



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Report of External Evaluation and Review

International Education Group Ltd
trading as Waikato Institute of
Education

Confident in educational performance

Confident in capability in self-assessment

Date of report: 29 September 2016

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	6
3. Conduct of external evaluation and review.....	7
Summary of Results	8
Findings	10
Recommendations	20
Appendix	21

MoE Number: 8297
NZQA Reference: C22029
Date of EER visit: 8 and 9 June 2016

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:	International Education Group Ltd trading as Waikato Institute of Education (WIE)
Type:	Private training establishment (PTE)
First registered:	10 February 2003
Location:	Level 1, Tower Building, 48 Ward Street, Hamilton
Courses currently delivered:	<ul style="list-style-type: none">• New Zealand Certificate in English Language (Level 1) – Beginner• New Zealand Certificate in English Language Level 1 Foundation (Level 1) – Elementary• New Zealand Certificate in English Language (Level 2) – Pre-intermediate• New Zealand Certificate in English Language Level 3 General and Academic (Level 3) – Intermediate• New Zealand Certificate in English Language Level 4 General and Academic (Level 4) – Upper Intermediate• Occupational English Test Preparation
Code of Practice signatory:	Yes, since 2003
Number of students:	2016 – 122 students (as at June) 2015 – 256 students

	Domestic:
	2016 – 76 students; approximately 50 per cent are new migrants, no Māori or Pasifika students
	2015 – 96 students
	International:
	2016 – 46 students
	2015 – 160 students; approximately 45 per cent are from China, and 45 per cent from Saudi Arabia
Number of staff:	10 full-time equivalents, and 20 part-time employees
Scope of active accreditation:	<p>Programme accreditations and approved Training Schemes:</p> <ul style="list-style-type: none"> • New Zealand Certificate in English (Level 1) • New Zealand Certificate in English (Level 2) • New Zealand Certificate in English Language – Levels 1-5, Foundation, General and Academic, Professional and Academic • IELTS (International English Language Testing System) Preparation (Level 3) • General English (Level 4) <p>Domain for consent to assess in English for Academic Purposes</p> <p>Standards for consent to assess in English Language</p>
Distinctive characteristics:	<p>WIE has two arms of delivery, Academic and Community courses. The Academic arm delivers English language programmes to international students and new migrants, starting at Beginner level through to Advanced. This is funded through Student Achievement Component and English for Migrant funding by the Tertiary Education Commission (TEC).</p> <p>The Community arm offers courses that run for 10 weeks, in a range of languages. These are funded by ACE (Adult and Community Education) as well as being user-pays. Community courses are</p>

predominantly made up of local English-speaking people wanting to learn another language. While there are no Māori or Pasifika enrolled in the Academic programmes, approximately 10 per cent of enrolments in Community courses are of Māori or Pasifika descent.

WIE categorises learners into one of four groups, depending on the course enrolled in and the duration of study. The shortest-term students are those who attend for up to two weeks from Japan or New Caledonia, to learn some basic English before travelling to other areas of New Zealand. These students form part of the English Plus Activities programme. Short-term learners are students who enrol for up to six weeks and attend a holiday programme, which mixes morning English classes with afternoon activities and weekend trips. Short-term learners made up 39 per cent of the student population in 2015. Medium-term learners are enrolled in WIE for seven to 16 weeks, and typically attend English language classes for vocational or high school preparation. In 2015, these students made up 31 per cent of the student population. The long-term learners attend for 16 or more weeks and are enrolled in one of the New Zealand Certificates in English Language. In 2015, these long-term students made up 29 per cent of the student population.

WIE is an approved exam venue for the Test of English for International Communication (TOEIC), Cambridge exam preparation and the Occupational English Test, and is a Cambridge IELTS pre-testing centre. It also oversees a Saudi Arabian Cultural Mission scholarship.

Recent significant changes: There have been a number of significant changes at WIE since the previous external evaluation and review (EER) visit in 2012. Since 2014, WIE has made some changes to the management structure and has appointed a new director of studies. In 2015, WIE was approved to deliver the level 1-4 New Zealand Certificates in English Language, as well as to offer IELTS pre-tests free to all students. WIE also received ACE funding in 2015 to fund the

evening and day community classes.

Previous quality assurance history:

WIE has a history of programme approval and accreditations, programme changes, consent to assess and new site applications since 2012.

