



# Report of External Evaluation and Review

International Education Group Ltd  
trading as Waikato Institute of  
Education

Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 3 November 2011

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	4
3. Conduct of external evaluation and review.....	4
Summary of Results .....	5
Findings .....	7
Recommendations .....	12
Appendix .....	13

MoE Number: 8297  
NZQA Reference: C04875  
Dates of EER visit: 8 and 9 June 2011

# Purpose of this Report

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

## Introduction

### 1. TEO in context

Location:	Hamilton
Type:	Private training establishment
First registered:	2003
Number of students:	Domestic: 50 International: 40
Number of staff:	13 full-time equivalents
Scope of active accreditation:	General English language courses
Sites:	As above
Distinctive characteristics:	International Education Group Limited, trading as Waikato Institute of Education (WIE), offers general English language courses to domestic (migrants) and international students. International students come to WIE to improve their English Language for a number of reasons, including working holiday experience, or to improve their International English Language Test Score (IELTS), to assist with eligibility to apply for other tertiary level education in New Zealand or professional registration as nurses, doctors, or teachers.
Recent significant changes:	None
Previous quality assurance history:	WIE met all but one requirement at the previous quality assurance visit in 2009 in relation to ensuring that all international students had suitable medical and travel insurance.

## 2. Scope of external evaluation and review

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

- Governance, management, and strategy
- International student support.

The following course was selected as it is the only programme the organisation is currently offering:

- General English course.

This consists of beginner, elementary, pre-intermediate, intermediate, upper-intermediate and advanced classes.

## 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 external evaluation and review visit was conducted over two days at the provider's site in central Hamilton. The evaluation team, consisting of two evaluators, viewed students' results and programme reviews, staff meeting minutes, as well as records of students' feedback. The team interviewed the following people on site:

- Intermediate-level English language students
- Advanced-level English language students
- Director
- Business manager
- Tutors
- Training coordinator from another provider.

International Education Group Ltd trading as Waikato Institute of Education (WIE) has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **International Education Group Ltd trading as Waikato Institute of Education**.

Students are increasing their English language skills, as evident from the feedback from students and tutors and individual records held by WIE. Student achievement varies between individuals as many attend WIE for differing reasons and lengths of time. WIE monitors individual progress and students' satisfaction and expects to further improve its collation and reporting on overall student results.

The benefit of the training for international students is that they have an opportunity to increase their level of IELTS to meet professional registration requirements, such as 7.0 IELTS for nursing. The records viewed on site indicated that WIE is enabling students to increase their IELTS to a suitable level. A third of students wishing to go into a career in nursing have achieved the required IELTS level, and nearly half have found work in the health services sector.

Overall, the organisation's analysis of students' feedback collected after their first week, mid-way, and at the end of their study, is very positive about the tutors and the course. The organisation employs experienced and well qualified teaching staff as well as international student support staff to ensure students receive appropriate guidance and support to help them to achieve.

## Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **International Education Group Ltd trading as Waikato Institute of Education**.

The organisation has overall statistics on student destinations at the completion of their studies with WIE. The data shows that for the students who completed their studies during 2010 (50 students), just under a third returned overseas, a third were employed, and the remaining students were mostly in further studies with a few choosing to holiday within New Zealand. However, there is no clear outcome analysis data for the different student groups that WIE enrolls. For example, whether graduates were employed in the field they intended to work in as stated at their entry interview or whether migrant outcomes meet Tertiary Education Commission funding requirements for migrant employment and qualification outcomes. This information could provide more useful data to confirm that the training leads to valued outcomes for students.

WIE has made improvements to its recording of results in response to increased student numbers – in particular, international students. The appointment of a director of studies was also made to monitor and improve existing quality of programmes and the delivery of programmes.

The organisation still needs to ensure that its achievement results are adequately analysed in order to understand individual student group outcomes, rather than simply recording results against Tertiary Education Commission measures that are not suited to the structure of the courses and how students progress. This indicates that the organisation needs to adopt a better approach to self-assessment to ensure it is reporting relevant qualification achievement and identifying ways in which to improve student outcomes.

# Findings<sup>1</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 **Adequate**.

There is good evidence from feedback from students and tutors and from individual student assessment results that students are increasing their English language skills while studying with WIE. WIE has recorded successful progression for students in reaching their desired IELTS scores to enter university courses or for professional registration. This was most evident for nurses from the Philippines, of whom around 50 per cent achieved an IELTS score of 7 or more or were working towards this.

The course completion data collated by the Tertiary Education Commission does not accurately reflect the nature of the courses as students who enrol in a course for a year may achieve their desired IELTS level within six months and go on to study at a polytechnic or university. The way in which the Tertiary Education Commission and WIE categorise courses needs to be reviewed to better reflect the nature of the courses.

To help with determining how well students are achieving from year to year, WIE could improve its analysis of results for the different groups of students it enrolls. These groups include international and domestic (migrant) students. In addition, records could show withdrawal data to enable analysis of the overall percentage of students who stay and complete their chosen course successfully.

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

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

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

WIE is tracking destination data which for the past two years shows that it has had some success in increasing students' English language skills to assist employment or further study, which is the aim of the majority of students. The data shows that at the end of June 2011 out of 50 students, just under a third returned overseas, a third were employed and the remaining students were mostly in further studies with a few choosing to holiday within New Zealand. WIE uses its Facebook page, as well as exit interviews, to keep track of students. However, there is no clear outcome analysis data for the different student groups that WIE enrolls. For example, whether students that came to study for improve employment opportunities were employed in the field they intended to work in or whether

---

<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.

migrant outcomes meet Tertiary Education Commission funding requirements for migrant employment and qualification outcomes. This information could provide more useful data to confirm that the training leads to valued outcomes for students.

