



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Worldwide School Limited

Date of report: 31 January 2024

About Worldwide School Limited

Worldwide School of English (WWSE) offers General English language courses to international students, as well as preparation courses for IELTS and the Cambridge suite of exams.

Type of organisation:	Private training establishment
Location:	80 Anzac Ave and 18 Emily Place, Auckland Central
Eligible to enrol intl students:	Yes
Number of students:	Domestic: nil International: 390 at time of EER: 346 in General English; 44 in International English Language Testing System (IELTS) classes
Number of staff:	35 full-time, eight part-time
TEO profile:	Worldwide School of English Ltd

WWSE was purchased by KIEL Group in October 2021. There was a rapid and significant increase in student numbers post-pandemic (26 students in May 2022 to over 400 in August 2023). There was a related increase in academic and support staff – mostly employed by WWSE for approximately 12 months. A new campus opened at 18 Emily Place at the end of 2022 to accommodate the growth in student numbers. KIEL group also owns Crown Institute of Studies, which is also located at 80 Anzac Ave. The two TEOs work closely together.

WWSE is a member of English New Zealand (<http://www.englishnewzealand.co.nz>). NZQA recognises the English New Zealand standards and audit process as an

important input to the external evaluation and review.¹

Last EER outcome:	In 2019, NZQA was Highly Confident in WWSE's educational performance and capability in self-assessment.
Scope of Evaluation:	<ul style="list-style-type: none">• General English Training Scheme levels 1-5 (incl IELTS courses) ID: 100529-1• International Student Support and Wellbeing
MoE number:	8585
NZQA reference:	C54366
Dates of EER visit:	27-29 November 2023

¹ This EER report draws on findings and evidence from the latest English New Zealand audit of WWSE and report dated 13 November 2023.

Summary of results

WWSE consistently meets the needs of learners and other stakeholders through very effective teaching, learning and assessment approaches and student support. Reflective practice across the organisation gives confidence that high performance will continue.

Highly Confident in educational performance

- After two years under new ownership, WWSE has successfully survived and grown following the Covid-19 pandemic. The organisation has used this time as an opportunity to review and reform its policies and procedures. Governance, management and operations are strategic and intentional, reflecting clear organisational mission and values.

Highly Confident in capability in self-assessment

- WWSE has fit-for-purpose curriculum documentation, teaching and learning resources. Highly qualified academic staff ensure teaching practice is current and engaging and relevant to the learners.
- WWSE assesses learners through a range of valid assessment tools, and records and monitors student achievement and progression. The value of outcomes for students is well understood.
- WWSE maintains high quality academic provision through a range of strategies. These include coherent professional development of teaching staff and a recent focus on moderation practice.
- WWSE employs a range of support strategies to help learners achieve their goals. Academic and student support staff work closely together to promote student success and wellbeing.
- WWSE has a strategic and realistic approach to reflection and ongoing improvement, achieved through a five-year self-assessment calendar covering all school operations. Data collection and analysis is fit for purpose, with a clear plan for future development.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>High rates of achievement are evident in both General English and IELTS classes. Student proficiency gains are assessed six-weekly using valid assessment tools.</p> <p>Strong support from administration staff enables accurate placement and organisation of classes. There are strategies in place to manage rolling enrolments to ensure student success.</p> <p>Teachers meet weekly to discuss student progress, and regular progress reports are issued to the learners. Progression is determined through test results and teacher reports, which are moderated by the director of studies.</p> <p>Student progress and achievement data is captured at individual student level and regularly reviewed, showing on average that most students progress to the next level within 12 weeks of full-time study. Appropriate case-by-case interventions are in place for students who progress at slower rates. In IELTS classes, 87 per cent of learners progressed from the lower to medium level, and 78 per cent from the medium to higher level. The majority of IELTS students achieved their goal band scores. Students also reported gains in confidence and wellbeing.</p> <p>Data available for the EER was collected over the preceding year. Over time, the growing data set will enable an organisation-wide analysis of progression/achievement against factors such as language background, teacher, etc, highlighting areas for intervention and ongoing improvement.</p>
Conclusion:	WWSE uses valid and reliable approaches to understanding student achievement. Consistently strong

