Report of External Evaluation and Review

EDENZ Colleges 2016 Limited
trading as EDENZ Colleges

Not Yet Confident in educational performance

Confident in capability in self-assessment

Date of report: 17 July 2018

Contents

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	EDENZ Colleges 2016 Limited trading as EDENZ Colleges
Type:	Private training establishment (PTE)
First registered:	21 November 1991
Location:	85 Airedale Street, Auckland
Delivery sites:	95 Mt Eden Road, Auckland
Programmes and Training schemes currently delivered:	• Bachelor of Applied Arts (Digital Media Production) (Film Production) (Christian Ministry Leadership) (Level 7)
	• Bachelor of Applied Management (Level 7)
	• Diploma in Software Development (Level 7)
	• New Zealand Diploma in Business (Levels 5 and 6)
	• Diploma in Business (Level 7)
	• Diploma in Management (Healthcare) (Level 7)
	• General English (Levels 1-5) (Training Scheme)
	• Certificate in English Language IELTS Preparation (Level 4)
	• New Zealand Certificate in English Language (Academic) (Levels 4 and 5)

- Diploma in Teaching of English to Speakers of Other Languages (TESOL) (Level 7)

- New Zealand Diploma in Adult and Tertiary Teaching (Level 6) (NZDATT)

- New Zealand Certificate in Language Teaching (Level 4)

- Certificate in Christian Ministry (Level 4). Leads to the New Zealand Certificate in Christian Ministry (Level 4) with strands in Christian Studies and Internship

- New Zealand Diploma in Christian Studies (Level 5)

- New Zealand Diploma in Christian Studies with strands in Christian Leadership or Intercultural Studies (Level 6)

- New Zealand Diploma in Digital Media and Design (Levels 5 and 6)

Code of Practice signatory:	Yes
Number of students:	Domestic: 73 in 2017 (eight Māori and 12 Pasifika)
	In 2016, the Tertiary Education Commission allocated Student Achievement Component Funding for a total of 143 equivalent full-time students (EFTS). EDENZ delivered 82 EFTS.
	International: 1,188, as stated in EDENZ's 2017 prospectus. Highest enrolments are from India (267), Brazil (151), Thailand (110) and Colombia (105).
Number of staff:	Currently, 99
Scope of active accreditation:	Levels 1-7 and certificate to degree level in the areas of business, healthcare, film, digital media and design, technology, Christian ministry and teaching.
Distinctive characteristics:	EDENZ is a not-for-profit organisation, wholly owned by Business LIFE Investment Fund. Learners are mostly international. There are high numbers of learner enrolments in the business and English academies. All learning is delivered face-

to-face, with night classes offered in business and General English at the time of the external evaluation and review (EER).

Recent significant changes: Lifeway College Limited acquired EDENZ Colleges at the end of 2014, and changed its name to EDENZ Colleges in 2016.

In August 2016, EDENZ acquired ex-learners from the International Academy of New Zealand (IANZ), following the closure of IANZ by NZQA. In 2016 EDENZ grew significantly to 1,489 learners (from 694 in 2015). Between 2014 and 2016 the English academy grew from around 60 to 520 learners (344 at the time of the EER, with possible projections to 600), and the business academy from around 80 to 600 learners. The business academy restructured in 2017 following reduced enrolments.

Additional staff have been employed including academic staff, and in marketing, registrar, human resources, student care and finance roles. In 2017, programme leader roles were established in the business academy. EDENZ has invested in information technology and implemented new finance and registrar systems.

Since the last EER, EDENZ has changed from delivering certificates and diplomas in three learning areas to being a degree provider that delivers programmes in eight academies.

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Previous quality assurance history:	**Previous EER (November 2013, reported 2014)**
	At the last EER, NZQA was Highly Confident in Lifeway College Limited's educational performance and capability in self-assessment.
	NZQA monitoring of level 7 and business programmes
	In April/May 2017, NZQA completed three monitoring visits to review EDENZ's level 7 diploma programmes.[1]
	The monitors' reports identified common positive aspects of performance and self-review (e.g. qualified, experienced, research-active staff; a developing research culture; solid attendance monitoring; satisfactory facilities and resourcing; student surveying; and continuous review).
	Common areas identified for improvement included developing external moderation processes, marking-related professional development, limiting resubmission opportunities, and taking into account poor written work in student assessments.
	Following the monitors' report, NZQA externally moderated a sample of assessments and found that several pieces of student work passed by EDENZ should have instead been failed due to evidence of incorrect and over-generous marking. Below is a summary of moderation findings:
	• Diploma in Business: of 48 pieces of student work reviewed, EDENZ had marked four as a fail. However, the moderator considered that a further 12 should have been marked as a fail.
	• Diploma in Software: of nine samples of learner work assessed as passed by EDENZ, two should have been awarded a fail.

