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# External Evaluation and Review Report

International Education Group (NZ)  
Limited

Date of report: 10 June 2021

# About International Education Group (NZ) Limited trading as Waikato Institute of Education (WIE)

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*WIE delivers a range of general English courses, New Zealand Certificate in English Language programmes and Community Language teacher training programmes to meet the needs of a diverse group of domestic and international students.*

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Type of organisation:	Private training establishment (PTE)
Location:	Level 1, Tower Building, 48 Ward Street, Hamilton
Code of Practice signatory:	Yes
Number of students:	Domestic: 37.5 full-time equivalent students International: 9.5 full-time equivalent students
Number of staff:	Seven full-time staff, 10 part-time academic staff
TEO profile:	<a href="#">International Education Group</a>
Last EER outcome:	Confident in educational performance and Confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none"><li>• New Zealand Certificate in Language Teaching (Level 5) (referred to in this report as NZCLT)</li><li>• New Zealand Certificate in English Language (Academic) (Level 4) (referred to in this report as NZCEL Level 4)</li><li>• International students: support and wellbeing</li></ul>
MoE number:	8297
NZQA reference:	C45337
Dates of EER visit:	21-24 April 2021 by Zoom

# Summary of Results

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*WIE is successful in supporting students to achieve academic and employment goals and use English with confidence. Capability in self-assessment is developing, with improved self-review processes evident. Managing compliance and new modes of delivery effectively should be a priority.*

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## **Confident in educational performance**

- Most students achieve their desired goals and outcomes, with very few withdrawals. There is some variability in achievement by cohort and programme.
- WIE staff track and support individual students' progression well. There are systems and processes for intervention that lead to improvements in performance.

## **Confident in capability in self-assessment**

- Recent improvements in tracking graduate outcomes in more depth will contribute positively to programme review.
- Programmes are easily accessible to both onshore and offshore students. Managing new modes of delivery and monitoring their performance should be a priority.
- Student support is sound. Feedback from stakeholders (agents, homestays) and students is gathered, analysed and responded to.
- WIE has new ownership and a recently established management team, who are experienced in delivering education. Developing expertise in education management will further support the organisation, particularly around managing compliance.
- There are sound self-review policies and processes established that assist in maintaining the quality of education provision.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>WIE students generally achieve well (refer Table 1, Appendix 1). There is some variation in achievement levels over the focus area programmes, and between domestic and international students in the NZCEL Level 4. Qualification completion rates for the NZCLT are strong, with very few withdrawals.</p> <p>Students gain transferable skills for the workplace and for further academic study. NZCLT students acquire practical skills through face-to-face and online teaching in both English and their target language. In addition, students gain confidence with technology and in delivering digital content.</p> <p>While the overall qualification rates for the NZCEL Level 4 are relatively low, many students achieve a New Zealand qualification, enabling entry to higher academic study or a record of achievement. International students fare better than their domestic counterparts; reasons for this are varied and often relate to the focus and primary goal of the student as well as matching the needs of migrants and refugees. In an effort to better meet student needs and to improve course completions, WIE has gained NZQA approval and accreditation to deliver the NZCEL (General English) (Level 4).</p> <p>Anecdotally, WIE completions for the NZCEL Level 4 are on par with other providers. Management is well connected to the NZCEL Providers' Forum, leading to useful conversations around comparative reporting. Formal benchmarking is not yet in place for both focus area programmes.</p> <p>WIE has improved its reporting processes and is using data effectively to monitor and improve achievement rates. Academic self-reviews and department action plans indicate that there is a sound understanding of inconsistencies in academic achievement. WIE has a focus on each individual</p>

<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.

	student and there are methods to capture information and record goals.
Conclusion:	The educational performance of students varies depending on the programme, and there is also variability by cohort. Overall, however, WIE is contributing to students achieving their desired outcomes through a sound understanding of individual progress. Self-assessment processes of monitoring and reporting are improving.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The focus area programmes offer high value for stakeholders. Most graduates achieve their desired outcome, progressing to either continued tertiary study or employment (see Table 2, Appendix 1). There is a clear study pathway for NZCEL Level 4 graduates, with evidence of successful entry into a range of academic and vocational programmes. Outcomes for NZCLT graduates are also strong, with approximately 66 per cent either continuing on to further study or finding employment.</p> <p>WIE actively contributes to establishing communities of learning. Migrant and other cultural groups are recognised and supported through community night classes, languages are fostered, and cross-cultural understanding encouraged. International students benefit from the small mixed nationality classes and from integration into domestic New Zealand life.</p> <p>Stakeholder engagement in programme review is improving. Recent NZQA consistency review feedback prompted a more robust approach to gathering stakeholder feedback to inform and improve programme planning. Follow-up graduate interviews and next-level tutor or employer feedback is now contributing towards a more well-rounded understanding of meeting graduate outcomes. There was good evidence of prompt responses to feedback and follow-up where, for example, agent survey data had been inconclusive. Continuing to formalise the connection with employers and community groups as well as drawing on the shared knowledge held in professional affiliations will contribute positively to ongoing self-assessment.</p>

