



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

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

Date of report:

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

International Education Group (NZ) Limited, trading as Waikato Institute of Education (WIE), is the only English language private training establishment in the Hamilton/Waikato region. WIE provides English language training to international students, migrants and refugees, as well as offering an English language teaching qualification.

Type of organisation:	Private training establishment (PTE)
Location:	Level 1, Tower Building, 48 Ward Street, Hamilton
Eligible to enrol international students:	Yes
Number of students:	Domestic: as at 28 February 2025 – 61 domestic students International: as at 28 February 2025 – 20 international students Overall: 48 EFTS (equivalent full-time students) 2024: 282 domestic students, 112 international students
Number of staff:	Eight full-time, 13 part-time staff
TEO profile:	Waikato Institute of Education – provider page on the NZQA website
Last EER outcome:	In April 2021, NZQA was Confident in both the educational performance and capability in self-assessment of International Education Group (NZ) Limited.
Scope of evaluation:	Focus Area 1: New Zealand Certificate in English Language (General) (Level 3) ID: 116696, Ref: 1882; and New Zealand Certificate in English Language (Applied) (Level 3) ID: 125893, Ref: 3667 (NZCEL)

Focus Area 2: General English Training
Scheme Micro-credentials Pre-intermediate to
Advanced (IDs: 123560, 123559, 123556,
123557)

Focus Area 3: International students – health
and wellbeing.

MoE number:	8297
NZQA reference:	C61215
Dates of EER visit:	25-27 November 2025

Summary of results

Students achieve and gain valued outcomes through training with Waikato Institute of Education (WIE). Significant change in leadership has been managed well to limit the impact of staff, support and delivery. Greater disaggregation of data will strengthen current levels of self-assessment.

Confident in educational performance

- Achievement for students is strong. Regular progression feedback supports student retention and engagement. Greater disaggregation and more systematic use of achievement-related data will strengthen future self-assessment.
- WIE provides strong value to all stakeholders. A wide portfolio of services ensures diverse stakeholder aspirations can be met.

Confident in capability in self-assessment

- Strong student engagement, responsive delivery and regular assessment and feedback ensure that WIE is effective at matching the needs of the students and relevant stakeholders. Programme review could be strengthened through better longitudinal analysis and moderation compliance.
- WIE provides comprehensive academic and pastoral support. The learner voice is captured and used to provide evidence of improvements and for the annual review of the Code of Practice.¹ Staff need better socialisation in the Code to support future reviews.
- WIE's clear organisational purpose, effective operational systems and strong staff capability have supported continued performance throughout significant changes in leadership. There is comprehensive data collection, and management is responsive to change. However, the strategic use of data and evaluative analysis for improvement purposes is still developing. WIE has commenced initiatives to address currently identified gaps.
- WIE has maintained core compliance accountabilities, and there is evidence of planned

¹ [Tertiary and International Learners Code of Practice](#)

or recent improvements as new management settles into their roles. Some issues that have arisen have impacted performance.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	Learners generally achieve well across WIE's English language programmes and training schemes, with internal data showing strong course and qualification completions over 2021-24³, and regular evidence of weekly progress in core language skills. This is attested to by Tertiary Education Commission (TEC) educational performance indicator summaries, routine formative assessment and end-of-term reporting. Additional achievement gains include increased confidence, communication skills and proficiency in English language usage. WIE uses systematic progression assessment to track and demonstrate 'distance travelled'. Assessment includes weekly formative tests, mid- and end-of-term summative assessments and placement/exit testing (using the Oxford Placement Test). Weekly one-to-one feedback supports learners to understand their gains, and for teachers to adjust the next week's plan to enable continued achievement. This also supports the strong retention. The 'sufficient' rating gained in the NZQA consistency review for the New Zealand Certificate in English language (Applied) (Level 3) indicates that students are achieving skills and knowledge aligned with the graduate profile outcomes. NZQA has monitored the assessment and moderation results for the New Zealand Certificate in English Language (Level 4) and found issues that needed to be addressed however, as only a small number of students undertake the level 4 certificate each year, the impact of this monitoring outcome on overall achievement is not significant.

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

³ See Appendix 1 for internal and TEC educational performance indicator data tables.