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[1] Diploma in Business, Software, and TESOL (Teaching English to Speakers of Other Languages).

A later August 2017 monitor's visit to review the Bachelor's programmes was mostly positive, with some recommendations made.

Since the EER, NZQA has completed two further monitoring visits to review EDENZ's delivery of the Diploma in Management (Healthcare) (Level 7) and the New Zealand Diploma in Business (Level 5) (Level 6). The reports from those monitoring visits were not finalised in time to inform the findings of the EER.

NZQA national external moderation

In July 2016, EDENZ was exempt from national external moderation for the expiring New Zealand Diploma in Business [Ref: 9003] due to past good results.

English language national external moderation results for 2016 found 2/3 and 0/3 assessment samples from two unit standards met requirements. For two English for Academic Purposes unit standards, 2/5 assessment samples met requirements. Assessment materials were not at the national standard.

After the EER visit, 2017 national external moderation results become available, showing that the same two English for Academic Purposes unit standards were moderated with 0/6 assessor decisions verified by the moderator.

Visa decline rates

In September 2016, Immigration New Zealand raised concerns with EDENZ's low approval rate of Indian student visa applicants. EDENZ has since improved its approval rate, but at 54 per cent, did not meet the required minimum cumulative annual approval rate target of 60 per cent for student visa applications by Indian nationals in India set by Immigration New Zealand for 2017.

Tertiary Education Commission (TEC)

A TEC audit in March 2017 (reported May 2017) identified areas to address relating to enrolment and withdrawal processes and funding conditions,

and two instances where programme details did not align to programme approval. EDENZ has addressed all recommendations to the satisfaction of the TEC.

Programme documentation and information

In September 2017, NZQA identified some aspects of EDENZ's website and programme documents that required amendment and which have been addressed or responded to.

Programme applications and approval

EDENZ undertook significant programme development between 2015 and 2017, making numerous applications for programme approval and changes to NZQA. Many applications have been approved, but in 2017 many have not progressed, partly because of quality issues.

Internal English language proficiency test

NZQA undertook an unscheduled visit at the end of August 2017 to confirm the appropriateness of EDENZ's internal English language proficiency test used to provide evidence of international students' English language proficiency prior to enrolment. As detailed in NZQA's final January 2018 report, two of four criteria were unmet, reflecting concerns with limited internal moderation and a lack of external moderation, errors in objective marking, and use of publicly available assessment material.

Further related developments occurred after the EER visit. EDENZ reverted to originally approved test materials and applied to NZQA for approval of an updated internal English proficiency test. On 14 February 2018, NZQA declined the application – four criteria were not met. EDENZ must now cease using its internal test and verify and retain another form of acceptable evidence of prospective students' English proficiency prior to enrolment.

2. Scope of external evaluation and review

The scope of the EER was informed by the following focus areas selected in conjunction with EDENZ.

- International Students: Wellbeing and Support. This focus area was selected given the high number of international enrolments.

- General English. This focus area has high enrolments and high growth. Enrolment numbers were around 344 learners at the time of the EER.

- Business (levels 5-7). This focus area represents the Diploma in Business (Level 7) and the New Zealand Diploma in Business (Levels 5 and 6). At the time of scoping, 204 learners were enrolled in the level 7 programme, 88 at level 5 and 147 at level 6. The business academy has the largest enrolments and experienced significant growth with the IANZ acquisition. Approximately 500 learners were enrolled at the time of the EER visit.

- Diploma in Software Development (Level 7). The technology area is of strategic importance for EDENZ and one it aims to develop. In 2017, around 55 learners were enrolled. The project-based learning curriculum in this programme is an example of EDENZ's focus on using innovative pedagogical methods.

The Bachelor's degree programmes were not included as focus areas. Only 35 learners are enrolled. The programmes were only launched in 2017, with no graduates to date. Prior to the EER, an NZQA monitor's visit was undertaken. The EER included a discussion on research and involved the head of the degree programmes.

The ministry, teaching, film and digital media academies were not included given small learner numbers (most domestic learners enrol in these academies), and with most programmes new or in development.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Four evaluators conducted the EER over three and a half days. The EER team included an evaluator experienced in the teaching of English as a foreign language.

The evaluators visited each of EDENZ's sites and met with: the EDENZ board, senior management, academic committee, research manager and head of degrees programme, student support staff, careers services manager, programme management, teaching staff, learners, student council members, and programme advisory committee members.

