation and sector leadership in developing evidence-based measurement tools, most notable the fit-for-purpose learner progression summary. Another example is the learner 'brag sheet' where learners describe and record a significant daily achievement, although this is not apparently used as evidence of ELPNZ outcomes. Across its different programmes, the PTE robustly reflects on ways to improve and better demonstrate achievement. Some of the challenging issues being addressed include what level of evidence is sufficient to demonstrate achievement in an adult and community education context and how well the learner progression summary measure captures what is most important. Overall, the PTE has a rich, and in some instances a leading edge, understanding of educational achievement in a complex context. Little more could be reasonably expected of an education provider.

## 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 **Good**.

There is a broad range of evidence, from varied sources and over time, demonstrating that ELPNZ programmes significantly contribute to outcomes that are of high value for the learners and key stakeholders. Achieving personal settlement goals are very significant for ELPNZ refugee and migrant learners. English language proficiency and appropriate education are key factors in achieving these goals.<sup>5</sup> There has been consistent learner feedback that nearly all learners judged that their English language had progressed and that the service provided was good or very good.

The learner progression summary and other measurement tools indicate that most learners are making progress, including improved language ability, confidence interacting with native English speakers, and higher self-esteem. Examples of high-value outcomes that learners cited include: confidence in answering the phone, catching a bus and shopping; being able to attend a parent/teacher interview, understand a school report, discuss health matters with a professional; achieve individual goals such as participating successfully in an employer phone interview, preparing for an English language examination, and gaining paid work in retail.

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<sup>5</sup> McMillan, N. and A. Gray (2009). Long-Term Settlement of Refugees: Annotated Bibliography of New Zealand and International Literature. NZ Department of Labour.

A group of Home Tutoring and English Language Groups learners (the two largest ELPNZ programmes) who participated in a research project<sup>6</sup>, unanimously agreed that they gained valuable outcomes<sup>7</sup> including employment and further education, increased participation in society and improved confidence and self-efficacy. In a survey of 500 refugees, 28 per cent of the women stated, 'their home tutor helped them most to improve their English'.<sup>8</sup> Similar external research and earlier ELPNZ attempts to demonstrate the value of their outcomes, are an underutilised source of evidence.

There was a high level of consensus from local and national stakeholders consulted that ELPNZ programmes contribute strongly to settlement and educational outcomes. The TEC, as the primary funder, valued the high levels of delivery and the quality of the PTE's well-evidenced contestable funding application. ELPNZ outcomes align with the Tertiary Education Strategy (improved literacy and numeracy, particularly for the priority refugee learners), the New Zealand Migrant Settlement and Integration Strategy, and the Refugee Settlement Strategy. These outcomes are of value to migrant and refugee communities, another key stakeholder, who participated in the development of the above strategies.

There is evidence of regular international interest in ELPNZ programmes, which are viewed as innovative; most recently, a European government minister visited the PTE. The PTE's ESOL and settlement expertise and resources are valued by a broad range of regional, national and international stakeholders. The outcomes identified above seem to offer a high return on investment with significant impacts from short educational duration programmes based on a high volunteer contribution. Regional community providers and stakeholders saw the large English Language Groups and Home Tutoring programmes as playing a very active and positive role in individual learners' journeys toward successful integration into New Zealand society. Home Tutoring volunteers interviewed, a few of the more than 2,000 in the field, said they gained major personal benefits from participating in the programme.

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<sup>6</sup> Alkema, A. (2015). The Path to Settlement: The Contribution of ESOL Home Tutors and English Language Groups. [www.englishlanguage.org.nz/pathtosettlement.pdf](http://www.englishlanguage.org.nz/pathtosettlement.pdf)

<sup>7</sup> Individual outcomes varied depending on individual characteristics and circumstances, which is consistent with other research findings.

<sup>8</sup> Labour and Immigration Research Centre, Labour Group, Ministry of Business, Innovation and Employment (2012) New Land, New Life: Long-Term Settlement of Refugees in New Zealand: Main Report <http://www.mbie.govt.nz/new-land-new-life-longterm-settlement-refugees-main-report.pdf>, p.38.