NZQA quality assured WIE by EER in June 2012, which resulted in judgements of Confident in educational performance and Confident in capability in self-assessment. In addition to governance, management and strategy, the focus areas were IELTS preparation and General English. No recommendations were made.

In 2015, WIE met national external moderation requirements for NZQA, for three unit standards, but did not reflect the requirements of the grade awarded for two standards in the English Language system: 28067 *Present information for a practical purpose*, and 28073 *Write an evaluation for a specific purpose*. It is expected that the issues in the moderation reports would be addressed before further assessment occurred. WIE also engaged Bay Learning Academy for external moderation, who commented positively on the assessor decisions and material developed by WIE. Purchased assessment material also undergoes pre-assessment external moderation by the materials developer, Bay Learning Academy.

2. Scope of external evaluation and review

Initial contact with the PTE began in January 2016, with discussions around programme approval and accreditation, and delivery. These were followed up with further phone conversations and a face-to-face meeting in May, with the managing director, director of studies, marketing manager and office manager. At this meeting, the EER process was discussed, the focus areas were confirmed, and a tentative agenda was developed.

The scope of the EER included three focus areas:

- Governance, management and strategy. This is a mandatory focus area.
- New Zealand Certificate in English Language (Level 1) Beginner and Foundation. Delivery of this entry-level certificate began in 2015. In 2014, the completion rates were 87 per cent for the Beginner certificate and 91 per cent for the Foundation certificate. These were selected for their high completion

Final Report

rates at the entry level, and the non-completion rates in the Beginner certificate, in relation to the other programmes.

- New Zealand Certificate of English Language (Level 4) – General and Academic. This qualification was selected for its high enrolment numbers. In 2014 and 2015, this programme had a high number of international students enrolled (approximately 160).

The PTE provided a series of documentation, including a self-assessment summary, participation data, staff contacts, investment plan, as well as the required compliance documentation for NZQA.

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 was conducted in June 2016 over two days. The evaluation team, consisting of two evaluators, reviewed some documentation prior to the on-site visit, and met with the following groups:

- Governance and management representatives consisting of the managing director, director of studies, marketing manager and office manager
- Programme leaders consisting of the managing director, director of studies and office manager
- External stakeholders consisting of an external moderator, English language partner, and an education partner who were contacted by phone
- Tutor (eight), learners (15) and graduates (three) from the programme focus areas.

Documentation was also collected and analysed during the on-site visit.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

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

NZQA is **Confident** in the capability in self-assessment of **International Education Group Ltd trading as Waikato Institute of Education**.

- Completion rates for domestic and international students have grown since 2013, meeting and rising to just above the TEC domestic target. WIE benchmarks positively against international and regional organisations providing similar programmes, as well as against the sector median. Outcomes for students are appropriate for the learning timeframe, and include a mix of qualification attainment, certificate of achievement and progress reports of English progression. Improvements to the qualification completion rates of international students correlate with support mechanisms implemented.
- Students are able to attain national and internationally recognised qualifications and recognition of levels of progression in the English language. These include IELTS and the Occupational English Test for further study or work opportunities, enabled through collaboration agreements with Waikato and Bay of Plenty tertiary providers. WIE blends the New Zealand experience with learning, and facilitates social activities and opportunities for learners. However, more regular and formalised feedback would capture the views of a larger percentage of the student population.
- WIE clearly cares about the students and generally tries to meet their needs and those of the community. Prioritising of needs is informed by the size of the school and resourcing available. WIE engages with communities and has a broad understanding of the social, cultural and educational contexts of the Waikato region. Programme selection and teaching strategies are informed by wider consultation with key stakeholders, such as a network of Cambodian stakeholders. Teaching is premised on the Common European Framework of Reference¹, representing a recognised quality framework, which provides resources and valuable activities. However, programme delivery and design responds to only some of the learning needs of some students. The compulsory inclusion of IELTS preparation met only the needs of students wishing to undertake the IELTS test, and was therefore ineffective in meeting the needs of all the students in the programme.