A range of organisational documents were reviewed including, but not limited to: EDENZ self-assessment summary, self-review of the Code of Practice, external quality assurance information, 2025 strategy, achievement data, board reports and action plans, board minutes, senior management reports, academic committee meeting minutes, organisational policies, framework of excellence, 'issues and concerns' reporting, staff survey data, student and graduate survey data, external moderation schedules and results reporting, and industry advisory board meeting minutes.

Following the EER site visit, EDENZ provided additional data and information in response to some follow-up queries from the evaluation team.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/. *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[2]*

- *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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[2] NZQA and the 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.

Summary of Results

Statement of confidence on educational performance

NZQA is **Not Yet Confident** in the educational performance of **EDENZ Colleges 2016 Limited trading as EDENZ Colleges.**

EDENZ is not consistently meeting NZQA's expectations for quality applications for programme change, accreditation and approval, nor all requirements to demonstrate effective English language proficiency testing. EDENZ has been planning or actively working to respond to address most issues identified, but these remain important areas still to be resolved.

As of February 2018, EDENZ has had to cease using its internal English language proficiency test after NZQA declined its application for an updated test. EDENZ did not meet the minimum target for approval rates for visa applications from Indian nationals based in India set jointly by Immigration New Zealand and NZQA for 2017 and notified to EDENZ in September 2016.

The robustness of academic processes has continued to evolve since 2016, particularly in response to a significant increase in mainly level 7 business programme learner numbers and acquisition of ex-IANZ learners. EDENZ managed aspects of this sudden and rapid growth relatively well, including associated challenges with ensuring learners were enrolled in appropriate levels and adjustments with class sizes. Improvements were made to quality processes after gaps were identified. However, quality processes are not yet standardised in all programmes or academies, although some robust processes established in the business academy are filtering to varying degrees and at different stages into other areas. Not all programmes or areas exhibit the same strengths in performance.

Overall course completions are 87 per cent in 2017. While lower than previous years, this follows strengthened processes to better manage academic integrity, and in response to assessment and moderation challenges and concerns, as highlighted particularly in NZQA's April/ May 2017 level 7 Diploma in Business monitoring report. However, external evidence of improved assessment and moderation outcomes is still required to assure NZQA of the effectiveness of the more robust processes implemented.

While not consistently meeting the needs of NZQA and Immigration New Zealand, valued outcomes are being achieved for learners and industry due to the excellent integration of industry into the business and software curricula and the focus on core skills important to being successful in New Zealand business. Learners achieve relevant knowledge and skills.

Some highly effective processes are contributing to learning and other important outcomes.

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- There is close board oversight. The organisation's purpose and goals are well defined, understood and integrated across the organisation. Connectivity is fostered at all levels of the organisation.

- International student support provided is responsive to the needs of learners, including an excellent process of first language support to learners initiated pre-arrival and which is proactively provided during the student's learning journey.

- The collection and use of learner feedback is purposeful and driven by a genuine focus on meeting learners' needs and continuous improvement.

- Governance and management have strategically driven learner recruitment to ensure a multicultural learning environment that is valued by learners.

Programme curricula support learner autonomy and relevant, innovative teaching and learning. Staff deliver effective and appropriate guidance to learners based on an understanding of individual requirements.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **EDENZ Colleges 2016 Limited trading as EDENZ Colleges.**

The evolution and maturity of EDENZ's self-assessment system was impacted by the sudden and rapid changes that resulted from the acquisition of IANZ ex-learners in 2016. This has meant that there are still areas that are not well evaluated or where self-assessment is not highly effective, and the quality of self-assessment should be strengthened. Examples are the need to improve assessment and moderation processes in some areas and the organisation's overall understanding of learner progress and the extent of achievement and value-add in the General English area. Some gaps have not initially been picked up by EDENZ, but rather by external agencies' monitoring activities (for example, process issues with internal English language proficiency testing).

Staff and management mostly have a solid understanding of learner achievement and satisfaction (improvements are needed to inform an organisational-level understanding of learner achievement in General English), with data broken down in a number of ways to contribute to this understanding. Graduate surveys and tracking provide meaningful information to understand employment outcomes and the value-add of the learning experience. EDENZ has invested in technology that is strengthening its self-assessment capability through accessible, real-time data, and an impressive process for identifying and responding to issues and concerns.

Several examples demonstrated EDENZ's responsiveness and use of student feedback to effect improvement, for example changing the testing process in General English. Many examples show purposeful self-assessment leading to

improved and strengthened processes, such as team teaching and establishing programme leader roles in business.