	Teachers meet with the programme coordinator regularly to review each student's performance and the data that is collected. This supports WIE's understanding of achievement. However, at a whole-of-provider level there is limited disaggregation (e.g. separating international from domestic outcomes and disability data), and this impacts the PTE's understanding of trends over time. There is a need to use progression and gained skills data more systematically to inform wider reviews of achievement, programmes and student support. Strengthening these practices would improve the persuasiveness of the overall achievement picture.
Conclusion:	Achievement by students is positive. Regular interaction with students and their progression supports retention and provides WIE with an understanding of each learner's achievement. Greater disaggregation and more systematic use of achievement-related data would strengthen self-assessment.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	Learners and stakeholders gain valuable outcomes. Training with WIE enables further study, employment and integration into New Zealand society. Graduates report that they achieve their goals, such as meeting English proficiency requirements for tertiary study or improving communication for daily life. Evidence from WIE's collated data indicates that most graduates progress to higher education⁴ in New Zealand or secure employment aligned with their goals. The organisation's portfolio spans New Zealand Certificates in English Language, General English training schemes, IELTS/OET⁵ preparation and assessment, and community language courses (funded through Adult and

⁴ WIE has valuable partnerships with Wintec and Waikato University which provide clear pathways for learners progressing to higher education.

⁵ International English Language Testing System/Occupational English Test.

	Community Education). These programmes collectively support diverse learners' aspirations and community needs. Increased personal skills and social integration enhance students' wellbeing. This also adds value to WIE's relationships with agents, local schools, migrant centres and refugee organisations. These stakeholders attest to the quality of the outcomes of their learning. WIE collects graduate outcomes data from surveys and testimonials, then captures the data in spreadsheets and within the student management system. Although review of graduate outcomes is occurring annually, WIE acknowledges that there are some gaps they wish to address in this area – such as inconsistent follow-up systems and limited historical data. The general manager is new to the role and has prioritised developing a structured graduate outcomes framework, including scheduled follow-ups and reporting. This recognises the constraints due to limited longitudinal data and an underdeveloped analysis of trends across cohorts. Addition of greater data disaggregation could more convincingly 'tell the story' of graduate success and more effectively identify emerging areas for improvement.
Conclusion:	WIE provides value to its stakeholders including the learners. A wide portfolio of services ensures that diverse stakeholder aspirations can be met. Data is collected and used in review; however, more longitudinal data and a more systematic approach to analysis of this data would strengthen the self-assessment currently undertaken. WIE has commenced plans to address these gaps.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	WIE's English language programmes operate five days per week, with mornings focused on academic coursework and afternoons dedicated to practical activities such as conversation classes and IELTS preparation. Lesson plans are developed weekly by the tutors based on formative assessment results and observed learner needs, ensuring flexibility and relevance. The learning activities are contextualised to ensure students gain exposure to situations they encounter. Students feel engaged and supported in their learning. Class sizes are small, with a maximum of 15 students. This enables personalised attention and strong teacher-student interaction. Alongside community spaces within the campus, these factors contribute to an inclusive and motivating learning environment. With a regular cycle of formative and summative assessments, the students gain frequent feedback about their learning and areas for improvement. Internal moderation occurs for every assessment, ratifying the assessor's decisions. The external moderation completed is primarily positive, excepting for the New Zealand Certificate in English Language (Level 4) which over 2023-25 did not met the standard required. Issues with authenticity and marking consistency continued and resulted in WIE completing an action plan with NZQA. The significance of this is limited as most students are completing level 2 and 3 certificate programmes and general English training schemes. These programmes use the Common European Framework of Reference (CEFR)-aligned coursebooks and activities rather than unit standard evidence requirements (as with the level 4 programme). Gaining regular feedback from students, agents and community partners supports programme design and

	review. However, despite strong operational practices, there is limited management analysis of delivery effectiveness, insufficient documentation of how feedback informs programme review, and gaps in demonstrating the impact of changes over time. Strengthening these aspects – alongside addressing moderation issues – will enhance WIE’s ability to demonstrate the robust academic quality and responsiveness they aspire to.
Conclusion:	The use of flexible delivery, regular assessment, regular personalised feedback and strong learner engagement ensures that WIE is effective at matching the needs of the students and relevant stakeholders. Currently, programme review is effective but could be strengthened through better longitudinal analysis and moderation compliance in some programmes.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	WIE provides sufficient study information via the PTE’s website or through agents to ensure the students are well informed regarding the programmes and training offered. Orientations⁶, placement tests and an initial interview ensure students are supported from enrolment. Their needs and goals are identified and their appropriate language level is determined. A trial week is available to allow for adjustments if needed; however, teacher observations, formative assessments and weekly feedback provide strong management of and guidance on students’ personal and academic progress. Teachers also provide detailed feedback after major assessments that underpin this systematic approach to support. WIE offers comprehensive pastoral care from a dedicated support team. This team also coordinates the homestay

⁶ International students attend an all-student orientation as well as a separate one for internationals only, which includes a tour of Hamilton and provides the students with needed passes and ID.

