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# External Evaluation and Review Report

Seafield School of English Limited

Date of report: 3 November 2021

# About Seafield School of English Limited

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*Seafield School of English (hereafter Seafield) is a well-established PTE which currently offers the New Zealand Certificate in English Language (Academic) (Level 4) (hereafter NZCEL) and English Language Tuition (training scheme) (hereafter ELT) to international students. NZCEL and ELT are available to students on campus in Auckland, and NZCEL to online offshore students.*

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Type of organisation:	Private training establishment (PTE)
Location:	3033 Great North Road, New Lynn, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: nil  International: 56 at the time of the evaluation (including 19 offshore online students)
Number of staff:	Executive: six; academic full-time: four; academic part-time: two; academic casual: four; plus 15 full-time NZSEG <sup>1</sup> staff who work primarily in Seafield.
TEO profile:	See NZQA: <a href="#">Seafield School of English</a>
Last EER outcome:	Highly confident in educational performance and capability in self-assessment in 2017
Scope of evaluation:	<ul style="list-style-type: none"><li>• New Zealand Certificate in English Language (Academic) (Level 4) (ID: 120571)</li><li>• English Language Tuition (training scheme) (ID: 100362)</li><li>• International student support and wellbeing</li></ul>
MoE number:	8552
NZQA reference:	C45351
Dates of EER:	11-13 August 2021 (virtual)

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<sup>1</sup> Seafield School of English (Seafield) is part of the New Zealand Skills and Education Group (NZSEG), which comprises two private training establishments: Seafield School of English and NZSE (New Zealand Skills and Education College).

# Summary of results

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*Seafield School of English enables students to gain the necessary skills to communicate in English for academic and general purposes. Stakeholder and student needs are well met and understood. Seafield is led by a highly qualified and effective governance and management team. Self-assessment processes are of a high standard and used to guide student support and organisational improvement.*

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	<p>A good number of NZCEL students complete the qualification, and ELT students progress at a positive rate.</p>
<b>Highly Confident in educational performance</b>	<p>The programme and training scheme enable students to gain the communication skills needed to work or study in New Zealand. The majority of NZCEL graduates go on to further study.</p>
<b>Highly Confident in capability in self-assessment</b>	<p>Soft skills development, particularly growth in the confidence of students, is apparent through effective tracking of progression and stakeholder and student feedback.</p> <p>The value of outcomes is highly regarded by stakeholders. Recent consistency review results also confirm the value of outcomes.</p> <p>Programme design and delivery is strong, supported by comprehensive self-assessment, and meets the needs of students well.</p> <p>A focus on strengthening and updating the methods of collecting student feedback has been effective.</p> <p>Seafield offers wrap-around services to students which enables comprehensive academic and pastoral support. Intentional self-review of the Education (Pastoral Care of International Students) Code of Practice 2016<sup>2</sup>, and the Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019<sup>3</sup> (hereafter the Codes) also confirms the effectiveness of the support services.</p>

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<sup>2</sup> <https://www.nzqa.govt.nz/providers-partners/education-code-of-practice/>

<sup>3</sup> <https://www.nzqa.govt.nz/providers-partners/domestic-code-of-practice/>

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The PTE has a well-organised and collaborative approach to managing and monitoring compliance.

Seafield is a forward-focussed, proactive organisation and highly responsive to change, which nurtures a supportive environment for its staff.