As an ongoing part of continuous improvement, capability should be considered in reviewing different oversight roles of the academic board and the programme application process, and in the compliance area. Weaknesses such as English language proficiency testing processes, and the need to develop processes to support an organisational-level understanding of learner progression in General English, signal a need to strengthen self-assessment and organisational-level oversight in the English Academy.

Findings[3]

1.1 How well do students achieve?

The rating for performance in relation to this key evaluation question is **Good.**

The rating for capability in self-assessment for this key evaluation question is **Good.**

EDENZ has maintained solid course completions despite significant and immediate growth from September 2016. Tables 1 and 2 show overall completions for the last three years.

Table 1. Overall course completions

Year	Course completions (international and domestic)	International completions	Domestic completions[4]
2015	95%	98%	74%
2016	95%	96%	79%
2017[5]	87%	88%	82%

Source (Tables 1 and 2): EDENZ data for international completions and TEC data for Student Achievement Component-funded/domestic learners.

Table 2. Overall programme completions

Year	Programme completions	International completions	Domestic completions
2015	91%	96%	77%
2016	91%	93%	62%
2017	68%	66%	71%

Higher resubmission and fail rates in late 2016 and 2017, particularly in some level 5 and 6 business courses, contributed to a downward trend in achievement overall. However, overall results likely reflect the more accurate picture of performance given assessment and moderation-related challenges and concerns between the end of 2016 to mid-2017, and the impact of strengthened processes implemented to respond to and improve academic integrity.

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

[4] Domestic numbers are small and decreasing: 104 in 2016 and 73 in 2017. Māori and Pasifika enrolments (around 20) are even smaller, making meaningful comparisons difficult.

[5] All 2017 figures are as at the time of the EER and are not complete results for 2017.

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Diploma in Business (Levels 5-7)

Table 3. Course completions in the Diploma in Business[6]

Course completions by programme	2015	2016	2017
Level 5	92%	92%	79%
Level 6	Not delivered	84%	85%
Level 7	99%	99%	92%

Table 3 shows completions in the business programmes. Some decline in completions occurred as ex-IANZ learners integrated into EDENZ in the latter part of 2016, and as a result of strengthened academic processes following concerns with assessment and moderation that arose, as highlighted in NZQA's monitoring report of the level 7 business programme. As such, and because NZQA found that 12 of 44 samples of student work passed should have instead been failed during this period, and before improved processes were in place, the lower completions in 2017 are likely more credible. Improved processes in this area include EDENZ's establishment in 2017 of programme leader roles, co-teaching, personal and professional formation and communication classes, weekly progress meetings, marking drafts weekly to provide feedback, and oral defences if there is a plagiarism query or to clarify learner understanding. Since EDENZ tightened its resubmission policy in mid-2017, learners only have one resubmission per semester provided their final mark is within 10 per cent of passing.

Diploma in Software Development

Since the software diploma commenced in 2016, 36 of 41 learners have successfully gained the qualification[7] and are gaining relevant employment (see Findings 1.2). Course completions for 2016 were 97 per cent, though it is noted that NZQA found that two samples of student work from low scoring students should not have passed due to over-generous marking earlier in 2017. Evidence of improved assessment and moderation processes were demonstrated at the time of the EER. High achievement is expected for learners who enrol with significant past overseas employment experience in this field and/or academic experience. But students without this background achieve as strongly. A project-based curriculum engages learners in projects of high relevance. A number of learners interviewed highly valued the applied learning, much preferring this to previous education experiences where practical application had been limited.

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[6] Source: EDENZ

[7] Four left early to take up employment.

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General English

General English completions have averaged 97 per cent in the last two years.[8] Learners initiate their own testing when they identify that they are ready to move levels. Movement up a level can occur immediately if learners pass their test and after learner portfolios and progress is reviewed. This approach was recently implemented by EDENZ in direct response to learner feedback about issues with standard six-weekly testing. Individual learner progression is clearly understood at a classroom level. However, it was not apparent how learner progress and the extent of learner achievement is understood at an organisational level. With a shift to a high level of enrolments, there has not been a corresponding clarity of performance reporting at an organisational level and self-assessment information to inform and monitor the strength of achievement.

In the other focus area programmes, data is meaningfully collated and analysed to provide management with a solid understanding of learner achievement. The education committee meets weekly to discuss student achievement and any student issues. New dashboard reporting will contribute to further enhance the self-review capability of the organisation.