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

	performance is evident in both objective measures and student satisfaction with their own progress. Progression rates are in line with the average recognised in the sector. As the data set grows, progression can be analysed at an organisational level.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>There have been noticeable changes in the student profile post-pandemic and the change of ownership (e.g. longer enrolment periods, more demand for IELTS and more diversity of nationalities). WWSE has responded to these changes appropriately. For example, the IELTS programme was restructured to meet student demand, and the General English programme materials were updated to increase engagement. One education agent was clear that these changes have increased perceived value in WWSE provision.</p> <p>Students' study goals are captured on entry and regularly reviewed. One graduate reported that his goals were well met. Student evaluation data shows high levels of satisfaction with the teaching and learning, student support and the school facilities.</p> <p>Students improve their language skills and confidence in English, gain meaningful friendships, and some take up part-time employment while studying. Others on working holiday visas use their language skills for work after leaving the school. Some students also reported that their improved English would help them find better paid employment on return to their own countries.</p> <p>The majority of IELTS students achieve their target bandscores, and a small but increasing number of students pathway to further study (e.g. to Crown Institute of Studies vocational programmes in hospitality and health care). There are plans to expand such pathways in 2024.</p> <p>Out-of-class activities, such as sports, social gatherings and field trips, provide opportunities to practise English in other contexts and to make friends. There is strong uptake</p>

	<p>of these activities. Students also value the New Zealand culture included in the curriculum (e.g. through te reo, Matariki).</p> <p>Ninety per cent of students choose to give a valedictory speech at graduation. These speeches reflect the value they place on their experience at WWSE.</p> <p>Students also valued the case-management approach to learner support (each student has a dedicated counsellor who shares their first language).</p>
Conclusion:	WWSE has recognised and responded to a changed student profile post-pandemic. Appropriate changes in provision have been made, which are viewed positively by stakeholders. Students gain in confidence, improve their language skills, make new friends and achieve their goals.

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>Evidence from the English New Zealand audit gives confidence in curriculum design, including learning and assessment, and effective, current teaching practice. Appropriate documentation (e.g. course checklists) ensures consistency of provision.</p> <p>Detailed course summaries are linked to current course books, benchmarked to the Common European Framework of Reference for Languages (CEFR), an international standard for describing language proficiency. This ensures alignment of learning outcomes, teaching, learning and assessment. Students value the aligned curriculum and the transparency of information and feedback they receive. Learning outcomes are posted in classrooms: these are clearly reflected in course outlines, materials and assessments, along with the CEFR.</p> <p>Students also feel the communicative teaching approach meets their needs. They can practise the macro-skills of listening, reading, writing and speaking, both inside the classroom and in the wider community.</p>

	<p>Regular formal assessment ensures valid measures of achievement, with regular reporting of progress to the learners. Students highly value the feedback they receive and feel that it supports their learning. Formative assessment ensures learners' needs are met through ongoing updates to teaching delivery.</p> <p>There is regular-self assessment and review of programmes which has resulted in refinement of placement tests, updated materials (General English), and restructuring of IELTS courses to better meet learner needs.</p> <p>Fit-for-purpose post-assessment internal moderation processes are in place for General English and IELTS programmes. Overall, good levels of consistency have been achieved across raters (markers) through blind marking and group moderation at each level, and a focus around moderation and rater training in professional development activities. Examples of improvements made include one staff member who needed to apply assessment criteria more rigorously, and the modification of assessment rubrics for General English.</p> <p>Prior to the pandemic, WWSE collaborated with an external moderation partner, and reviving this relationship would further strengthen assessment practice.</p>
<p>Conclusion:</p>	<p>Ongoing reflective practice across WWSE ensures that programmes and activities meet students' needs. Professional development of teachers is strengthening assessment and moderation practice. Membership of English New Zealand contributes to and strengthens the quality of educational provision.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>There was strong evidence from the English New Zealand audit of a learner-centred approach to student support. Academic and support staff work closely together to meet students' needs; students expressed a high level of satisfaction with WWSE support services and reported feeling cared for and safe.</p> <p>Pre-departure information and orientation are thorough and detailed. All students have a dedicated counsellor from their language background, and there are regular touch points around pastoral care and wellbeing. A very effective independent study programme provides ongoing academic support and tracking of study goals. The English New Zealand audit commended the 'Learning Passport' (a tool for providing and tracking academic support) and learners referred to it as a useful document.</p> <p>Educational and pastoral provision is culturally responsive and respectful of diversity. Examples include addressing cultural festivals in the curriculum and provision of halal food in the student café.</p> <p>Students are regularly consulted about their classes, teachers, support and school facilities, and there were numerous examples of improvements/changes made in response. Examples of such changes include purchase of additional microwaves and provision of fans to cool classrooms. Closing the loop by reporting these changes back to learners would strengthen self-assessment.</p> <p>Priority learners (e.g. those with mental health needs or disabilities) are identified and appropriate support provided.</p> <p>All staff have been involved in professional development around the Code of Practice³ (the Code), both internally and through NZQA workshops and webinars, which were</p>