	accommodation and provides the 24/7 emergency contact for international students. The international files are managed and monitored well, ensuring compliance accountabilities are being met. This team is currently a standout feature of the PTE. The support team organises the orientation activities which occur within the first week of study. Orientation covers practical needs such as transport, banking and library access, and informs the students about living in New Zealand. The learning environment at WIE is culturally diverse and intentionally inclusive. WIE has multilingual staff to assist with translation when required, minimising barriers to learning. Students enjoy exposure to multiple accents and cultural perspectives, which enhances their communication skills and confidence. Activities involving group discussions, work field trips and external activities foster social and academic networks. Student feedback data confirms that learners feel safe and included and appreciate the supportive environment. While WIE captures the learner voice through surveys and exit interviews, self-assessment is constrained by limited evaluative analysis of feedback trends. There is scope to strengthen self-assessment by using longer-term aggregated data to inform programme review and strategic improvements. What is collected is used to support annual review of the Code of Practice. Greater socialisation of the outcomes and expectations of the Code with staff could strengthen future annual reviews.
Conclusion:	WIE's comprehensive operational processes underpin comprehensive academic and pastoral support. Learner feedback is captured and has been used to support some improvement. However, further analysis of trends with that data could strengthen further organisational reviews.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	WIE has a clear organisational purpose focused on supporting migrant and international learners to settle into New Zealand society. This vision is evident in the breadth of programmes offered on campus and in the community. Despite significant leadership transitions between 2023 and 2025, continuity was maintained through robust policies, operational manuals and director oversight. This has supported the new general manager to quickly establish a strategic focus on quality assurance and organisational improvement. Strategic planning now includes actions to strengthen graduate outcomes tracking and marketing competitiveness. Operational processes at WIE are supported by comprehensive documentation, including departmental policies, procedures and manuals. A new student management system has streamlined enrolment, attendance monitoring and reporting. WIE collects significant amounts of data, but needs to strengthen its capability to interpret and use this information effectively at governance level. Regular academic meetings and staff engagement in programme review reflect strong academic leadership. However, there is a need for stronger traceability of improvement and a more consistent use of meeting minutes to monitor the impact of changes. WIE acknowledges that this is an area for development. WIE recruits staff who have English teaching experience and qualifications such as CELTA.⁷ New staff are comprehensively inducted and mentored. Ongoing professional development for all staff covers common and individual areas of need such as moderation workshops and training for international test administration. Staff report feeling valued and supported. Re-establishment of the formalised appraisal system in 2026 should strengthen the development of staff aligned with their goals and roles.

⁷ Certificate in English Language Teaching to Adults

	Governance and management have responded proactively to stakeholder feedback, evidenced by the relocation to improved premises following student concerns about facilities. The general manager has completed a review since arriving in the latter half of 2025, and commenced initiatives responding to identified gaps. These initiatives are part of WIE's early-stage implementation plan.
Conclusion:	WIE's clear organisational purpose, effective operational systems and strong staff capability have supported continued performance throughout significant changes in leadership. There is comprehensive data collection, and management is responsive to change. Strategic use of data and evaluative analysis for improvement purposes is still in need of strengthening.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	The director currently oversees, manages and monitors compliance accountabilities for WIE until the new general manager settles into the role. Management of compliance accountabilities has been generally sound. WIE is planning to allocate responsibility for accountabilities to the relevant management position. A comprehensive quality management system provides the necessary processes for organisational practice. This is reviewed annually and updated as needed. A review checklist is in place to monitor this process. WIE needs to ensure these checklists are completed to provide evidence that the reviews of all documentation are occurring. NZQA's external monitoring of assessments and programmes has raised some concerns: • NZQA's external moderation (NEMR) of the NZCEL Level 4 assessments (2023 through to 2025) has been not satisfactory. • In 2022, NZQA monitored the NZCEL (Academic) Level 4 programme. The offshore-online delivery programme was found to only partially meet programme

	requirements and assessments. While most findings related to assessment delivery and authenticity, one finding indicated that the programme hours were not delivered as approved. WIE is still responding to these gaps as part of their initial review implementation plan. Staff training to mitigate these gaps is still to be developed. WIE has a process for reporting credits to NZQA which has supported generally effective practice. However, NZQA's external moderation discovered that no unit standards⁸ were reported to NZQA in 2024. WIE needs to report all unit standard credits for 2024 and 2025 as this impacts students who have studied and completed the NZCEL Level 4 programme. WIE is aware of the issue and has taken corrective action ensuring all late reporting has been completed and processes have been strengthened to ensure future timely reporting. The Code self-review is completed by the general manager. Between 2023 and 2024, the number of evidence gaps decreased, supporting the rise in self-confidence WIE displays in its Code ratings. WIE publishes Code review reports annually on its website, as required. WIE is reminded that a definition of and annual reporting about formal complaints and critical incidents is also required to be published. WIE has comprehensive processes to ensure the PTE meets its compliance accountabilities relating to international learners. The international file check did not find any gaps.
Conclusion:	WIE has maintained core accountabilities, and there is evidence of planned or recent improvements as new management settles into their roles. Some issues have impacted performance.