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

The rating for performance in relation to this key evaluation question is **Excellent.**

The rating for capability in self-assessment for this key evaluation question is **Good.**

EDENZ is meeting the needs of international learners who seek an international qualification to support their career development. Feedback from business representatives and graduates confirms that EDENZ graduates are well prepared for employment in their chosen industries and have the skills and attitudes desired and expected in a New Zealand business context.

Data from 2016 and 2017 graduate surveys shows that between 75 and 89 per cent of respondents are in full-time employment, with the majority of respondents indicating that their studies are of relevance to their employment.[9] Strong employment outcomes are supported by learners' engagement with industry, including through regular industry guest speakers, internships and capstone projects. Students are connected to industry and gain work experience in New Zealand businesses.

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[8] Source: EDENZ self-assessment summary document.

[9] EDENZ achieved a 57 per cent response rate to two surveys of all 2016 graduates.

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Employment support is embedded into the curriculum. EDENZ's career services manager has developed career sessions for students, including extensive support to develop curricula vitae (CVs) targeted to industry, and preparation for job interviews. She facilitated the EDENZ 2016 job fair attended by 850 students and contributed to by industry and employer panels. The job fair gave learners the opportunity to learn about what employers are looking for in an employee.

Business programmes require learners' projects and assignments to be based on New Zealand businesses. Business graduates leave with increased skills that contribute to enhancing their own businesses and to better their employers' businesses (either in New Zealand or abroad). General English staff and management identify that students develop confidence and maturity. They learn about different cultures and lifestyles through the diverse, multicultural backgrounds of their peers. The academy has self-identified that it could add to its understanding of value-add by seeking specific feedback from the General English graduates about what the course provides them for their future. This would respond to current limited objective evidence of value-add in the General English area.

During an interview with the software industry advisory group, it was stated that EDENZ graduates stand out because of their ability to actively engage with their employers, and this is reflective of the curriculum. Learning activities deliberately support the development of core skills needed for employment in an interactive industry. Software students gain value from undertaking their own unique projects and the opportunity to learn from peers with greater knowledge and experience. Destination data shows that for 26 of 36 graduates contacted, 22 are in relevant employment, one is employed in a different field, and three are still job-seeking.

Across programmes, core personal skills and knowledge are being developed and enhanced, including teamwork, reflective practice, confidence, personal growth in studying independently, English language proficiency, and through engagement in New Zealand activities and industry. Students value the multicultural learning environment and cross-cultural understanding they develop.

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

The rating for performance in relation to this key evaluation question is **Adequate.**

The rating for capability in self-assessment for this key evaluation question is **Adequate.**

The ratings for this key evaluation question reflect inconsistent performance. The quality of several of EDENZ's 2017 programme approval and accreditation applications have not met NZQA's requirements. In February 2018, NZQA declined

the organisation's application for an updated English language proficiency test as four criteria were not met. It follows NZQA's earlier identification of issues with the organisation's English language proficiency testing. EDENZ has increased oversight and is developing its capability following the loss of a key staff member in this area.

In April/May 2017, NZQA level 7 monitors' reports found areas where academic processes required improvement (some of which had been self-identified by EDENZ and have now been responded to). NZQA's May 2017 post-moderation of a sample of tests and assessments in the level 7 Diploma in Software and Diploma in Business found instances of incorrect and/or over-generous marking and that some samples of work should have not received a pass mark. In the business programme, EDENZ identifies that over-generous marking was mostly for work marked before more stringent academic processes were embedded. NZQA noted that some assessments dated back to earlier in 2016. EDENZ also identifies that it had already self-identified the staff involved who were not at the appropriate standard, and they are no longer employed by EDENZ.

Some of the issues seem to have arisen following EDENZ's significant change in learner numbers with the acquisition of IANZ ex-learners, at a time when multiple programme applications needed to be made, and with changes to staffing and capability. EDENZ has introduced and developed processes to improve academic quality throughout 2017.

In the business area, programme leader roles were established to increase oversight and learner engagement, and internal moderation is well embedded. In the software development programme, internal moderation is well integrated – as of April 2017, external moderation feedback has been realigned to focus on the quality of assessment and not just the quality of learners' work. Robust processes are in place to help to prevent plagiarism ('Turnitin', oral defence, assessment panels, training and education). Collaborative team marking and assessment occurs in the business and software development programmes.