¹ [Common European Framework of Reference for Languages](#)

- Tutors are experienced and qualified and are valued by the students. Learning activities and resources are appropriate, innovative and engaging. Relationships between tutors and students are positive and inclusive, and learning environments are planned and structured. Some internal and external moderation occurs to support assessment, but this is inconsistent. Mechanisms for monitoring achievement exist, but communication and feedback to students about learning progression is not always clear. The learning environment is inclusive and is enhanced through learning strategies to engage and help students' understanding and achievement. Barriers to learning are minimised through consistent monitoring of policies and procedures, and all students are effectively informed of requirements and expectations. However, feedback to students on their learning progress is limited, and assessment criteria are not clear. Similarly, post-assessment moderation occurs inconsistently, and more consistent practice is needed to develop the assessor and assessor decisions.
- Leadership and management of WIE is effective, and recruitment reflects the purpose and direction of the organisation. Similarly, changes to the organisation have been effectively managed. Consistency and alignment to stakeholder and community need is monitored by management, and teaching practice is revised accordingly. However, internal communication mechanisms around how the organisation understands the effectiveness of its teaching practice are not consistently evident. Staff development is supported through internal and external workshops and further study opportunities. However, a formal staff appraisal process to identify the need for such opportunities is not evident.

Findings²

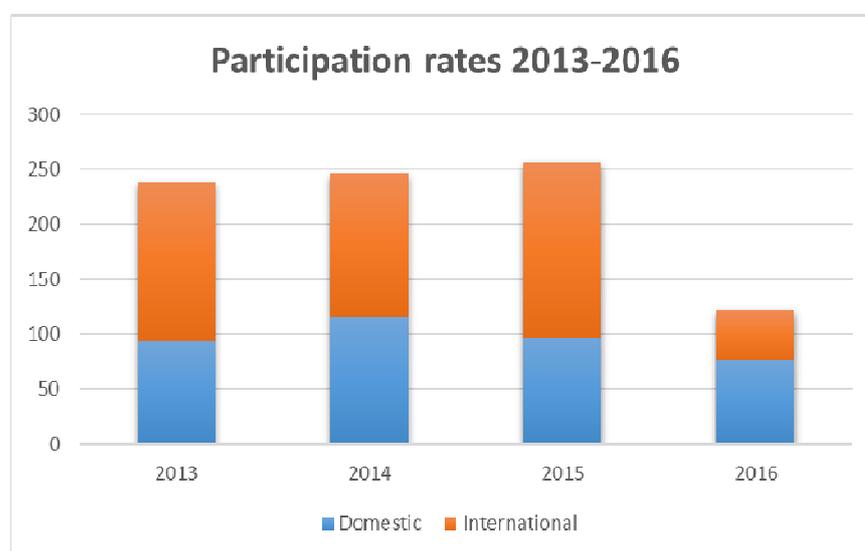
1.1 How well do learners achieve?

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**.

WIE has maintained overall enrolment of around 250 students each year since 2013. These are predominantly international students, making up approximately 57 per cent of enrolments between 2013 and 2015. As at May 2016, enrolment consists of over 60 per cent domestic students, including new migrants.

Fig 1. Participation rates for WIE 2013-2016

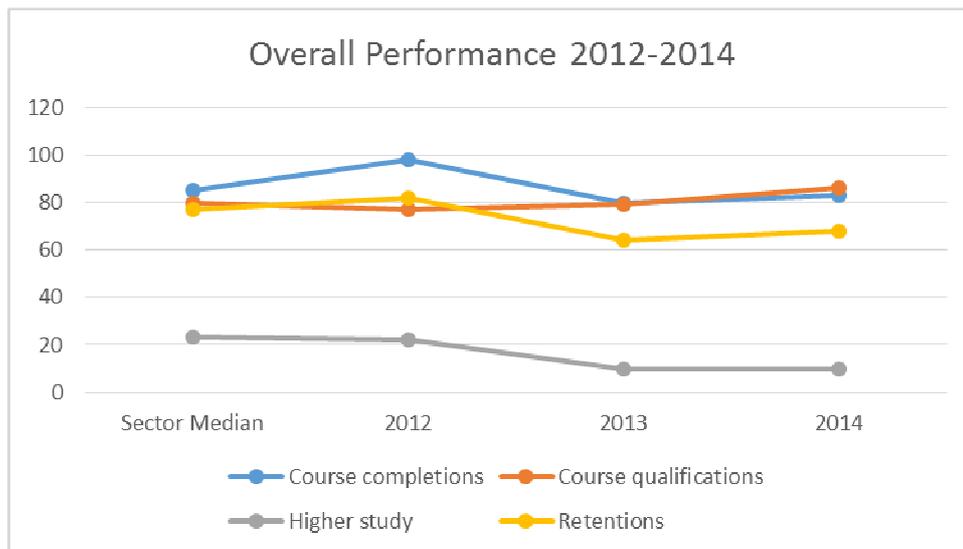


Māori and Pasifika have not participated in the English language programmes, but make up approximately 10 per cent of students enrolled in the Community courses learning other languages. WIE forecasts that enrolment of Māori and Pasifika over the coming years will exceed previous years, based on expected growth in the region.