³ The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

	seen as useful. Student support staff were more aware of the detail of the Code, whereas teaching staff, while aware, were less knowledgeable. WWSE may wish to consider involving academic staff in the self-review against Code outcomes, as they impact on their responsibilities.
Conclusion:	Academic and student services teams work closely together and share responsibility for providing highly effective student guidance and support. WWSE responds thoughtfully to student feedback and has very effective processes for review and improvement of its approaches to supporting learners.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>WWSE has ensured high quality provision of its services through a challenging time of rapid regrowth and a change of ownership. Student numbers grew from 26 in May 2022 to 390 at the time of this EER (November 2023). The school used the downtime during the pandemic to review processes, upgrade facilities and curriculum and was therefore well prepared for this growth. One important change made during this time was the creation of new senior academic positions to form a team to oversee academic management.</p> <p>Governance is provided through a group which includes the managing director, manager quality assurance, finance manager and the shareholders. The advisory committee for Crown Institute of Studies has also been consulted over changes at WWSE. Clear strategic direction is provided through monthly shareholder/director and senior management team meetings. Examples of intentional leadership were capping growth at 460 students, opening a second campus and effective planning through weekly analysis of forward bookings, enabling strategic and sustainable investment in resources.</p> <p>The English New Zealand audit provided evidence of effective staff recruitment and professional development. All new staff met the English New Zealand standards for required qualifications and experience, and a thorough</p>

	<p>induction process is in place. This is augmented by a coherent professional development programme, with regular workshops, observations and opportunities to participate in external development activities.</p> <p>The school meets English New Zealand requirements for self-audits against the standards, and has a five-year self-assessment calendar which covers regular review of curriculum, assessments and support services. Improvements have been made in assessments, moderation and teaching materials as a result.</p> <p>The WWSE mission, values and strategy were well understood and articulated by staff. Staff are regularly consulted on both strategy and operations, and there was evidence of the school responding to staff suggestions.</p> <p>Staff feel valued, citing excellent support from managers and between the student support and academic teams. Many chose to return to WWSE post-pandemic, and comments included 'the best school I've worked in', and 'the healthiest environment I've worked in'.</p> <p>Recent investment in IT infrastructure has enabled more joined-up use of data. The engagement of an outside IT contractor has provided a strategic and sustainable framework for future developments. Innovations made as a result include the introduction of a new student management system, accessible through the teacher portal, and subscriptions for all staff to Microsoft 365. This has improved organisational communication through the use of Teams.</p> <p>WWSE has achieved highly effective, ongoing improvements through the five-year self-assessment calendar which addresses all aspects of operations. Progress and review of self-assessment activity is reported through the monthly management team meetings and at annual programme review. The English New Zealand audit commended the school's self-assessment review system, which involves all staff in ongoing self-assessment.</p>
<p>Conclusion:</p>	<p>The WWSE mission, values and strategy are clearly articulated and communicated across the organisation. Continual planning and reflection ensure business sustainability while maintaining academic quality and</p>

	student support services, thereby fully meeting the needs of stakeholders.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The managing director holds overall responsibility for compliance.</p> <p>Evidence from the English New Zealand audit provided assurance around compliance with employment responsibilities (through an external employment agency). Other compliance requirements mentioned in the audit included monitoring student attendance, school premises, complaints and disputes resolution, provision of accommodation (outsourced to a homestay company), health and safety, and copyright.</p> <p>A health and safety logbook is maintained on both campuses. The audit also commented favourably on the ethical provision of enrolment information and policies to students.</p> <p>All agreements with external providers were sighted.</p> <p>WWSE was fully compliant with NZQA requirements at the time of this EER.</p> <p>There is a risk management policy and framework; the risk management log noted issues such as lift failure, ergonomic seating, privacy and security.</p> <p>The Code self-assessment was completed, and a clear action plan developed. A summary is posted on the school website.</p> <p>Procedures for oversight of agents and accommodation providers (as required in the Code) were in place and confirmed by two external stakeholders (an agent and a homestay provider). Both reported very high levels of satisfaction around working with WWSE.</p> <p>Compliance with visas, insurance, etc is monitored by student counsellors, supported by weekly compliance</p>

	<p>reports. A random check of student files on the day of the EER showed all compliance requirements were met.</p> <p>The five-year self-assessment calendar includes all compliance requirements and deadlines.</p>
<p>Conclusion:</p>	<p>WWSE staff have clear lines of responsibility and are proactive and effective in managing compliance requirements. There is regular review and consistent implementation of compliance tasks.</p>

Focus areas

2.1 General English

Performance:	Excellent
Self-assessment:	Excellent

2.2 International English Language Testing System programmes

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 Worldwide School Limited:

- Consider organisation-wide analysis of progression/achievement data against factors such as language background, teacher, etc, to strategically highlight areas for intervention and ongoing improvement.
- Consider reviving a reciprocal external moderation partnership.
- Consider reporting back to learners any changes made as a result of learner suggestions.
- Consider involving academic staff in the self-review against Code outcomes, as these impact on their responsibilities.

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 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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