WIE has kept a record of employment outcomes for Filipino international students wanting to raise their IELTS level to become registered nurses in New Zealand. The results show that many are employed in the health sector on completion but some find it harder to gain employment as a registered nurse.

WIE has begun collecting qualitative data about the course from student feedback. However, it has yet to analyse the value of courses through aligning entry goals with actual outcomes.

### 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 **Good**.

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

The majority of students at WIE are international, and the flexible nature of the courses meets their needs to be able to learn sufficient English to enable them to enrol in higher tertiary institutions or to holiday in New Zealand. There is evidence that WIE students go on to further study, while students from other local tertiary providers enrol at WIE to improve their English language skills to assist them in their Bachelor's degree studies. This crossover is further enhanced through the ongoing relationship WIE has with local tertiary providers.

WIE courses are meeting the needs of domestic students, who are usually mature and attend to improve their communication for family reasons or to find a job. The courses are held during the day or in the evenings, allowing students to study around personal commitments.

Tutors have already noticed an improvement in outcomes as a result of introducing an external course placement test to determine the appropriate level of study for students. This helps to ensure that the students' learning needs are being met.

The initial-week feedback interview has been useful in identifying issues within the first week. WIE introduced this interview because it recognised that the first week is the best time to identify any issues with student expectations around the course. For instance, WIE identified that Filipino nurses had inaccurate expectations of the organisation's employment assistance due to misinformation from an agent, and has since worked with the agent to ensure they are providing accurate information to potential students. The initial student interview data could be enhanced with information on withdrawal numbers to measure whether this initiative is successful. In addition, management needs to keep tutors informed about feedback from students to help them to better meet students' needs.

The courses are structured around the key English language skills of reading, writing, speaking, and listening, with relevant learning activities. Tutors have developed their



course materials using the course guidelines. The appointment of the director of studies will continue with monitoring and manage training programmes.

Overall, although WIE has introduced new processes, many of them are still new and WIE needs to coordinate feedback from students, other tertiary providers, and tutors to determine whether the programmes are meeting the various needs of stakeholders and to inform programme planning.

#### 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**.

Feedback from students, both face to face and from formal evaluations, indicates a high satisfaction rate (95 per cent) with the teaching. This is supported by the achievement results for students, in particular those that go on to study at other tertiary institutes. In particular, students commented on the motivation of tutors and the ways in which they made the course interesting.

Students regularly receive feedback on their performance during class and from weekly progress assessments. Tutors report students' results at the end of each week for review and they are recorded on individual files as well as on the organisation's central database. The management team is currently focussed on updating records to enhance reporting on student achievement.

WIE monitors its teaching through attendance, student satisfaction, and progress review forms. Any concerns are followed up by the manager. The tutors are well qualified in teaching English as a second language and many have experience of teaching in other countries which helps them to relate to students in the classroom. In addition, all staff have support from WIE to attend seminars relevant to their role or to further their own study interests related to teaching. WIE has also recently instituted a system of peer observation where tutors can reflect on their own teaching as well as share teaching practices with their peers.

Management could use information from tutor observations to identify effective teaching practices and help with responding to student issues. Tutors currently do not receive regular information about student performance, such as from the mid-year and exit interviews.

#### 1.5 How well are learners guided and supported?

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**.

Students liked the small class sizes and many said this was the reason they chose to enrol at WIE. WIE has an international student support team which manages the administrative as

well as the welfare concerns for students. It is not known how many students have used this service or whether they found it useful. However, student satisfaction surveys indicate that they are generally happy with the support provided by WIE.

WIE provides a schedule of activities, which many students found was a good way to experience New Zealand cultures and visit places outside of Hamilton. There are also Friday conversation classes that students liked as it helps improve their conversational vocabulary.

WIE enrolls students from many parts of the world, including Saudi Arabia, Japan, China, the Philippines, and Europe. WIE employs staff who speak many of the students' native languages, which means that most students have someone they can talk to confidently about issues that concern them. Daily attendance is recorded by tutors and followed up by support staff.

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

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

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

WIE provides suitable teaching space and resources to help students to learn English. Students purchase their own textbooks and have access to the internet to help them with self-study in addition to well qualified tutors to help them to succeed.

The course completion data collated by the Tertiary Education Commission does not accurately reflect the nature of the courses as students who enrol in a course for a year may achieve their desired IELTS level within six months and go on to study at a polytechnic or university. Therefore, the way in which the Tertiary Education Commission and WIE categorise courses needs to be reviewed to better reflect the nature of the courses.

The organisation still needs to ensure that its achievement results are adequately analysed to ensure it is capturing what is relevant and identifying ways in which to improve student outcomes. Improvements could include reporting student feedback to tutors in a constructive manner as well as analysing the different student group results.

WIE has diversified its marketing plan to increase its overseas student population through the use of Facebook, QQ (a Chinese Facebook equivalent) and word of mouth through agents overseas. This has led to an increase in international students enrolling at WIE. The organisation also needs to ensure it has an appropriate business plan with key measures for the educational success of its students. Currently it relies on the Tertiary Education Commission investment plan for measures which are not relevant to its core activities.

# Focus Areas

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

## 2.1 Focus area: Governance, management, and strategy

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

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

## 2.2 Focus area: International student support

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

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

## 2.3 Focus area: Certificate in General English

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

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

# Recommendations

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

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.*

*In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria approved by the NZQA Board.*

*The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*Information relevant to the external evaluation and review process, including the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

NZQA

Ph 0800 697 296

E [eeradmin@nzqa.govt.nz](mailto:eeradmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)