For overall completion rates for the period 2012-2014, WIE is on a par with or above the sector median. Completions data for domestic students in 2015 and 2016 is collected and analysed independently of international students.

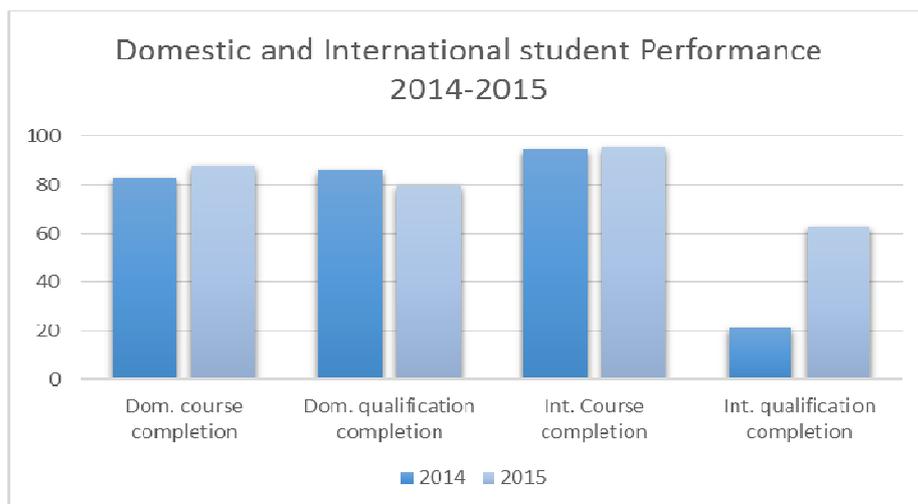
² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Fig 2. Overall performance rates for WIE 2012-2014



Results indicate that both sets of students (domestic and international) have benchmarked positively for 2015, and are tracking positively toward the sector median for 2016. Domestic and international student course completion rates for 2015 were on average around 92 per cent, while qualification completions were over 71 per cent. These are higher averages than previous years, and the former also exceeds the TEC target of 80 per cent course completion, which is also an internal target for WIE. However, qualification completion targets are not clear. Support mechanisms for international students include bilingual lessons, flexible study times, and the provision of free IELTS pre-tests. There is a correlation between additional support provided and improvement in qualification completions by international students.

Fig 3. Domestic and international student performance for WIE 2014-2015



WIE benchmarks positively against local and other institutions who provide similar programmes. Similarly, WIE also benchmarks the English competencies of the

levels³ taught, by using pre-test material offered by the Cambridge Examination Centre. This is effective in allowing the PTE to revise its expectations, and is used to gauge WIE student level progressions, in line with Cambridge level progression expectations.

WIE is successful in providing an outcome for the range of students who enter with markedly different objectives, as partly determined by the length of participation. Short-term learners (six weeks or fewer) gain a certificate of achievement, while medium-term learners (seven to 16 weeks) also receive a statement of the level of English attained, and a progress report of the English level attained. In addition, long-term learners (16 or more weeks) also gain a qualification. In 2015, 80 per cent of domestic and 63 per cent of international students attained a qualification between Beginner and Upper Intermediate-level English language.

WIE has good knowledge of student achievement, and a system to regularly collect, collate and analyse achievement and participation data. This is effectively reported and communicated to the management team, and has led to an understanding of how learners achieve, informing planning and developments in teaching practice, such as revision of the operations manual.

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**.