ELPNZ governance and management made it a strategic priority in mid-2014 to more systematically identify the outcomes of the programmes and activities. The PTE, with external support, developed the evaluative self-assessment framework, including an outcomes model and evaluative criteria, which more plainly demonstrates how ELPNZ contributes to settlement outcomes. The model identifies the individual learner and organisational and other stakeholder outcomes, although community outcomes are less clearly stated. This outcomes focus has been implemented in just one of the larger programmes (English Language Groups) during 2015 and will be rolled across the others in due course. This enhanced outcomes approach is progressively guiding evidence collection. The learner progression summary, developed in 2009, is the most established measure of learner outcomes. More recently, the Alkema report provides qualitative evidence of the complex outcomes produced for a small group of learners. The English Language Groups quarterly report records key individual settlement outcomes; the data collected to date shows that increased and varied social participation was the most common outcome. At an organisational level, the baseline report has provided evidence of the outcomes and performance to enable progress to be measured in the future.

### 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 **Good**.

ELPNZ programmes and activities are well matched to the needs of the learners and key stakeholders. The PTE has a rich understanding of these needs and systematically responds to changes in needs. The independent baseline report rated ELPNZ services as highly relevant to the stakeholders based on a broad range of sound evidence.

This PTE has active and long-term relationships with local and national stakeholders involved in the education and settlement of new New Zealanders. External stakeholders interviewed affirmed that ELPNZ has a recognised expertise and clear niche supporting the settlement of the learners through English language programmes. The PTE's success in retaining and accessing new Adult Community Education government funding and philanthropic grants is a further sign that ELPNZ's programmes and related activities effectively address these important needs.

The key focus area programmes match well the needs of the learners. An explicit national enrolment and placement procedure supports consistent needs assessment, with refugee learners given highest priority. There are national curricula with clear

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oversight, with some customisation of programmes to match local needs. The Home Tutoring programme offers individualised lessons to enable learners to achieve their personal goals. The Alkema research participants, and the learners, tutors and community stakeholders interviewed and evidence accumulated over time, including the last EER report, supported this conclusion.

The home tutors interviewed said they were very well prepared for their role. Nearly all home tutors rated their tutor training highly, although a satisfaction rating is not the strongest measure of matched needs. Over 85 per cent of the English Language Groups learners for 2012-2014 rated their programme satisfaction as good or very good, and nearly all indicated that their English had improved; the Alkema research aligned with this finding. Research<sup>9</sup> commissioned for the ESOL Literacy programme identified learning needs and effective strategies to match these needs, which ELPNZ has implemented. Examples were presented of programmes being revised to better meet needs, such as an English Language Groups module on the Treaty of Waitangi and an ESOL Literacy module on educational pathways. However, it is not clear whether comprehensive reviews of the key established programmes (such as English Language Groups) leading to wide-ranging changes have taken place recently.

New programmes and activities have been developed to match emerging needs. Established cases include governance training for community representatives, training helping new settlers obtain a driver's licence, and producing topical and popular teaching resources for ESOL foundation learners. More recently, ELPNZ is offering the New Zealand Certificate in English Language (Levels 1 and 2), an English Language Groups programme supporting minorities to enter the New Zealand Police, and another will build the capability of migrant and refugee job seekers.

ELPNZ has identified effective networks and partnerships with stakeholders as a high priority and a formal organisational outcome. A range of initiatives, already noted, demonstrate that ELPNZ is responding, often innovatively, to national and local stakeholders' needs. The stakeholders the EER team interviewed and those interviewed for the baseline report commented favourably on this responsiveness. For example, local stakeholders spoke of strong, active relationships that were meeting their needs, including referrals in and out of ELPNZ and sharing of ESOL tutors. There is also strong community engagement taking place. The ethnicity advisory group is an active advisory body tasked to be a voice for the learners and new settler communities

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<sup>9</sup> Benseman, J. (2012). Adult refugee learners with limited literacy: needs and effective responses. New Zealand English Language Partners Annual Conference

responding to the needs of these primary stakeholders. ELPNZ has an effective collaborative relationship with migrant communities through the New Zealand Federation of Multicultural Councils. In the absence of a consistently active national refugee structure, ELPNZ grapples with the complex task of engaging with diverse refugee communities. Regional managers are now formally reporting each month on all local relationships and networks. However, there is not a clear ELPNZ outcome that focuses on relations and networks with migrant and refugee communities, a primary stakeholder group.

