



External Evaluation and Review Report

Seafield School of English Limited

Date of report: 27 January 2026

About Seafield School of English Limited

Seafield School of English offers high quality English language programmes to on-campus and online-offshore international students.

Type of organisation:	Private training establishment (PTE)
Location:	3033 Great North Road, New Lynn, Auckland
Eligible to enrol international students:	Yes
Number of students:	International: equivalent full-time students – 64.56
	As at 10 October 2025, student nationality percentages that were 5 per cent or more of the student body were as follows: Japan 25 per cent, Korea 23 per cent, Chile 13 per cent, Thailand 12 per cent, Brazil 7 per cent, China 6 per cent, Colombia 5 per cent
Number of staff:	Full-time equivalent staff: 14.8
TEO profile:	<u>Seafield School of English</u>
Last EER outcome:	At the previous EER in 2021, Seafield was found to be Highly Confident in educational performance and capability in self-assessment. NZQA recognises the TESOL ¹ -specific English New Zealand standards and audit process as an important input to the external evaluation and review.
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Certificate in English Language (Academic) (Level 4) and New Zealand Certificate in English Language (Academic) (Level 5) – referred to in this report as NZCEL Level 4 and NZCEL Level 5

¹ Teaching English to Speakers of Other Languages

- English Language Tuition (Training Scheme) – referred to in this report as ELT
- International student support and wellbeing

MoE number: 8552

NZQA reference: C63205

Dates of EER visit: 4 and 5 November 2025

Summary of results

Seafield shows exemplary capability in self-assessment. This highly evaluative and reflective approach to educational delivery is a key contributor to the strong student outcomes gained.

Highly Confident in educational performance

- Student achievement rates are high. Progression and completion rates are very positive. Strong moderation results validate achievement results.
- Students from the NZCEL programmes achieve a nationally recognised qualification, and many go on to higher-level study. Longitudinal tracking of these graduates shows many have continued success in mainstream programmes.
- Programme design and delivery is highly effective in supporting students to achieve their goals. Programme review is regular, informed by data and stakeholder feedback, and drives improvements.
- Seafield uses the Education (Pastoral Care of Tertiary and International Learners) Code of Practice framework effectively to evaluate and improve support for the students. Support systems are designed to include and accommodate all students.
- Seafield's highly experienced leaders equip staff with the tools and frameworks to support strong educational performance. Careful analysis of emerging trends drives successful innovation.
- Management of compliance is mostly strong. Sound processes have ensured that nearly all compliance requirements have been met.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Achievement rates and progression in skills and competencies are strong across all programmes. Qualification completion rates for both Academic English programmes are in the upper quartile percentage over the evaluation period.³ The recent English New Zealand audit says that NZCEL's achievement goals and progressions are set against national benchmarks.⁴</p> <p>Variability in course and qualification completions has led to a strengthening of academic standards. Enhanced monitoring of academic integrity and measures to address the growing use of generative AI have been introduced. Additionally, Seafield identified that some students were meeting entry requirements through a weak qualifying test, prompting improvements such as stronger invigilation and follow-up interviews. While these changes have impacted 2024 completion rates, they demonstrate Seafield's commitment to rigorous oversight and supporting successful outcomes.</p> <p>ELT students are well informed of progression, and regular formative and summative (six-weekly) testing supports understanding and acquisition of language.</p> <p>Withdrawal rates are very low for these programmes while attendance rates are very high across both online-offshore and on-campus students. These two rates are often indicators of student engagement leading to improved outcomes.</p>

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 Refer Table 1 and Table 2, Appendix 1.

⁴ The English New Zealand audit was conducted on 24 September 2025. This EER report makes several references to findings contained in the report of this audit.

	<p>Seafield understands the wide range of students they provide programmes for. Achievement is disaggregated and analysed across modes of delivery, years and nationalities. Annual performance reports to the programme committee are detailed and cover both quantitative and qualitative measures of performance. Seafield tracks past and future action plans in a cycle of self-improvement.</p> <p>Moderation results are positive. The English New Zealand audit states: 'With the robust moderation programmes run by the school, claims for equivalency [in CEFR and IELTS⁵ scores] are valid'.</p>
Conclusion:	<p>Overall, course and qualification completion rates are strong across all programmes in focus. Variability in recent course and qualification completions reflects Seafield's strengthened academic standards. Capability in self-assessment is strong, and Seafield uses data and feedback to drive improvements in progression and achievement.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The value of outcomes for Seafield students and stakeholders is significant.</p> <p>Students from the NZCEL programmes gain a nationally recognised qualification which is required for international students to enrol in mainstream and higher-level tertiary education.</p> <p>As one of three PTEs registered as part of the New Zealand Skills and Education Group (NZSEG), students have clearly accessible learning pathways. Since 2022, 88 students from NZCEL Level 4 have progressed to higher-level programmes within the NZSEG, mostly into IT and</p>

⁵ CEFR refers to the Common European Framework of Reference for Languages, an international standard for describing language ability. IELTS refers to the International English Language Testing System, a language proficiency test for work, study and migration purposes.