WIE programmes are of great value to the students and stakeholders. This is shown in the accessibility of the language classes, testing centres and preparation courses for the local community. The local community gains access to a range of evening language classes, such as Spanish, German and Japanese. The community and students also have access to an authorised international testing centre for TOEIC and IELTS where preparation courses are available as a class or in one-to-one lessons. The Occupational English Test preparation course has assisted health practitioners wanting registration to practise nursing; and the Cambridge exam preparation courses⁴, for which WIE is the only Cambridge test centre for Waikato and the Rotorua region, each have an exam twice a year. These programmes are valuable for the local community because they are accessible and provide opportunities for further learning pathways that can lead to competency requirements for employment and personal growth.

³ WIE offers Beginner, Foundation, Pre-intermediate, Intermediate, Upper Intermediate and Advanced-level English classes.

⁴ Cambridge exam preparation for the First Certificate in English (FCE) and the Certificate in Advanced English (CAE).

WIE seeks to understand the value that the programmes have for students by tracking students after study. Destination data is regularly and purposefully collected and analysed, and reported through the PTE teaching and management layers. The 2015 student destination report shows that students move into study or work in the home country or in New Zealand. Some of the students pathway to further study in New Zealand (31 per cent), and the evaluators heard from graduates who moved into local tertiary study in business management. Through collaboration agreements with Waikato and Bay of Plenty tertiary providers, international learners who gain sufficient English competency pathway to level 5 and level 7 programmes in areas such as nursing. Similarly, some students (25 per cent) move into further study in their countries of origin, such as Saudi Arabia and China. WIE has documented that more students move into jobs in New Zealand (11 per cent) than in the home countries (8 per cent).

WIE also seeks to understand what is of value to students in order to engage them in learning. A short (two-week) focused intensive course is available to provide basic communication in a social context. This is particularly valuable for short-term learners such as high school students wishing to study and improve their English, or international groups wanting to strengthen their English language and simultaneously experience New Zealand life. WIE has received referrals from high schools of surrounding communities, and the evaluators heard from schools about their students' improved engagement as a result of their confidence in speaking English.

WIE communicates regularly through an e-media facility, informing a network of agents and selected education providers of achievements and activities that the provider undertakes. This is described as an opportunistic approach to maintaining the profile of WIE among a large network of people interested in English language teaching and learning.

The PTE understands the value of the programmes to some of the students. Students undertake an entry and exit interview which identifies their goals and desired outcomes, and how satisfied they are with the course, the teachers and the resources. The initial entry test also determines the qualification level that is suitable for the students. This is followed up by a second discussion a week later, to determine the appropriateness of the placement and suitability of the course for the particular student. Students commented that the initial placement was accurate, and where further support was needed it was provided. Similarly, evaluations by international and domestic students are collected twice a term for each course on the learning material, the course and the facilities, and particularly the student support (for international students). In the 2015 student satisfaction survey, with a response rate of approximately 20 per cent, around 80 per cent of respondents indicated satisfaction with the services at WIE, particularly around the teachers and the course content. Only around 3 per cent were dissatisfied, commenting on the facilities such as internet and seating. However, the evaluators found that due to the relatively low response rate, this was insufficient to indicate the overall satisfaction of students.

Final Report

Overall, there are a range of valued outcomes to learners, the community and stakeholders. There are effective mechanisms to collect, analyse and communicate information throughout the organisation. However, more regular and formalised feedback would capture the views of a larger percentage of the student population.

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**.

As previously indicated, students studying at WIE undertake an entry and exit interview. Additionally, students also undertake a follow-up interview after one week of starting. This is primarily to ascertain whether student needs are being adequately met, and how improvements can be made. Additional strategies were employed by the PTE in response to community consultation, including the evening bilingual classes for Cambodian students. Similarly, a community needs analysis informed the need for evening language classes to the wider community. This equally acts as a marketing strategy for the PTE, and has attracted some students into programmes including the high school preparation classes and practical English for work.

Teaching is based on the Common European Framework of Reference, and the tools and exercises used are in line with this framework. Teaching resources are suitable and adequate for the programmes, and teachers are able to adapt and add exercises to support the lessons, as required. Intermittent informal staff meetings are held to discuss course plans and, where required, student progress. While these are not regular scheduled meetings, the proximity of staff in the office encourages regular interaction and communication. WIE engages when possible with the regional ESOL provider network group to gather updates and maintain currency in ESOL activities.