Despite considerable challenges, ELPNZ has been proactive, considered and innovative in gathering good-quality learner feedback. Two challenges faced are language limitations and differing cultural attitudes to feedback. In response, English Language Groups learner feedback forms have been translated and the curriculum includes a lesson on 'giving feedback on services'. Gathering feedback from the more than 2,000 Home Tutoring learners presents additional challenges. Lesson plans and the learner progression summary record the progress of these learners. Resources have been allocated to scan this data to improve national data collection and analysis. ELPNZ has trialled a range of approaches and has now actioned an annual national survey of the learners. Issues here include what is fair, reasonable and what level of evidence is sufficient to be assured that needs are being matched in an adult and community education context. Targeted sampling is a strategy being discussed and has merit. The qualitative research on the Home Tutoring and English Language Groups programmes was an example of gaining valuable and targeted learner feedback. More generally, the evaluative self-assessment framework, the independent baseline report, and the development of the outcomes model are further signs of needs being coherently and comprehensively reviewed and improvements being made.

#### 1.4 How effective is the teaching?

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**.

The effectiveness of ELPNZ teaching is strong and, in one case at least, exemplary. However, there are a few gaps which have some impact, but these are being progressively addressed. ELPNZ has experienced and qualified academic leadership and a range of established national processes that support the consistency and quality of teaching. For instance, there are national curricula, lesson plans and records of learning templates. The teaching positions have clear entry requirements: ESOL literacy programme teachers need to be primary-trained and have an ESOL qualification. These teaching requirements are mostly met and, post-merger, any gaps



are being closed. All tutors are required to participate in formal training, and they have access to ESOL resources in their regional centre libraries.

The quality of the teaching is strong in the key focus area programmes. Nearly all of the home tutors rated the training they received highly (Certificate in ESOL Home Tutoring (Level 3)) in the 2015 post-course feedback. Those interviewed valued the experiential teaching approach, modelling how to tutor and support ESOL learners; one noted instance was a session partly delivered in another language. The home tutors offer fully individualised and structured tuition to their learners to achieve their identified goals. The ESOL Literacy classroom is supportive and interactive and learners described receiving strong support from their teachers. ESOL Literacy teachers develop resources and lessons that match the learners' English abilities, although it was not clear that the resources and lessons always matched the stated goals or adult contexts of their learners. These learners make small but significant progress in language proficiency. The English Language Groups tutors interviewed were all qualified Teachers of English to Speakers of Other Languages (TESOL). English Language Groups learners interviewed spoke of increased confidence from attending the programme. Over 85 per cent of group programme learners were strongly satisfied with their programme. External stakeholders spoke positively about tutor quality.

A range of activities systematically review and strengthen teaching practice. A moderation handbook supports consistent assessment practice; for example, regional management gives feedback on learner progression summary assessments. ELPNZ is moving away from teacher clusters to a random sampling of assessment, as a more effective moderation approach. An example of improvement was the English Language Groups programme, where a quarterly individual progress report records key learner outcomes that align with the new outcomes model. Variability in assessment judgments in the first round of moderation was mostly absent in the second round. However, the quarterly report (and the weekly record) do not directly track the progress of the learner towards the initial individual goals they developed.

There is good evidence of a broad range of professional development activities provided to support improvement. Examples include the 2015 annual conference, where 200 (around 40 per cent) of the English Language Groups tutors attended, and the innovative use of webinars. There are opportunities for developing stronger informal networking and information exchange between teachers of similar programmes. However, despite a wide range of robust review processes, there is not a clear and explicit overarching outcomes focus on assessing the effectiveness of the teaching and the impact of the changes being made.

## 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**.

ELPNZ provides very strong support and guidance to the learners to engage in learning to achieve their goals. Support and education are interwoven in the ELPNZ mission of supporting the effective settlement of the learners through the medium of English language programmes. Robust systems, clear roles and passionate, empathetic staff are key contributors to the quality support and guidance provided.

On enrolment, ELPNZ systematically assesses the needs of the learners and guides them into appropriate classes. Staff and volunteers are carefully selected as suitable support people. Strong and established networks with settlement, social service and educational organisations play another key part. Stakeholders interviewed described how ELPNZ provided pathways into and out of their programmes. Where challenging social, cultural or ethical issues arise (for example domestic violence or experiences of racism or exploitation), the PTE has strong networks and refers learners appropriately.