# Key evaluation question findings<sup>4</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students are achieving well. A good number of students gain the NZCEL qualification. Students move up a level in ELT, generally after a 12-week period, at a positive rate.</p> <p>The progression rate from ELT to NZCEL has increased each year as NZCEL has become a more established programme within the school. In 2018, 2.2 per cent progressed to NZCEL, 4.8 per cent in 2019, 8.8 per cent in 2020, and 9.8 per cent in 2021 (so far).<sup>5</sup></p> <p>NZCEL achievement is measured by qualification completion and personal growth in confidence and readiness for further study. In 2018, 50 per cent of students completed the qualification, 74 per cent in 2019, and 64 per cent in 2020. For 2021, NZCEL has an overall completion rate of 83 per cent.<sup>6</sup> The rate moved from 90 per cent to 80 per cent in 2019, which is a more realistic target.</p> <p>ELT achievement is measured by rate of progress. Seafield's testing framework determines progression within each level and at each level change (determined by the distinction rate of 80 per cent). The rates of level progression also vary by level. A number of variables determine the rate of progress for ELT learners, but Seafield uses the 12-week timeframe as one means to ascertain learner progress.</p> <p>Sophisticated formulae for determining progression rates support comprehensive self-assessment of data in this area.</p>
Conclusion:	Students have achieved at a generally positive rate since the last evaluation. Analysis of student achievement is thorough and meaningful.

<sup>4</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>5</sup> See Table2, Appendix 1.

<sup>6</sup> Inclusive of the online offshore cohort; see Table 3, Appendix 1.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The value of outcomes is highly regarded by stakeholders, including graduates. NZCEL aims to provide the necessary language skills to communicate in academic contexts. ELT aims to develop skills to communicate and navigate within general contexts.</p> <p>Destination data is tracked and analysed for ELT and NZCEL. Seventy-seven per cent of NZCEL graduates progressed to further study in both 2018 and 2019, and 67 per cent in 2020. Two graduates (2 per cent) gained employment in 2020.</p> <p>ELT graduates also used their English language skills to gain work or go on to further study. In 2018, 41 per cent gained employment in New Zealand and 7 per cent moved to further study. In 2019, the figures were 36 per cent and 17 per cent respectively. Similarly, in 2020, 42 per cent and 25 per cent respectively gained employment and went onto further study.</p> <p>Development of soft skills is supported through programme design and extracurricular activities (e.g. campus clubs). Students grow in confidence during their study, enabling additional skills development important for further study or employment, such as public speaking, writing including email writing, and engaging in life in New Zealand. The value of these outcomes is confirmed by positive consistency review results and strong stakeholder feedback from higher-level tertiary providers.</p> <p>Outcomes are closely tracked and evaluated through end-of-programme, student destination and graduate surveys. The advisory committee considers graduate outcome-related feedback from stakeholders to ensure a seamless line of communication with the likes of employers and further education providers.</p>
Conclusion:	The value of outcomes is highly regarded by graduates and industry stakeholders. Close monitoring of destination data and stakeholder feedback confirms the quality of outcomes and practice.

### 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>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Seafield has a strong academic leadership team including a highly qualified Director of Studies who supports qualified tutors to drive academic performance.</p> <p>Academic processes are in place to validate achievement, and assessment methodology is fair, valid and consistent. External feedback has been strategically sought to moderate assessments. Internal moderation processes are thorough and effective, which validates progression rates. Appropriately identified partners for pre- and post-assessment moderation confirm results (also see 1.6).</p> <p>In ELT, a progress test determines whether students can move up a level. Comprehensive lesson plan processes (daily, weekly, six-weekly plans) support student goals and progression in both programmes.</p> <p>Programme review and self-assessment in design and delivery of NZCEL is strong. The Director of Studies collates thorough annual programme evaluation reports, from which a number of actions are implemented.</p> <p>The programme committee follows up on any action points to ensure desired outcomes are achieved through a robust self-assessment cycle. For example, amendments have recently been made to the rubrics and assessment schedule based on moderator feedback.</p> <p>Seafield is committed to using self-assessment to improve practice. Strengthening the method of collecting feedback from students has not only ensured currency of survey design methodology but has also resulted in improved student performance. Staff were retrained on survey use, which rebuilt confidence on how it should be done. The last survey reported 100 per cent (87.5 per cent response rate) of students achieving their goals, after iterations of survey methodology design to improve the engagement and response rates. This has created a better measure for students and ensured validity of data for</p>

	<p>analysis. While Seafield has done well in improving student survey response rates, this continues to be an area of focus.</p> <p>A survey of employers and further education providers is used to inform the quality of graduates, and relationships are maintained with industry and sector stakeholders to ensure student quality matches industry needs.</p> <p>The programme and training scheme are both delivered as approved. The tikanga Māori and Te Reo Māori focus in the curriculum enables international students to contextualise their English language learning and prepares students for work or study in New Zealand. Student feedback is used to modify programme design where appropriate. For example, an increase of grammar practice in NZCEL, as requested by students, enhanced learning.</p> <p>Seafield is well resourced and offers different platforms for the teaching and learning experience, including an online platform aligned to the learning outcomes of the NZCEL programme.</p>
Conclusion:	Programme design and delivery is well matched to student needs and contributes to meaningful participation in study. Self-assessment informs appropriate changes and enhances learning and teaching.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Seafield students are well supported by the NZSEG student support team which includes an online support administrator role for on-campus and offshore students. Seafield uses an external party for homestay arrangements.<sup>7</sup></p> <p>Use of a credible student learning platform supports self-directed learning hours and the move to temporary online delivery. Daily attendance checks in the system ensure students are engaged with learning; follow-up and support intervention occurs where necessary. Students have one-to-one feedback once test results</p>

<sup>7</sup> There were no students under the age of 18 at the time of the evaluation.



	<p>are distributed, which motivates them to achieve their personal learning goals.</p> <p>Stakeholders, including graduates, employers and further education providers reported that the pastoral care provided by Seafield is strong. Current student feedback is generally positive.</p> <p>The student support team responds to the needs of students very well, and tutors are well attuned to what students require to be successful in their studies.</p> <p>Self-assessment of student needs, and academic and pastoral support is comprehensive. Student feedback and destination data are used to measure and confirm the effectiveness of the support provided.</p> <p>The outcomes of both the domestic and international Codes have been met and are continuously self-assessed.</p>
Conclusion:	Students are very well supported academically and pastorally. Self-review of support compliance and general support services is used to measure and ensure effectiveness.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Seafield is led by an experienced management team and supported by the NZSEG. The NZSEG Academic Board has the overall responsibility for ensuring academic integrity and capability across Seafield. The PTE benefits from the shared human resource, learnings in practice, and the guidance of the parent group, which contributes to the educational achievement of Seafield students.</p> <p>The mission of Seafield – to provide excellence in English language teaching – is embedded within all decision-making levels of the organisation. The centralised senior management has oversight of appropriate functions such as the academic board, programme committee and results committee. This effective and integrated approach to leadership maintains a</p>

	<p>student-centred approach. Teaching and learning resource needs are identified through a structured reporting process.</p> <p>Seafield has a good reputation in the education sector and works well in partnership with other tertiary education organisations to support moderation, benchmarking<sup>8</sup> and student pathways.</p> <p>Seafield responds quickly to change and adapts well to challenges. In the recent and sudden shift to online learning because of Covid-19, input from management ensured teachers were appropriately trained and comfortable before moving to online learning. Seafield put everything in place seamlessly and quickly, demonstrating innovation in online learning methodology. For example, in attempt to lessen plagiarism during this period, Seafield required handwritten tests which then had to be photographed and submitted.</p> <p>Staff are highly valued and are supported and motivated to perform well. The appropriately qualified and experienced teachers have annual professional development opportunities, including teaching observations.</p> <p>The nature of the school allows for management and teaching staff to continuously engage in professional discussion, to share ideas, and to consider areas for improvement. This is supported by a focussed culture of ongoing self-reflection.</p> <p>Seafield is a proactive and forward-focussed organisation which responds well to necessary changes in the sector and cultivates a supportive environment for staff and students.</p>
Conclusion:	Governance and management effectively lead the PTE and support the educational achievement of English language students. Self-assessment practice is comprehensive and informs decision-making.

## 1.6 How effectively are important compliance accountabilities managed?

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

<sup>8</sup> Benchmarking is something of a challenge in the generally non-funded English language sector of tertiary education.

