



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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External Evaluation and Review Report

Worldwide School Limited trading as
Worldwide School of English

Date of report: 29 October 2019

About Worldwide School Limited trading as Worldwide School of English

Worldwide School of English provides English language education from beginner General English through to Cambridge Proficiency to a wide range of nationalities.

Type of organisation:	Private training establishment (PTE)
Location:	80 Anzac Ave, Auckland
Code of Practice signatory:	Yes
Number of students:	International: 210 equivalent full-time students (20 nationalities) General English: 11 students Intensive English: 199 students (including 14 IELTS ¹ students and eight Cambridge students)
Number of staff:	25 full-time, five part-time
TEO profile:	See NZQA: Worldwide School of English
Last EER outcome:	Highly Confident in educational performance Highly Confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none">• English Language Provision• International Student Support and Wellbeing
MoE number:	8585
NZQA reference:	C37037
Dates of EER visit:	12 and 13 September 2019

¹ International English Language Testing System

Summary of Results

Worldwide School of English is an organised and supportive place of learning. International students thrive as a result of thorough and interconnected academic and pastoral support systems. The educational purpose of the school is achieved through robust self-assessment practice and a clear desire to support students in their language acquisition.

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| Highly Confident in educational performance | <ul style="list-style-type: none">• Appropriate processes and support mechanisms enable student progression and success. Assessment and moderation practices are robust and validate student achievement.• The value of outcomes goes beyond English language acquisition as a result of an inclusive and interactive teaching environment. |
| Highly Confident in capability in self-assessment | <ul style="list-style-type: none">• Students are well supported holistically through connected and effective communication systems. Responsibility for meeting students' needs is shared.• Stakeholders and recruiting agents have seen positive outcomes for students and continue to refer students to Worldwide School of English.• The programme design is relevant and tailored to individual learning needs. Appropriate and interactive technology is used to support student learning and monitoring.• Worldwide School of English is future focused; management supports the organisational purpose and direction.• Policies and systems support compliance with regulatory requirements (e.g. Code of Practice and English New Zealand).• Clear evidence was presented to assure continuation of ongoing improvement and reflective self-assessment practice. |

Key evaluation question findings ²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Worldwide School of English (WWSE) maintains high achievement rates and students' progress to higher levels at an expected rate. Students receive detailed feedback which informs them of their strengths and weaknesses, gaps and areas for improvement in their English language development.</p> <p>Learning goals are tailored to meet English language development needs, and students have the opportunity to sit Cambridge and IELTS external examinations.</p> <p>Students must pass 75 per cent or more on each module to progress to the next level and are doing so.</p> <p>Fortnightly assessments that test the four language skills (reading, writing, listening, speaking) support academic progression goals.</p> <p>Development of the learning management system allows managers, teachers and student support staff to look at individual and cohort achievement data to identify outliers and offer academic support. Further to this, staff are planning analysis of achievement data by nationality to better understand the support needs of different cultures.</p> <p>The rates of progression tracked over time create an internal benchmark to inform academic support. This provides confidence in the appropriate level of testing and consistency of achievement.</p>
Conclusion:	Students achieve well and individual progression is consistent with organisational expectations. Student achievement data is closely monitored and analysed.

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

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Staff and students emphasised that the value of outcomes for students includes more than the development of skills in English language. Students experience growth in self-confidence and develop their public speaking abilities and cross-cultural communication skills. Students also emphasised the value of networking and establishing friendships with people of other nationalities.</p> <p>Evidence showed that becoming proficient in English enables many students to gain eligibility to progress to higher levels of study (e.g. at Auckland University).</p> <p>WWSE maintains relationships with stakeholders and has support systems that remove barriers to employment and other immersion opportunities. These stakeholders highlighted the English competency and professionalism of WWSE students who are sought after by employers.</p> <p>Students emphasised that the skills they develop assist in transitioning to life in New Zealand. For example, student support staff help students to open a bank account and practise interview skills.</p> <p>Students are well connected to life in Auckland and New Zealand through many extracurricular activities offered by the school such as field trips, sports afternoons and cultural experiences.</p> <p>WWSE effectively uses and analyses student survey data to better understand student goals, the value of outcomes, achievement, and the student experience. High rates of satisfaction reflect the value of outcomes.</p>
Conclusion:	The outcomes for students are broad but of immense value. Through English language acquisition, students develop social, academic and professional skills.

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>Assessment of eligibility is conducted on enrolment, as well as an academic placement needs analysis (level placement testing). Teachers and support staff are reactive and responsive to individual learning needs and are well informed of learner goals by way of student conference sessions and one-to-one ongoing support.</p> <p>NZQA was presented with evidence of ongoing improvements and updates made to the programme design to meet the changing needs of the students. Staff work collaboratively to develop assessment rubrics and tools and moderation plans, and self-direct their professional development. Both internal and external moderation takes place regularly across the school.</p> <p>Teachers are appropriately qualified in English language teaching, with several holding DELTA³ qualifications. Furthermore, teaching staff meet the needs of their multinational classrooms and understand cultural issues in teaching and learning.</p> <p>Learning activities are regularly reviewed based on feedback received from teachers, students and stakeholders. A range of resources are used to meet different learning needs, and these are regularly updated to maintain currency. The use of resources is innovative and continues to support the digital competencies of students.</p>
Conclusion:	The programmes and learning activities are well matched to the needs of students and key stakeholders. Curricula are tailored to student goals. Robust moderation and assessment processes validate assessment practice.

³ Diploma in Teaching English to Speakers of Other Languages

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students are well supported from pre-enrolment through to graduation. Clear processes and policies are in place to support students academically and pastorally. WWSE has connected systems of communication between all staff and external support stakeholders who work effectively to support students holistically.</p> <p>Development of the learning management system since the last EER has focused on student support and serves as an essential monitoring tool for staff and students. Reporting systems are robust and manage student wellbeing and academic progress effectively.</p> <p>International support staff have long tenures and are competent and well informed about Code of Practice matters. Counsellors (student support staff) and teaching staff focus on getting to know the individual student (helped by low student-to-teacher ratios). This highlights the tailored approach to student support taken by the school. Every new student participates in an orientation, conducted in their native language by the allocated counsellor.</p> <p>Counsellors track and support the journey of each student. This provides the student with consistency of information and the same point of contact. It provides WWSE with staff accountability, highly trained and competent staff, and strong relationships between staff and students.</p> <p>Homestays are appropriately vetted and monitored. Several homestay hosts have been hosting WWSE students for over 10 years.</p> <p>Counsellors communicate with homestays, parents and agents about the wellbeing of individual students on an as-needs basis and are the first point of call for students. Counsellor logs monitor and track academic and pastoral support interactions and interventions.</p> <p>WWSE is exemplary in supporting such a diverse student body. Teaching and support pedagogy always considers</p>

	<p>multinationalism and strives to create a safe and inclusive learning environment.</p> <p>Students have access to a well-resourced library and other teaching and learning resources. WWSE celebrates success and awards certificates to each student at graduation.</p> <p>Students have the opportunity to provide feedback on all aspects of the student experience. This feedback has been used to improve student support. For example, the student handbook was reproduced in basic and intermediate English to support the students' different English language levels.</p>
Conclusion:	WWSE offers high quality student support services, focused on the individual needs of the student and the multinational student population simultaneously. Strong support systems ensure the continuity of student success.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>WWSE maintains and develops its systems, building on years of experience in the sector, and responds to changing needs at all levels. Longstanding agent and stakeholder relationships affirm the experience of management and their involvement across the organisation.</p> <p>The organisation is forward looking and reflective through self-assessment activities to anticipate ways to better support its educational purpose. Developments and new ideas are supported through data analysis and involve relevant external stakeholders.</p> <p>New staff participate in comprehensive induction. Staff of both short and long tenure are valued by management, are well resourced, have many professional development opportunities including teacher observations, and are appraised annually. The school understands the needs of the market, and staff constantly adapt to meet the demands of new challenges.</p> <p>WWSE exhibits an embedded and organic system of feedback. Self-assessment activities are part of a larger strategy of implementing developments. Current developments are</p>

	measured for effectiveness through student feedback.
Conclusion:	Governance and management systems and processes are very effective in supporting educational achievement. Staff are collegial, well supported and well-resourced to meet the educational goals of the organisation.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Compliance responsibilities are effectively managed, and processes are in place to sustain effective management. Staff are well informed and kept up to date on organisational and industry obligations.</p> <p>NZQA requirements are up to date and have been met, including the recent submission of the Code of Practice attestation. Staff and students of WWSE are aware of the details of the Code of Practice, as shown by the support systems in place. Management has clear oversight of legislative and other external compliance responsibilities.</p> <p>International student files are kept up to date and are compliant. NZQA is confident in the systems and processes in place to support under-18-year-olds.</p> <p>NZQA acknowledges WWSE's recent English New Zealand audit which was taken into consideration during the EER process.</p>
Conclusion:	WWSE has processes in place to continue to effectively manage its compliance responsibilities.

Focus Areas

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

2.1 Focus area: International Student Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: English Language Provision

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.

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

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 fraud⁴*
- *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.*

⁴ 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). 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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