Conclusion:	WIE is a well-recognised provider of graduates who have the skills and knowledge to be successful in their chosen fields. Recent improvements to systems of data collection, and analysis from stakeholders will strengthen self-assessment of programme relevance.
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### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>WIE has designed programmes that reflect and answer the needs of the changing student demographic. Since the last EER, there have been several significant changes to programmes. The NZCEL programmes changed from version 1 to version 2, and are better guided by programme learning outcomes and performance criteria aligned to graduate profile outcomes. The recently approved NZCEL Level 4 (General) programme is designed to meet the needs of domestic students and is a welcome addition to their portfolio of programmes. WIE also has NZCEL Level 4 approved for online, onshore and offshore delivery, as well as the face-to-face option.</p> <p>The NZCLT programme has been designed with input from the PTE's recent qualification review and professional networks. Students gain both theoretical and applied learning skills through blended delivery.</p> <p>Management has been responsive to stakeholder requests for online capability and has adequate resources to deliver through shared learning platforms. Seeking and analysing stakeholder feedback on programme design and delivery needs formalising, particularly with the number of delivery options available to students. This will help inform WIE on any variances in progression and graduate capability.</p> <p>Sound moderation processes, both internal and external, ensure aspects of assessment and moderation are effective and lead to improvements identified in programme action plans. The authenticity of student work has been adequately managed in the traditional face-to-face mode of delivery. Ensuring good practice in blended and online delivery requires further planning, particularly if student numbers increase.</p>

	<p>Annual programme reviews are detailed, with good analysis of the strengths of the programmes and areas that may need improvement. The reviews draw on student feedback and moderators' comments as well as information carried in the end-of-term self-reviews for each programme.</p> <p>Student feedback on programme design and delivery is mostly positive. An opportunity exists for WIE to action feedback from students and stakeholders on increasing the range and variety (age, cultural grouping, proficiency) of teaching practice made available in the NZCLT programme.</p> <p>Self-assessment processes have improved since the last EER, changes to assessments have been tracked and analysed for effectiveness, and progression is well monitored and recorded. Anticipating the effect of online delivery on progression, ensuring academic integrity and research capability for offshore students is an emerging focus for WIE as the newly developed programmes are delivered. Tracking offshore online programme hours of delivery requires close attention.</p>
Conclusion:	<p>WIE has adapted and been innovative with the programmes delivered. Management has effective relationships with national external bodies. Gathering focused stakeholder feedback on the effectiveness of the programme design could be stronger.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Student support is a strong feature of WIE. Levels of student satisfaction with tutors is high, and this is supported by aggregated agent feedback. There are good processes to gather feedback and there is evidence of responsiveness to identified need.</p> <p>Students receive comprehensive and timely study information, agents are kept informed of any changes, and orientation is well managed. All staff are involved in the learner journey and there have been recent initiatives to improve on the needs analysis process to help guide teachers and clarify student goals. Better tracking and evidencing of follow-up and monitoring against outcomes would improve self-assessment.</p>

	<p>Feedback on progress is ongoing through a range of regular assessment processes. Students receive individual tutor feedback on strengths and areas for improvement aligned to learning outcomes and performance criteria. In the NZCLT programme, peer feedback is encouraged. The move to blended and online learning allows greater flexibility and accessibility to a wider range of students. There is a range of learning opportunities, and learning platforms allow monitoring of student engagement, sharing of practical exercises, and access to recorded videos. Considering the learning needs of offshore students and how best to support their journey is an area for improvement. Attendance is well monitored, and there is no variability in online or face-to-face attendance rates.</p> <p>International students, including those under 18 years of age, are supported by sound processes that lead to successful outcomes.</p> <p>Analysis of the effectiveness of support is clearly documented in term and programme reviews.</p>
<b>Conclusion:</b>	Students are well supported at WIE. There is an effective system for gathering and responding to individual student need.

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

<b>Performance:</b>	<b>Good</b>
<b>Self-assessment:</b>	<b>Good</b>
<b>Findings and supporting evidence:</b>	<p>WIE has managed the challenges in the current education sector well. The PTE has retained existing programmes and has been innovative in capturing both the domestic cohort and offshore students through online capability. New offshore ownership provides business acumen and is strategising to invest further in online resourcing. Governance would be supported by external expertise in educational leadership, particularly in navigating and responding to compliance accountabilities.</p> <p>WIE is managed by a small, hardworking team. Staff are experienced in delivery and well supported. Management has strong connections to national bodies and other professional affiliations. Professional development for tutors is scheduled, with some external input. Gaining understanding and expertise in online delivery seems timely. Effective performance management is less evident in the administration and support</p>