	<p>healthcare programmes. These graduates are tracked and their qualification completions and employment outcomes recorded. Another 46 students successfully enrolled in other tertiary institutions.</p> <p>Progression rates from NZCEL Level 4 to NZCEL Level 5 are good, with approximately half of level 5 enrolments made up of level 4 graduates. Graduate outcomes for the level 5 graduates are highly positive. Since 2022, 68 per cent of all level 5 students have enrolled in higher-level education. A good proportion of these enter Massey University and achieve well. Massey data over the time of the evaluation shows that these graduates are equal to or exceeding other enrolled students in capability.</p> <p>Tracking of ELT students post-graduation is less formalised. However, the steady progression rates for this cohort attest to students' English goals and needs being met. Regular student survey results show a high degree of satisfaction with their experience and outcomes.</p> <p>Disaggregated data tracking graduate destinations is well evidenced in annual programme evaluation reports. This shows that Seafield recognises the value in recording and measuring graduate outcomes to inform programme design and delivery.</p>
Conclusion:	<p>Outcomes for both students and stakeholders are very strong. Students are entering higher-level study and achieving well. Progression in English language levels is consistent. Self-assessment is regular, thorough and informative.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The highly capable and experienced academic leadership at Seafield guides and supports effective delivery of programmes.</p> <p>Strong academic support and reporting lines ensure that teachers are well informed and students' needs met. The teaching staff are well qualified and experienced, in line with English New Zealand expectations. Professional development is deliberate and effective. Staff are equipped with useful resources and knowledge through training in assessment and moderation practices, using A.I. effectively in the classroom, and making use of digital platforms for teaching and learning te reo Māori.</p> <p>Internal academic processes to validate assessments are robust. Assessments are pre- and post-moderated in line with the moderation policy. Seafield's internal moderation has become more systematic to ensure full coverage and to focus more on borderline cases.</p> <p>Seafield has external moderation agreements with similar providers to ensure consistency requirements across assessments and programmes, and in 2024 Seafield was given exemption from the national external moderation programme by NZQA. This was an acknowledgement of the school's robust moderation and benchmarking practices.</p> <p>Programme review, assessment feedback and academic integrity are supported and guided by the programme committee.</p> <p>Students have clear instructions on assessments. Each test explains the marking criteria along with expectations of performance. Student survey results show that feedback on performance is regular and useful.</p> <p>Extracurricular activities offer good opportunities for students to engage with their learning, i.e. speaking club,</p>

	jobseekers club, te reo Māori. These are accessible for all students regardless of their timetable.
Conclusion:	Programme design and delivery is effective in meeting the wide range of students at Seafield. The strong academic leadership, robust reporting and analysis of academic processes ensures that student needs are well met.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Seafield has clear and inclusive student support practices, policies and procedures that enable staff to respond to individual student needs with specific support.</p> <p>The annual self-assessment against the Code of Practice sets guidelines for comprehensive review. A detailed gap analysis highlights strengths and areas for improvement. In response to a couple of lower-ranked outcomes, Seafield has implemented a disability policy and a critical incident policy. There was convincing evidence of these policies being effectively applied.</p> <p>During the EER, there was good discussion of how Seafield mitigates the challenge of meeting the needs of students who enrol with undisclosed or undiagnosed learning disabilities. One member of staff is qualified and experienced in supporting students with learning disabilities, and provided examples where effective support was provided.</p> <p>All students are inducted and needs tested on entry to establish their English level and their goals. Good information is available to them on the website. Seafield is considering extending pre-entry support to help students with the transition to study. Seafield has good oversight of agent performance through surveying students on their experiences with their agent.</p> <p>The students undertake six-weekly testing, with progress reports being issued with their results. Students provide feedback on initial impressions of the school and at the end their course. Focus groups provide detailed feedback</p>