However, different programmes are at different points, meaning practice is variable while being gradually standardised. There are areas that still require key processes to filter down and gaps to be addressed. As well as the issues identified with programme applications and approvals, and English language proficiency testing, EDENZ did not meet 2016 and 2017 national external moderation requirements for English for Academic Purposes unit standards. EDENZ identifies very small enrolments and a plan to end delivery of the English for Academic Purposes programme in 2017 and indicates that subsequent programme reviews and revisions have been completed following an identified need to continue delivering the programme in response to sector developments. In General English, an appropriate internal moderation system is in place, but there was no evidence of external moderation (scheduled for August 2017), though this has been scheduled for 2018.

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By contrast, there is evidence of programme content and learning activities matching learner and industry needs well. Industry advisory groups established for each academy are consistently and regularly engaged to tailor curricula and learning activities to foster relevant skills and knowledge.

In the Diploma in Software, industry representatives are involved in the programme including on the assessment panel that marks student projects. In the business academy, personal and professional formation and business communication classes give learners the tools to build skills for employment success and to strengthen communication and sociocultural knowledge and skills.

Advisory group members spoken with for this EER described the reciprocal value of contributing to programme development and delivery, and the desire to continue adding value in meaningful ways. They confirmed that EDENZ took their input on board and that changes were made as a result of their feedback.

Staff and management engage closely with learner feedback on matters such as programme content and activities, teaching and support, including as a part of end-of-term programme reviews. Feedback is well analysed, with multiple examples demonstrating that feedback is used to ensure student satisfaction and to effect improvements. This included the changed approach to learner testing in General English, and improved assessment feedback now provided to learners in the business programmes – though some variability is still noted.

EDENZ would benefit from reviewing the process of oversight by its academic committee, and to look at how it can build that committee's capability. A further area for the organisation to develop is a consistent process to demonstrate how it understands the appropriateness of individual external moderators selected for moderation activity.

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

The rating for performance in relation to this key evaluation question is **Excellent.**

The rating for capability in self-assessment for this key evaluation question is **Excellent.**

Learner support is proactively provided and commences before learners arrive. First language marketing specialists provide pastoral care and closely guide learners' pre-and post-arrival experiences. These specialists proactively maintain contact with learners during their learning journey. The student support team is committed and highly responsive. The student care manager advocates for learners, including in senior management meetings. EDENZ's career service supports learners well, as evident from learner feedback and strong processes in place.

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Programme curricula are tailored so learners have control over aspects of their learning. Learning is of high relevance and builds and enhances key self-directed learning skills, for example critical thinking and self-reflection. Learner autonomy is enhanced through the openness of the learning environment and is supported by interconnectedness between learners and staff, modelled and driven at a management level, including through clarity of organisational values and opportunities for staff and learner engagement.

Learners interviewed for the EER commented positively on the closeness between staff and learners, and the ability to speak freely and openly. This proactively removes potential barriers to learning. Staff work alongside individuals to acknowledge their personal and academic development.

A project-based learning methodology in the Diploma in Software Development works very well to respond to learners who enrol with different levels of experience and knowledge, and self-directed learning 'readiness'. Learners with less experience are encouraged to engage in more structured and prescribed learning, whereas those with experience can focus their learning in areas they wish to develop. Learners in the business academy have a choice of assessment activities and projects. Teachers devise learning activities that purposefully require learners to take responsibility for their learning.

Learners receive useful regular feedback on their progress. Engaging with learners about required learning outcomes and the results of assessment have been a focus in the business and software development programmes in 2017. For example, insufficient feedback on assessment was identified at the beginning of 2017 in the business programmes. Since then, learners have had weekly feedback on their work and individual and group feedback in study groups. Information from marking rubrics is integrated into feedback. Learner satisfaction is a continued focus.

In General English, learners work towards individual learning goals. Learners self-identify their readiness to progress to higher levels and are supported in this by their teacher reviewing with them their progress weekly, along with test results and their individual portfolio. Teachers also encourage learners to consider progressing when they believe the learner is ready.

Learners receive workshops on academic writing, referencing and plagiarism. Specific support was provided to some IANZ learners to assist with essay writing. A remedial class schedule and arrangements were also implemented.

An issue was self-identified where four learners should have been, but were not, referred for English language support after their entry test identified this need. These learners are not achieving well, and while issues with their progress are not attributed to this, issues with motivation and attitude may well be interrelated. Irrespective, the programme manager of that programme is clear that this issue will not reoccur by identifying any support needs and referral to relevant support on enrolment.

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Regular learner feedback is consistently obtained and closely reviewed by management, teachers and staff, and demonstrates satisfaction with the quality of teaching. 'Issues and concerns' are an integral part of internal self-review, and this is a comprehensive and open process to address matters raised by learners.