	<p>team; more development in and around the domestic interim Code of Practice is needed.</p> <p>Data analysis is used effectively to monitor educational performance. There are systems and processes to use information captured from surveys, assessments and meetings that lead to action plans to inform management decisions. Monitoring, review and reporting activities are regular and thorough. There are some good indications of improvements in management, often in response to feedback from NZQA and the TEC.<sup>2</sup></p>
Conclusion:	<p>Governance and management have responded well to change, assuring continuation of the business and reflecting stakeholder needs. Leadership experience is developing, often in response to external input. WIE has made sound improvements in self-assessment capability, including revised policies and reporting processes. This has contributed to a better understanding of educational performance.</p>

### 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Since the last EER, WIE has received feedback from the TEC and NZQA which indicates that managing compliance is an area for improvement. Audits of WIE highlighted issues with processes and practices that could impact on student outcomes and Crown funding. These were mostly around reporting, enrolment and managing fees. In addition, NZQA identified some areas of concern: managing student insurance and some inconsistencies and issues with the authenticity of student work. WIE responded positively to the feedback, quickly putting in place improved policies and processes, for example by managing student attendance and updating recognition of prior learning processes.</p> <p>Since the feedback, WIE has met all funding commitments and is receiving additional funds, an indication of confidence. Attendance is well managed for both online and face-to-face</p>

<sup>2</sup> Tertiary Education Commission

	<p>delivery, sitting at 95 per cent attendance for both onshore and offshore students.</p> <p>There are clear policies for supporting students, including young learners. Homestay families are vetted and their information updated. They receive good support and feedback is elicited by way of surveys. There is regular and effective contact with students.</p> <p>Orientation has improved and students receive information on programmes and organisational policies. The student handbook needs updating to reflect the relevant legislation.</p> <p>WIE is proactive around helping students to understand plagiarism, for example by discussing this routinely at assemblies. To ensure there is consistency for all students, WIE needs to strengthen its capability in managing the authenticity of student work.</p> <p>WIE uses a compliance calendar to complete statutory requirements in a timely fashion. This includes submitting attestations for both the interim domestic Code and the international Code. Self-review of the above is sound, all staff are involved, and there have been some improvements made as a result of the self-review process. Professional development for staff would strengthen understanding and implementation of the interim domestic Code.</p> <p>Delivery of learning to offshore and onshore students through online learning modes requires careful monitoring. Adhering to programme approval hours of delivery needs managing as does the tracking of any changes made to the programme.</p>
<p>Conclusion:</p>	<p>WIE has responded positively to external feedback and there is evidence of improved policies and processes. Capability in managing compliance needs strengthening.</p>

# Focus Areas

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

## 2.1 Focus area: New Zealand Certificate in Language Teaching (Level 5)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>This programme shows strong achievement and good outcomes for students. Individual learning and progress are well managed. The move to blended learning allows greater accessibility for learners. Providing opportunities for teaching practice on a broader demographic of students would give more experience to students of the programme.</p> <p>Tracking of outcomes and using stakeholder feedback to improve programmes needs improvement.</p>

## 2.2 Focus area: New Zealand Certificate in English Language (Academic) (Level 4)

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>While the PTE is meeting funding requirements, the overall achievement rates for students show variability by cohort. Evidencing how WIE responds to the variability of outcomes and seeks to mitigate these need strengthening. The addition of the NZCEL (General English) Level 4 programme may improve outcomes, particularly for domestic students who do not seek to pathway to academic higher learning.</p> <p>Issues with managing compliance around this programme have contributed to the lower rating in self-assessment.</p>

### 2.3 Focus area: International students: support and wellbeing

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

# Recommendations

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

NZQA recommends that International Education Group (NZ) Limited:

- Develop staff capability in educational management, particularly in managing compliance in a highly regulated sector.
- Monitor online and blended modes of delivery for consistency in outcomes and in adhering to programme approval requirements.
- Develop self-assessment to support students in online learning, particularly around authenticity of student work.
- Gather and use stakeholder feedback on graduate outcomes to improve programmes.
- Draw on the shared knowledge held in professional affiliations to contribute to ongoing self-assessment.

# Requirements

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

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

# Appendix 1

**Table 1. Qualification achievement – New Zealand Certificate of Language Teaching (Level 5) and New Zealand Certificate in English Language (Academic) (Level 4)\***

		2017	2018	2019	2020
NZCLT	Total	86%	95%	100%	91%
NZCEL Level 4	International	N/A	50 %	56%	58%
	Domestic	42%	37%	46%	44%
	Total	42%	38%	49%	49%

**Table 2a. Graduate outcomes – New Zealand Certificate of Language Teaching (Level 5); real numbers**

Year	Further study	Job	Other
2017	0	6	0
2018	1	13	7
2019	3	4	5
2020	2	5	4

**Table 2b. Graduate outcomes – New Zealand Certificate of English Language (Academic) (Level 4); real numbers**

Year	Further study	Job	Other
2017	6	2	2
2018	11	1	1
2019	22	2	2
2020	25	1	1

\*All data provided by WIE. Graduate outcomes data is shown in real numbers of total graduates per year.

# Appendix 2

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

### *Disclaimer*

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

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

- *Identify organisational fraud<sup>3</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>3</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

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

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

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

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

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*



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