Programmes and delivery are designed to support and respond to the learning needs of some students. The level 1 Foundation and Elementary courses have two classes: a full immersion English class, and a Chinese bilingual class, to assist these students to better understand the lesson. IELTS is a compulsory focus for all students undertaking the level 4 New Zealand Certificate in English Language, and is consistently taught for half a day. However, IELTS preparation has not always been purposeful or useful for all students, particularly those not undertaking the IELTS test. While this supports some students' learning, in particular those wishing to undertake the IELTS test, the evaluators heard from students who indicated that they wanted to focus on other things such as business language. The evaluators heard of examples of tutors preparing specific exercises to meet individual needs,

such as formal letter writing, and other activities that would be useful in a business context. This is specific to students who do not intend to take the IELTS test.

Resources used in the classroom consist of a mix of newly updated technology and static tools to support and facilitate learning, such as television screens and audio devices like stereos. In student evaluations that surveyed the effectiveness of teachers, subject and course content, responses were overall positive. Additionally, WIE provides spaces for spiritual, cultural and social activities to support the diverse backgrounds of the students. For example, a prayer room is available for all students to use; a Ramadan party is organised each year; and each week there is an 'English Corner' which is a space and time set aside for students to converse and practise their English language. The evaluators heard from students who felt these activities helped to maintain their cultural practices.

Overall, systems exist to develop and monitor activities that consider stakeholder and community needs. Resources and updating of tools respond to changes made in the organisation, and are effective. Some learning needs are met by the programmes. However, the evaluators found that the compulsory inclusion of the IELTS preparation met only the need for students wishing to undertake the IELTS test, and was therefore ineffective in meeting the needs of all students in the programme.

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**.

Tutors are experienced teachers in their respective programmes, and have taught at tertiary and secondary level or internationally. Tutors are qualified, with the majority holding a postgraduate-level qualification. Student evaluations collected at the end of the 16-week programme were positive about the effectiveness of the tutors and programme content. However, this is the only form of formative feedback, and students have suggested that opportunities for verbal feedback would also be helpful. Professional development opportunities are supported by the PTE at the request of the individual staff member, such as attending workshops, conferences and postgraduate study.

Learning activities and resources are appropriate and engage learners. Weekly and monthly assessment material supports learning, and are benchmarked against the Common European Framework of Reference resources. WIE has some assessment processes that indicate a satisfactory measure of consistent practice. These include some internal and external moderation of purchased assessment material, and intermittent post-assessment external moderation. Where NZQA national assessment requirements were not met, the evaluators saw and heard evidence of staff attending internal training, such as assessment and moderation workshops. However, it was not clear what was required for students to 'pass'

Final Report

assessments, or what the marking criteria were. Similarly, there was no evidence of written or verbal feedback following assessments, and results are provided solely as a mark. Addressing inconsistent external post-assessment moderation could assist in developing assessors and assessor decisions, as well as assessment material to support students' learning.

A positive relationship is maintained between tutors and students which is inclusive and engaging. Students indicated that tutors are approachable and are often the initial contact when further learning support is needed. This is supported by positive feedback in evaluations.

Learning environments are planned and structured. The teaching curriculum and weekly lesson plans are clear and relevant for learners, and align to the assessments as well as the requirements of Cambridge testing. An annual plan of unit standards and all assessment exists to assist tutors with lesson plans. Tutors are innovative in meeting the learning needs of students. The evaluators heard examples of tutors amending lesson plans or using their own resources and activities to support and assist in teaching the curriculum to students, and sometimes in a specific context such as business. Opportunities for tutors to share teaching and learning strategies and ideas occur in informal team meetings, as well as formal monthly teacher and academic meetings.

Student engagement in learning is monitored through daily attendance and homework completion. Signs of absenteeism and un-submitted homework are initially addressed with warnings and discussions between the student and the tutor. All students the evaluators spoke with were familiar with the disciplinary actions for repetitive absences and un-submitted homework, as well as the implications for student loans and student visas⁵ if improvement was not demonstrated.

Overall, the evaluators found that some teaching practice is effective. The resources are useful, and relationships are positive and add to the inclusive learning environment which effectively engages and monitors students. However, feedback to students on learning progress is limited, and assessment criteria are not clear. Similarly, post-assessment moderation is inconsistent, and consistency is needed to develop the assessor and assessor decisions.

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 **Good**.