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

The rating for performance in relation to this key evaluation question is **Good.**

The rating for capability in self-assessment for this key evaluation question is **Good.**

EDENZ is overseen by a highly experienced and diversely represented board. The board is 'hands-on' where needed, and closely interacts with senior management to understand educational achievement and drive the strategic direction of the organisation. The chief executive meets one-to-one with senior management staff weekly. Staff in management roles work closely together to understand learner achievement. Close engagement and reporting occurs between staff and programme management.

EDENZ's strategic plan stemmed from a comprehensive consultative process and staff engagement. EDENZ's purpose and values are well articulated to new staff. Connectedness is a core value fostered at a board and management level and organisation-wide. Staff view the senior management team as highly approachable. A 2017 staff survey demonstrates strong satisfaction with management support.

EDENZ successfully changed its recruitment strategy to ensure a diverse learner population, recognising the risk of a limited student market. Learners are enrolled from over 40 countries (and learners highly value the multicultural experience).

Enrolments have increased substantially in the General English area. This occurred following sudden, but aspects of well-managed rapid growth in its business academy. However, for a period, the developing and strengthening of academic processes was impacted by the need to respond to this growth and the gaps that emerged. Thus, while robust academic processes have now been embedded and are continuing to be developed, for example in the business programmes, there are still areas where processes are not fully developed or in place.

In General English, management is yet to have a process to track overall learner progression and how well learners achieve at an organisational level. Feedback during the EER suggests increased support could be provided to the head of the English academy. There is a need to strengthen aspects of self-assessment and organisational-level oversight in the English Academy.

EDENZ needs to continue to build capability in the programme development area and demonstrate improved results. Several gaps in the management of compliance accountabilities still require addressing and evidence of improvement to respond to external stakeholder requirements (taken into account Findings 1.3 and 1.6).

EDENZ has invested in technology to advance systems to track learner progress and engagement in learning. Recent dashboard reporting is enabling real-time data, with diverse filtering capability and wide accessibility. EDENZ's plan of excellence provides an overarching framework for analysis, reporting and task allocation, to ensure identified areas for change and improvement occur.

Staff value and are engaged in the research culture being fostered. A research manager was appointed mid-2017, and the research, presentation and ethics committee is chaired by a board member and experienced researcher. The staff profile shows more than half the staff hold doctoral or Master's qualifications. This has been a strategic focus for the organisation to enhance quality and respond to higher levels of delivery and academic requirements for degree programmes. More staff are actively engaged in research, and time and resources are provided to encourage research presentations to colleagues.

Effective staff performance management and appraisal processes are in place, as is regular internal professional development. Examples were shared of enhanced teaching and learning processes following professional development. It would add value for EDENZ to identify external professional development opportunities in areas where capability still needs to be developed and to strengthen knowledge and practice.

It was not clear at an organisational level how consistent and coherent self-assessment processes are in terms of annual programme review and to support the gathering of information to identify key areas for development from that process. There was limited documentary evidence of reflection on longer-term operational planning at a programme level.

1.6 How effectively are important compliance accountabilities managed?

The rating for performance in relation to this key evaluation question is **Adequate.**

The rating for capability in self-assessment for this key evaluation question is **Adequate.**

There are areas that need continued management and improvement to meet compliance requirements and/or which have been responded to after being identified by external agencies, thus signalling a need for improved oversight.

- EDENZ has responded to concerns raised by Immigration New Zealand and NZQA in September 2016 about low visa approval rates from the Mumbai

office. However, while EDENZ has since improved its approval rate following actions taken, the cumulative approval rate for the 2017 year-end is 54 per cent, meaning it has not met Immigration New Zealand's 2017 targeted minimum annual cumulative visa approval rate of 60 per cent.

- The TEC's May 2017 audit report indicated that EDENZ was compliant in five of eight focus areas. EDENZ has satisfactorily addressed the TEC's recommendations in the three other focus areas.

- EDENZ has addressed instances of incorrect marketing information and offers of place identified by NZQA.

- The quality of application documentation submitted with programme approval and accreditation, and programme change documentation needs to be a continued and key focus for EDENZ. This is to ensure that NZQA requirements are being met, and that future applications are successful. In response, EDENZ has increased oversight and is in the process of strengthening capability here. However, the recent decline of an application for a new English language proficiency test does not demonstrate improvement yet. It was not clear how the issue with the quality of programme applications to NZQA had not been picked up by the organisation's academic board, or by other avenues of organisational scrutiny prior to submission to NZQA.

- NZQA recently identified concerns with EDENZ's English language proficiency testing, some of which had been undetected by EDENZ. EDENZ is no longer able to use its internal test to evidence prospective student's English proficiency prior to enrolment.