⁸ WIE only delivers unit standards within the NZCEL Level 4 programme. During 2024 the very low enrolments on this programme, staffing changes and assessment system transitions had impact on reporting the related credits. This is not a systemic issue.

Focus areas

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

2.1 The general and applied New Zealand Certificates in English Language (Level 3)

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	This course has rolling intakes – new students are able to commence study each week on the Monday. These students undergo orientation and testing before placement within a class. Course and qualification completions have been variable but have remained strong since the previous EER. WIE captures the reasons for non-completions in both a spreadsheet and the student management system. WIE needs to analyse this data to distinguish between 'withdrawn', 'not passed final exams yet' or 'still progressing' (have rolled over to the new year). The outcomes from this analysis could inform further understanding for decision-making purposes.

2.2 General English Training Scheme Micro-credentials Pre-intermediate to Advanced

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	General English course durations can be short (less than six weeks), mid (6-17 weeks) and long-term (17+ weeks). Students now complete placement tests on arrival to ensure they are placed within a class at the appropriate level of their English language proficiency. This decision was in response to students using Pearsons Test of English (PTE) scores as placement equivalents, which resulted in a number of students needing to be moved to different classes due to discrepancies in English capability. These students are also tested with the same placement test at the end of their study. This gives the student evidence of improvement in addition to the regular testing and progression that may have occurred during their

This report is final.

	training. All students make both academic and personal gains.
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2.3 International students – health and wellbeing

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	WIE uses agents who are chosen, monitored, developed and reviewed by the marketing department. Marketing ensures all agents receive updated student information as needed and are kept well informed regarding the students they brought to WIE. Annual feedback from the agents is positive. Once in New Zealand, the support team takes over the pastoral support of the international students. Two orientations ensure the students become familiar with not only the school and related policies and procedures, but also with Hamilton city and how to live in New Zealand. To ensure students understand the expectations of the school, verbal explanations are provided to supplement the text material. Feedback indicates the students feel welcomed, supported and safe. A dedicated homestay coordinator organises, manages and monitors homestays for those students who ask for this accommodation option. Other international students either stay with family or rent with other students. The homestay coordinator collects information from the students and their families about their needs, in order to place the student in appropriate accommodation. Contact with homestay hosts is mainly via email or phone. Feedback from hosts is that they would appreciate more initial information, seeing and speaking with the coordinator in person, networking opportunities with other hosts, and being invited to the graduation of their student. WIE understands well its accountabilities with regards to international students. Well-documented policies and procedures support ensuring the safety and wellbeing of the students as per the requirements of the Code.

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:

- Engage with collected data at a higher level to understand longer-term trends and patterns. This could strengthen decision-making, particularly at the managerial and organisational levels.
- Track and report achievement and outcomes for international students and learners with a disability.
- Socialise staff in the outcomes and clauses within the Code of Practice to support future reviews.
- Complete the checklists for review embedded in the quality management system, to provide evidence that all documentation such as handbooks, the website and the quality management system itself remain accurate guides to practice.
- Review feedback from hosts regarding greater information sharing, networking opportunities and inclusion in on-campus activities.

Requirements

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

NZQA requires International Education Group (NZ) Limited to:

Report unit standard credits to NZQA within 3 months of the date of last assessment as outlined in Consent to assess against standards on the directory of Assessment and Skills Standards Rules (2026), part 2, 10(1)(c).

Appendix 1

Table 1. Course completion (New Zealand certificates and diplomas) – TEC educational performance data for 2021-23

		2021	2022	2023
Non-Māori and non-Pasifika	Levels 1-3	73.3%	84.7%	66.4%
	Levels 4-7 (non-degree)	76.4%	87.4%	79.6%

Source: TEC

Table 2. Qualification completion (New Zealand certificates and diplomas) – TEC educational performance data for 2021-23

		2021	2022	2023
Non-Māori and non-Pasifika	Levels 1-3	72.2%	80.0%	84.0%
	Levels 4-7 (non-degree)	58.6%	66.7%	61.4%

Source: TEC

Table 3. New Zealand certificates in English Language (General and Applied) (Level 3) completion data

Year	Enrolment total	Course completion	Qualification completion	Did not complete
2021	125	70%	87%	26 (21%)
2022	99	63%	79%	14 (14%)
2023	142	91%	89%	39 (27%)
2024	140	93%	98%	36 (26%)

See Focus Area 1 for definition of did not complete.

Source: WIE student management system data.

Table 4. General English Training Schemes completion data

Year	Enrolment total	Course completion	Did not complete
2021	128	88%	38 (30%)
2022	120	100%	0
2023	144	96%	6 (4%)
2024	120	83%	20 (17%)

Source: WIE student management system data.

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 fraud⁹*
- *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.*

⁹ 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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

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

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