The learning environment is inclusive and enhances learner achievement through bilingual classes in the level 1 programmes, as well as in the evening bilingual

⁵ Student loan implications for domestic students, and study visa implications for international students.

classes for Cambodian students. Extra assistance such as one-to-one sessions is offered to students before the commencement of the qualifications, to prepare and raise students to the required level to participate effectively in the classroom. Additionally, classes blend a mix of practical and theoretical exercises prescribed by the upgraded texts, and additional learning materials are provided by the tutors.

Preparation tests are conducted regularly to support students toward achieving the desired outcome, such as IELTS scores, level progressions and/or qualification attainment. As an example, WIE undertakes weekly mock IELTS tests and daily homework activities. Mock tests help prepare and familiarise students with the types of questions they might encounter, as well as help to improve their knowledge and readiness. Similarly, students' spoke of weekly quizzes and monthly tests, and the tutors indicated that these help to identify growth in knowledge. However, there is limited evidence of feedback to students on their learning progress in relation to assessments and homework. Assessment provides learners and tutors with minimal feedback on progress.

Continued support is provided to assist students in their learning journey. Upgraded textbooks were recently purchased to better suit the learning outcomes of the programmes, and the evaluators heard from tutors and students who indicated that resources are effective for teaching and appropriate to their learning needs. Staff are also friendly, approachable and supportive. Students see the reception area as the first contact point, or will otherwise go to the teachers. Most nationalities have a contact person who is able to speak their own language to discuss issues. Alternatively, a translator is made available to students to reduce language barriers. Tutors have an understanding of student goals and needs from the entry interview, which informs them how best to provide support, and to guide lesson plans.

Policies and procedures effectively support learning, such as the opportunities for re-sits of assessments and resubmission of homework. These are clearly outlined in the student handbook and course outlines available to all students. Achievement of the programmes is celebrated with a graduation ceremony and gatherings, such as lunches and dinners organised by the PTE. Graduation also serves as a welcome to new students. Success during the term is also rewarded by end-of-term day trips or weekly local activities, which students enjoy.

Learning pathways are effectively facilitated and barriers to learning are minimised. Policies and procedures are consistently monitored, and students are kept informed of activities. The PTE considers social, cultural and educational support to assist all learners.

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

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**.

Leadership is effective, and the purpose and direction of WIE by the management team is clear. This filters through to recruitment and the design and delivery of programmes. Teaching and learning strategies such as the community English programme link to the overall mission of WIE which is to 'ensure students reach their potential through a quality service to achieve and reach their goals'. Through the revision of the operational manual, WIE regularly reflects on its activities, and this is monitored by the management team. Alignment of strategies is communicated to staff and management through monthly academic meetings, and to external stakeholders through the business and strategic plan. The academic and management team meets regularly and monitors learning and organisational activities through evaluations and analysis of data.

The PTE has a particular focus on standardising practice through the development of an operations manual to ensure consistency and quality of delivery. This is continually revised and updated and informed by feedback and discussed with management.

The evaluators found that recruitment is effective and WIE supports development of staff. The recruitment process is based on experience and qualifications and quality of teaching, and includes police vetting. Administrative staff are competent and skilled in collecting and analysing data in a meaningful and useful way for use and planning by the management and governance team. The evaluators did not see evidence of a formal staff appraisal process; however, intermittent informal discussions occur between staff, and on occasion with management around development and findings from evaluations. Professional development is supported and available to all staff through workshops, conferences and postgraduate study. Tutor observations are variable by management, but peer discussions occur regularly around teaching practice.

WIE has undergone recent changes to the management structure and appointments in the last few years. These have been effectively managed to minimise the impact on the learners and staff. WIE has established meaningful engagement with tertiary providers within and outside of the Waikato region, to help provide educational pathways for students. Marketing opportunities are also regularly created to promote the school, its programmes and achievements, such as a week preparation course for the Occupational English Test. The PTE is also in the process of formalising contractual arrangements with other selected local tertiary providers, as a resource hub and pathway option for students. Feedback from stakeholders is informal and collected irregularly through networking events. However, the informal nature and irregularity has not affected the validity of feedback which has been positive.

Final Report

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 **Good**.

2.2 Focus area: New Zealand Certificate of English Language (Level 1) Beginner and Foundation

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

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

2.3 Focus area: New Zealand Certificate of English Language (Level 4) General and Academic

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

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

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).

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz