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# External Evaluation and Review Report

Education & Training Consultants  
New Zealand Limited trading as  
English Teaching College

Date of report: 7 July 2022

# About English Teaching College

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*English Teaching College (ETC) delivers English language programmes (up to level 4 on the New Zealand Qualifications Framework) at three campuses to meet the needs of a wide range of domestic students (mainly migrants and former refugees) and international students.*

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Type of organisation:	Private training establishment (PTE)
Location:	140-142 The Square, Palmerston North
Code of Practice signatory:	Yes
Number of students:	Domestic: in 2021, 342 (170 EFTS <sup>1</sup> ), including nine Pasifika students International: in 2021, 39 (4.5 EFTS) <sup>2</sup>
Number of staff:	28 full-time equivalents
TEO profile:	See <a href="#">English Teaching College</a> on NZQA website
Last EER outcome:	In 2018, NZQA was Confident in ETC's educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>• International student support and wellbeing</li><li>• New Zealand Certificate in English Language (General) (Level 3); New Zealand Certificate in English Language (Applied) (Level 3) – NZQA-approved programmes (NZCEL)</li><li>• Intensive Literacy and Numeracy – English for Speakers of Other Languages (ILN-ESOL)</li></ul>
MoE number:	9290
NZQA reference:	C50868
Dates of EER visit:	10-12 May 2022

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<sup>1</sup> Equivalent full-time students

<sup>2</sup> Domestic and international student numbers have declined since 2019, due to the global Covid-19 pandemic and border closures (in 2021, by 32 per cent and 83 per cent respectively).

# Summary of results

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*ETC provides relevant and contextualised English language programmes and highly effective pastoral care and guidance to meet the needs of students and other stakeholders. Effective leadership and self-assessment practices underpin consistently strong educational achievement and other important outcomes.*

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## **Highly Confident in educational performance**

- ETC has maintained high-quality educational performance during a period of significant change, including the global pandemic and border closures, and organisational restructuring.
- Students are improving their English language skills and gaining other valued outcomes – which are demonstrably supporting their settlement in New Zealand – and progression to further study, community engagement and employment.

## **Highly Confident in capability in self-assessment**

- ETC provides individualised pastoral care and guidance for students with varied personal circumstances and educational backgrounds. ETC works closely with referring and support agencies and community groups to support students to achieve their study goals and enhance their wellbeing.
- Academic management is strong, and related processes and documentation are effective in maintaining academic standards and integrity across the three delivery sites.
- ETC has effective leadership and is a sustainable and resilient organisation. A new framework for planning and decision-making, introduced in 2021, is well aligned with organisational culture and is increasingly guiding communication practices and decision-making.
- Self-assessment is well embedded at all levels of the organisation. Analytic capability has strengthened over recent years. Systematic gathering and analysis of information informs planning and improvements.

# Key evaluation question findings<sup>3</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Student achievement is very strong across all programmes and learner groups (refer Appendix 1). Covid-19 lockdowns and various programme changes over 2018-21 have contributed to a modest downturn in achievement rates; however, overall performance continues to compare well with the wider sector and the requirements of the Tertiary Education Commission (TEC) across all funds.</p> <p>Students in the NZCEL programme (which uses unit standards for assessing language competency) are consistently achieving very good rates of course and qualification completion (refer Table 1, Appendix 1). ETC has detailed analysis and credible explanations for any minor variations in performance, including across programme levels, campuses and for priority cohorts.</p> <p>Strong achievement in language and numeracy in the ILN programmes is evidenced through measurement of gains using the literacy and numeracy assessment tool for adults (refer Table 2, Appendix 1). ETC also monitors module completion rates. Although curriculum changes in 2019 complicate the identification of trends in achievement over the period, 84 per cent of students made measurable progress over 2018-20 after 300 hours of study. Despite Covid disruptions, 67 per cent showed measurable progress in the latter parts of 2020 and 2021. These are creditable results for these students.</p> <p>As well as unit standard and module completion, students are improving their English language communication skills for everyday living. This is comprehensively evidenced in individual student records and analysis of student feedback. 'Next tutor' feedback is also systematically reviewed to confirm that students are achieving the expected rates of progress and skills.</p>

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

Conclusion:	Students are achieving very well at ETC. Monitoring and analysis of achievement to identify trends and opportunities for improvement is occurring at all levels of the organisation.
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## 1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students' goals and aspirations are diverse, depending on their backgrounds and circumstances. In addition to useful language skills, students are gaining certificates of learning and/or unit standards and qualifications. These provide enhanced access to educational and employment opportunities. Increased confidence and knowledge about the New Zealand way of life supports the students' settlement and integration into New Zealand society. These valued outcomes are attested to by graduates, referral and support agencies, community groups and research, and are well evidenced by systematic data gathering and analysis.</p> <p>Most ETC graduates progress to further study, either at ETC or other training (72 per cent in 2020). Some graduates gain employment (12 per cent in 2020).</p> <p>ETC has developed a strong reputation for understanding the needs of key stakeholders and delivering relevant, tailored programmes and support services. ETC has longstanding relationships with referring agencies, employers and community groups which are maintained through regular engagement at each campus. Options for convening a community stakeholder group to further inform the organisation's direction are currently under consideration.</p>
Conclusion:	ETC has formal processes for gathering and analysing stakeholder feedback and graduate outcomes as a basis for reflection and improvement. Graduates are achieving their goals, including pathways to further study and employment.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>ETC programmes are designed and contextualised to meet stakeholder and student needs, including those with very little formal education. ETC has comprehensive experience and knowledge of the needs and aspirations of refugees and migrants, arising from long-term delivery to these cohorts.</p> <p>Programmes are well structured, aligned to the CEFR<sup>4</sup>, and provide for effective staircasing between levels and programmes. Programmes are delivered by experienced and qualified teachers, using high quality teaching and learning resources (including New Zealand-based curriculum), which are shared across campuses and subject to regular review.</p> <p>Oversight by academic managers and ongoing professional development activities assure the consistency and robustness of teaching, assessment and moderation practices. ETC has met the requirements of NZQA external moderation and consistency processes throughout the period for the NZCEL programme.</p> <p>ETC moved to online delivery during the Covid-19 lockdowns. Although some assessments were deferred, overall, ETC maintained structured delivery and high rates of student engagement (85 per cent). Some online components have been retained, reflecting increased digital capability among staff, and student preferences.</p> <p>As a result of lower enrolment numbers, mixed levels are present within some classrooms. During this evaluation, all interviewees were able to describe the appropriate approaches being taken to meet the needs of all students.</p> <p>ETC is responsive to community needs in programme design and delivery and is considering options to meet the needs of learners who are unable to attend weekday classes.</p>
Conclusion:	ETC regularly engages with students and other key stakeholders to ensure programmes continue to match their needs. Academic integrity and consistency across campuses has been

<sup>4</sup> Common European Framework of Reference for Languages

	strengthened by effective management and improved systems for monitoring and reflection.
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#### 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The provision of care is a key part of ETC’s core purpose<sup>5</sup>, and a collective responsibility of all staff. ETC provides highly effective, integrated pastoral support and academic guidance for students, who have a variety of backgrounds, personal circumstances and (sometimes) complex needs. High levels of stakeholder and student satisfaction and strong learner outcomes confirm the overall effectiveness of ETC’s approach.</p> <p>Class placement and an individual learning plan are established at enrolment and regularly reviewed. Students have opportunities to practise all language skills and get feedback before taking formal assessments. ETC has appropriate systems for monitoring attendance and tracking students’ progress against their study goals and, separately, for recording pastoral interventions and outcomes. Additional support was provided during the Covid lockdowns, including digital devices as required and regular wellbeing calls.</p> <p>Students benefit from a friendly, student-centred learning environment with small classes which create opportunities for cross-cultural learning and friendships. A variety of survey systems have been used over the period to gather student feedback. More recently, other approaches have been adopted, including focus groups, suggestion boxes and a recently introduced student council (based on a class representative system).</p> <p>ETC works closely with key agencies to ensure students receive additional specialist support, as required. ETC recently reviewed its response to several critical incidents, and subsequently convened a staff professional development day.</p>

<sup>5</sup> Refer ETC Model, Core Purpose: *Helping Create Better Lives through Language, Learning and Care.*

Conclusion:	ETC provides highly effective guidance and support to students with a variety of complex needs. Students are motivated and engaged with their learning; their feedback is sought regularly and acted on.
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### 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>ETC is a sustainable and resilient organisation. Strong educational performance has been maintained during significant organisational change and the challenges posed by the Covid-19 pandemic and related border closures.</p> <p>New governance and leadership structures are proving effective. These include an advisory group, providing the owner-director with expert advice and a sounding board, and new executive and academic management teams. An operating and outcomes model, and associated principles, underpin a coherent management approach. Open and inclusive communication practices are contributing to the embedding of this new framework and staff engagement with change and improvement processes.</p> <p>Oversight of performance across all campuses and academic activities is effective, providing assurance of academic integrity and consistency. Teachers are collegial and well supported in their teaching practice and professional development.</p> <p>ETC has long-established relationships and credibility with key stakeholders and communities. Regular engagement ensures ETC responds effectively to change and continues to meet the needs of its target communities. ETC is currently preparing to re-enter the international market.</p> <p>Self-assessment is comprehensive and effective. Systematic and purposeful use of data and information informs decision-making and improvements. Staff at all levels and all sites are regularly engaged in reflection and improvement activities.</p>
Conclusion:	ETC is a resilient organisation with a sustainable operating and outcomes model which is closely aligned to its educational purpose. ETC has effective systems and processes for capturing