	<p>on teacher performance and satisfaction with their experience at Seafield. Results are analysed and reported through the annual programme evaluation reports. Responses to feedback are rapid. Student feedback was one of the drivers to move premises. Survey results show that students are happy with the care and support they receive.</p> <p>The positive attendance rates and successful outcomes for offshore-online students compared well with on-campus students, attesting to equitable academic and pastoral care support.</p>
Conclusion:	<p>Seafield has strong systems and appropriately trained and skilled staff to support the students. Analysis and review of data and feedback ensure that the systems are inclusive and effective.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Highly effective management and leadership guide and support the organisation. Seafield's inclusion in the NZSEG network has improved access to a comprehensive support and shared services framework and opportunities for staff and students. Seafield has, however, managed to hold its own place and individuality within the wider organisation, as evidenced by the introduction of an academic board to serve the school.</p> <p>Reporting structures are clear, provide useful information, and include current data with supporting narrative. Areas for improvement are detailed, with responses put in place swiftly and monitored for effectiveness.</p> <p>Changes and responses are tracked longitudinally and reported to the academic board. This reporting capability provides evidence of an organisation that is committed to self-improvement and delivering high quality education to emerging and existing markets. Seafield's response to improvement is systematic rather than reactive. For example, the establishment of a critical incident policy resulted from an isolated incident and was used as an</p>

	<p>opportunity for improvement. The policy is well socialised throughout the organisation.</p> <p>Seafield has clear organisational aims and goals, and strategic plans are current and displayed on the website. New market opportunities are being further investigated.</p> <p>Staff are valued and responded to; the atmosphere is collegial and supportive. Feedback from staff attests to the capability of leaders to guide and support them.</p> <p>Documents provided confirm that Seafield makes wise choices in staffing and is proactive in upskilling staff.</p> <p>Facilities and resources support the teachers; for example, all teachers receive induction and a laptop and access to online resources. The recent move to a new delivery site provides a spacious learning environment.</p> <p>As an English New Zealand partner school, Seafield is able to benchmark its performance through regular audits and professional development.</p>
Conclusion:	<p>Strong leadership and effective use of data and feedback contributes to and supports high educational performance outcomes.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Compliance is overseen by the NZSEG group director who ensures that all staff are aware of compliance management obligations.</p> <p>Quality management system internal policies and processes are updated regularly, and staff are informed of the changes. Internal spot audits review how effectively processes and requirements are being met.</p> <p>Some variability at registrar level has led to some weaker credit reporting over time. This is under investigation, and after discussions with the group director and staff, the EER team have good confidence in improved processes in the</p>

	<p>future. The gap in credit reporting results leads to a requirement in this report.</p> <p>Other NZQA compliance requirements showed evidence of being well managed. Programmes are reviewed regularly and all NZQA attestations required are submitted on time.</p> <p>An audit of international student files conducted by the EER team showed no issues.</p> <p>Regular reports and meetings with the executive leadership team allow oversight of organisational performance, for example the development of an AI strategy and health and safety and wellbeing policies.</p> <p>The Code of Practice self-review is informative, sets goals and responds to these in a timely manner.</p> <p>The English New Zealand audit reports that Seafield met the standard required, with no recommendations or requirements.</p>
Conclusion:	<p>The most important compliance accountabilities are mostly managed effectively. Overall, compliance systems are effective; however, an error in reporting credits to NZQA in the required timeframe has led to a requirement.</p>

Focus areas

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

2.1 New Zealand Certificate in English Language (Academic) (Level 4) and New Zealand Certificate in English Language (Level 5)

Performance:	Excellent
Self-assessment:	Excellent
	Achievement and outcomes are strong for this focus area. Self-assessment is generally highly effective at isolating areas for improvement.

2.2 English Language Tuition Training Scheme

Performance:	Excellent
Self-assessment:	Excellent

2.3 International student support and wellbeing

Performance:	Excellent
Self-assessment:	Excellent

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 Seafield School of English Limited:

- Include information on the website to address the growing use of generative AI.

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 Seafield School of English Limited to:

Ensure clear alignment with NZQA's Rule 10.1 (b) on maintaining consent to assess:

'1. To maintain consent to assess in respect of the entire consent or classifications or standards, holders of the consent (except relevant schools) must:

- Accurately report credits for students within 3 months of assessment, unless NZQA has approved a different reporting timeframe for the holder of the consent.'

Appendix 1

Table 1. NZCEL4 course and qualification completions

NZCEL4	2021	2022	2023	2024
Completed qualification	73%	68%	83%	77%
Incomplete	22%	27%	14%	20%
Withdrawn	5%	5%	3%	3%
Total student numbers ⁶	148	123	102	143

Table 2. NZCEL5 course and qualification completions

NZCEL5	2022	2023	2024 on-campus	2024 online
Completed qualification	86%	94%	92%	67%
Incomplete	14%	3%	8%	33%
Withdrawn	0%	3%	0%	0%
Total student numbers	36	32	11	30

All data provided by Seafield School of English Limited

⁶ These numbers refer to the students whose enrolment finished in the calendar 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 fraud⁷*
- *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.*

⁷ 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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