<p>Findings and supporting evidence:</p>	<p>A well-organised and collaborative approach to monitor compliance is effective in managing important accountabilities.</p> <p>Compliance is a shared responsibility between staff, who monitor the compliance calendar to determine when requirements need to be met and to progress compliance activities through to completion. Record-keeping is up to date. No issues were identified in the random sample of international student files.</p> <p>The management team remains current with government updates and changes in response to educational delivery. This was particularly evident during the recent national and regional Covid-19 lockdowns.</p> <p>In 2017, NZQA recommended that Seafield monitor the sustainability of the new processes implemented as part of the start-up process as the organisation continues to grow. This was appropriately addressed, and it was evident that processes have supported the growth of the organisation.</p> <p>The recent international Code monitoring indicates that Seafield has effective practices in place based on the evidence provided for the monitoring activity. The recent English New Zealand audit resulted in a satisfactory result.</p> <p>Homestays are organised by an external party, with a degree of oversight by Seafield. For example, initial visits are conducted to ensure students are settled. Police vetting checks are initially conducted for staff under an offer of employment. The recent Code monitoring report suggested Seafield strengthen good practice by keeping a record of police vetting conducted for homestays.</p> <p>The NZQA programme monitoring report for NZCEL (November 2019) found Seafield had met all approval and accreditation criteria, attesting to their considered approach to learning and teaching for the monitored programme. This approach was further affirmed by the evaluation team.</p> <p>Seafield manages a reflective and robust self-assessment process in the area of compliance. The leadership team stated that their policies and practices are legal and ethical.</p>
<p>Conclusion:</p>	<p>Important compliance accountabilities are effectively monitored and managed.</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 English Language (Academic) (Level 4)

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings:	While completion rates are not high, progress and completion rates are good given external factors which affected completion rates, including Covid-19 in 2020. Other external factors impacting completion rates include students gaining employment (a valued outcome) and opting to not complete their studies.

## 2.2 Focus area: English Language Tuition (training scheme)

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

## 2.3 Focus area: International student support and wellbeing

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</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.*

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

# 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. Level progression within ELT**

<b>2018</b>	<b>Average summative score</b>	<b>Distinction rate</b>
Beginner (A1)	70%	0%
Elementary (A2)	66%	19%
Pre-Intermediate (B1)	73%	31%
Intermediate (B1+)	72%	26%
Upper Intermediate (B2)	74%	38%
Advanced (C1)	79%	78%
Upper Advanced (C2)	NA	NA
<b>2019</b>	<b>Average summative score</b>	<b>Distinction rate</b>
Beginner (A1)	59%	19%
Elementary (A2)	71%	25%
Pre-Intermediate (B1)	72%	26%
Intermediate (B1+)	72%	26%
Upper Intermediate (B2)	74%	23%
Advanced (C1)	72%	32%
Upper Advanced (C2)	74%	20%
<b>2020</b>	<b>Average summative score</b>	<b>Distinction rate</b>
Beginner (A1)	60%	13%
Elementary (A2)	67%	19%
Pre-Intermediate (B1)	70%	17%
Intermediate (B1+)	69%	13%
Upper Intermediate (B2)	74%	23%
Advanced (C1)	72%	20%
Upper Advanced (C2)	70%	NA

**Table 2. ELT to NZCEL progression**

Year	ELT total enrolments	Progressing to NZCEL	Progression rate
2018	586	13	2.2%
2019	629	30	4.8%
2020	239	21	8.8%
2021	112	11	9.8%

**Table 3. NZCEL L4 academic outcomes 2018-21**

	2018 results		2019 results		2020 results		2021 results	
Completed qualification	15	50%	78	74%	80	64%	59	83%
Repeating block	1	3%	6	6%	8	6%	1	1%
Incomplete	10	33%	13	12%	31	25%	10	14%
Withdrawn	4	13%	9	8%	6	5%	1	1%
Total	30		106		125		71	

# 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>9</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>9</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/>.*

NZQA

Ph 0800 697 296

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

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