Tuition, support and guidance are strongly interrelated. The Home Tutoring programme is fully integrated, with tuition focused on the identified needs of the learners, for example to help their child with homework or to understand Kiwi work culture. Tutors are trained to have focused roles and clear boundaries to ensure their one-to-one support is safe and appropriate. Class tuition is offered in accessible and familiar community locations, while home tutoring occurs at agreed locations. ELPNZ assists learners with transport and sometimes childcare. The ESOL Literacy class has trained bilingual assistants and in one case a signer for a hearing-impaired class. Some English Language Groups tutor has a volunteer assistant to offer additional knowledge and support to the tutor and students. The English Language Groups national curriculum focuses on topics that support new settlers to fully participate in New Zealand society. Friendships developed in class are both a key support encouraging ongoing participation, and a learner outcome with social connectedness as a sign of effective resettlement.

The overall impact of support and guidance activities is that learners are being effectively engaged and are learning. Group-based learners have consistently high levels of satisfaction and nearly all are improving their English. A high proportion of learners are recording gains in the learner progression summary assessment tool. Improved reporting of outcomes is now being captured in individual progress reports for the English Language Groups programmes, including pathways into work and further education. The survey of home tutor learners will supplement the data on the

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effectiveness of the support and guidance offered. Overall, ELPNZ is rated as being highly responsive to the support and guidance needs of the learners, with some areas of exceptional responsiveness.

## 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 **Good**.

ELPNZ has a clear and whole-of-organisation approach to fulfilling its mission of providing English language skills and social support for the effective resettlement of refugees and migrants in Aotearoa New Zealand. The PTE's national governance and management team, many of whom are long-term appointees, is committed and capable and respected for their expertise and contribution by their key stakeholders. It is noteworthy that the chair and chief executive, among others, have themselves been volunteer home tutors. Similarly, the regional management teams interviewed have considerable experience and relevant expertise and are well organised.

The organisation merged the federation structure at the end of 2014, which is bringing significant benefits including reduced duplication, clearer accountabilities and improved consistencies and performance. For instance, a full-time professional operations manager and associated processes have replaced the 20-plus regional volunteer governance committees. This structure provides stronger accountability and managers interviewed found it more supportive of their educational management practice. A governance and management structure for the amalgamated organisation is partly implemented at this point, after a review and regional consultation.

This vibrant organisation, operating in a complex and dynamic environment, balances innovation and continuity well. There is a continuity of mission, committed and capable staff, and established programmes performing strongly. The organisation has well-established quality assurance frameworks to support educational performance based on nationally applied procedures and quality standards. The PTE's effective, evidence-based, self-assessment approach has been to research options, consult the regions, pilot initiatives, and then roll out changes. Good evidence was provided of various improvements made in the established programmes since the last EER. Other innovations include a range of programmes developed to match emerging needs well, and substantial investment in technology to more effectively support and monitor the more than 20 remote delivery sites.

Beginning in 2014, ELPNZ leadership has significantly invested in a stronger outcomes-focused approach. The key objective is to more clearly identify and evidence the value the programmes and activities bring, which as noted is a challenge in the adult and community education context. The outcomes-focused approach is being thoughtfully and progressively implemented across the newly combined organisation. This approach is beginning to provide a more comprehensive and richer understanding of performance. Care is needed to ensure that the revised self-assessment strongly focuses on improving performance as well as demonstrating value.

## 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 **Good**.

### 2.2 Focus area: English Language Groups

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

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

There is strong evidence that learner achievement is exemplary for this one and half to four hours per week, non-formal Adult Community Education programme. More than 85 per cent made gains against the learner progression summary in 2014, and there was a similar high level of satisfaction with the programme. Research participants were unanimous that the programme contributed towards their valued individual outcomes. Robust and comprehensive reflection occurs at regional and national levels, supporting ongoing improvements. A national curriculum was developed in 2012 and two modules have been added since. The learner 'brag sheets' describe the daily individual achievements of learners. The quarterly individual outcomes report captures valued outcomes linked to the programme.

### 2.3 Focus area: ESOL Literacy programme

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

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

### 2.4 Focus area: ESOL Home Tutoring

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

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

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# Recommendations

NZQA recommends that English Language Partners New Zealand Trust:

- Develop an overarching outcomes-focused teaching strategy that builds on sound and established processes, with clear evaluative criteria and performance measures.

# 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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*Final Report*