- EDENZ did not meet national external moderation results for two English for Academic Purposes unit standards in 2016 and 2017.

EDENZ manages some aspects of its compliance accountabilities and responsibilities effectively at both a programme and organisational level. Systems and processes to maintain compliance with the Code of Practice are in place. Annual self-reviews are undertaken against the Code to improve the management and accountability for compliance through shared responsibilities. There is some evidence of continuous improvement in the quality of international learner information and related systems and processes. However, there is a continuing need to ensure alignment between the student handbook, website and other documents for the purposes of accuracy and consistent information.

Processes to review relevant legislation, rules and regulations are in place. A risk profile including a risk and controls matrix is reviewed and updated annually. Management is responsible for managing risk and the board monitors management's performance in this area.

The evaluation team completed a compliance check of a random sample of international and domestic student files, with all files in order. Improvements to key

documents have been implemented recently following a review of student data requirements to align with the new student management system.

Focus Areas

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

2.1 Focus area: International Students: Wellbeing and Support

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

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

International students receive excellent support. Their wellbeing is a foremost concern. Support starts pre-arrival and follows the student's enrolment. Learner wellbeing and satisfaction is well tracked. EDENZ is meeting different requirements of the Code of Practice through a committed support team, and particularly in relation to safety, wellbeing and support. Annual self-review is undertaken to assess compliance with the Code.

NZQA recently identified concerns with EDENZ's English language proficiency testing, and in February 2018 EDENZ was required to cease internal testing. EDENZ did not meet the visa approval target set by Immigration New Zealand and NZQA in 2017 for student visa applications by Indian nationals in India. EDENZ's student support team is committed to further and ongoing professional development of relevance to their obligations to the Code.

2.2 Focus area: General English

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

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

Learner completions are high. Learner progress is followed and supported at an individual level. EDENZ has responded to learner feedback and improved learner testing processes. Learners are supported to self-identify their own progression and readiness to progress. EDENZ did not demonstrate how it intends tracking overall learner progress at an organisational level and the value-add of the new training scheme, and thus what data and information will be available to inform annual review. Limited evidential information was provided to demonstrate the value and difference General English delivery has made to learners and other key stakeholders (including to the high numbers enrolled in 2016). An appropriate internal moderation process is in place. There is no evidence of external moderation but this is scheduled for 2018.

2.3 Focus area: Business (Levels 5-7)

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

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

Learners gain core skills and knowledge that prepare them well for employment in New Zealand contexts and internationally, with solid outcomes evident, particularly at level 7. Achievement results have been impacted by the IANZ acquisition, some high initial fail rates within some courses, and following the strengthening of academic processes that were required, including in response to gaps and assessment and moderation-related concerns identified both by EDENZ and NZQA late 2016-mid 2017. Staff feel valued by management. Management and staff are connected and are driving continuous improvement informed by relevant self-assessment information and reflection that provides a comprehensive understanding of educational performance.

2.4 Focus area: Diploma in Software Development (Level 7)

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

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

This programme has excellent integration with industry and strong completions and employment outcomes. These outcomes are partly assisted by the learners' previous experience in software. The project-based learning curriculum is well matching the needs of learners and industry, leading to high graduate employment outcomes. Teaching and learning is focused on the development of core skills and knowledge relevant to successful employment. In 2017, academic processes have been tightened and some are still being strengthened. The programme is relatively young, and some core processes are still being worked through.

Requirements and Recommendations

Requirements

NZQA requires that EDENZ Colleges 2016 Limited trading as EDENZ Colleges:

- Ensure all processes and actions are in place to achieve compliance with Immigration New Zealand's visa approval requirements.

Recommendations

NZQA recommends that EDENZ Colleges 2016 Limited trading as EDENZ Colleges:

- Strengthen the quality of approval and accreditation documentation to ensure that NZQA's requirements and expectations are met. Continue to develop capability to support quality programme development.

- Review academic board programme approval processes to ensure robust scrutiny before applications are submitted to NZQA for approval.

- Look to external professional development options to build staff practice and capability.

- Establish an organisational process to demonstrate a consistent approach to confirm that external moderators have specific experience in the areas they are moderating.

- Review the appropriateness of current levels of support for the head of the English academy and level of organisational oversight.

- Build self-assessment in the General English training scheme to better inform an understanding of learner progression, achievement and outcomes.

- Focus on the ongoing coherency of the organisation's large body of self-assessment data and information.

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Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf, while information about the conduct and methodology for external evaluation and review can be found at http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz

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