	and analysing information which is used to guide and inform performance.
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## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>ETC has effective compliance management processes including:</p> <ul style="list-style-type: none"> <li>• Academic monitoring of programme delivery, and robust assessment and moderation processes, ensure consistency with NZQA Rules and programme approvals. ETC meets expectations for standards usage and credit reporting.</li> <li>• Regular reviews of the quality management system (which is available to all staff online) provide opportunities to confirm that day-to-day practices are compliant.</li> <li>• Effective record keeping and reporting practices are compliant with the requirements of the Tertiary Education Commission for the funds allocated (confirmed by a 2021 audit).</li> <li>• Reviews and attestations are completed as required against pastoral codes for domestic and international students.<sup>6</sup></li> <li>• ETC has commissioned an external review against the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 and meets NZQA expectations for analysis, planning and updating of practices in response to this Code.</li> <li>• Systems are in place to maintain compliance with other key legislation, including the Health and Safety at Work Act 2015.</li> </ul>
Conclusion:	ETC is effectively managing key areas of compliance. No concerns were identified during this evaluation.

<sup>6</sup> The Education (Pastoral Care of Domestic Tertiary Student) Interim Code of Practice 2019; The Education (Pastoral Care of International Students) Code of Practice 2016

# 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:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>ETC has historically offered NZQA-approved training schemes to international students, including English for Academic Study and English and Demi-Pair training schemes. Students have been successfully completing a high proportion of courses, typically over a three-month enrolment (refer Table 3, Appendix 1).</p> <p>Appropriate support mechanisms are in place for the few international students who are currently enrolled and are integrated into the ILN and NZCEL classes. During this evaluation, students interviewed confirmed their satisfaction with the information and support provided to them.</p> <p>ETC suspended the enrolment of international students under 18 years of age following an internal review of compliance and pastoral care requirements in 2019. No concerns were identified in a sampling of international student files during this evaluation.</p> <p>Systems and processes for international student recruitment, enrolment and pastoral care are currently being reviewed and refined prior to re-engaging with international markets.</p>
Conclusion:	International students have generally received appropriate care and support and enjoyed a positive learning experience. ETC is proactive in reviewing performance and identifying improvements to address identified weaknesses.

## 2.2 Focus area: New Zealand Certificate in English Language (General) (Level 3); New Zealand Certificate in English Language (Applied) (Level 3)

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

## 2.3 Focus area: Intensive Literacy and Numeracy – English for Speakers for Other Languages (ILN-ESOL)

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

# Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

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

# Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

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

# Appendix 1

**Table 1. New Zealand Certificate in English Language Educational Performance Indicator (EPI) completions (%) 2018-21**

Data	Year	Course completions (%)			Qualification completions (%)		
		ETC	PTE average NZQF 1-4	EPIC	ETC	PTE average NZQF 1-4	EPIC
	2018	89	79	80	83	69	70-72
	2019	86	78	75	78	68	70-73
	2020	82	78	76	74	71	NA
Provisional	2021	81	TBA	77	74	TBA	NA

Source: Ngā Kete, provided by ETC

**Table 2. Literacy and numeracy gains against the LNAAT<sup>7</sup> tool for students enrolled in ILN programmes 2020-21**

(% of total students)	Gain (%)		Significant gain % (more than 50)	
	2020	2021	2020	2021
Palmerston North	51%	56%	21%	21%
Wellington	61%	58%	31%	25%
Lower Hutt	57%	55%	26%	26%
Overall	56%	56%	26%	24%

Source: provided by ETC

**Table 3. Training scheme course completion by international students (%) (courses completed as a percentage of total courses enrolled) 2018-21**

Year	Course completion (%) (course completion/total courses)
2018	78 (568/724)
2019	79 (567/715)
2020	85 (368/435)
2021	70 (76/108)

Source: ETC achievement data

<sup>7</sup> <https://ako.ac.nz/knowledge-centre/>

# Appendix 2

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>8</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>8</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, 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 including TITOs 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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.*

*In addition, the Private Training Establishment Registration Rules 2021 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, 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 2021. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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