

Report of External Evaluation and Review

Nelson English Centre Ltd

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 20 March 2013

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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. Nelson English Centre Ltd in context

Name of TEO:	Nelson English Centre Ltd (NEC)
Type:	Private training establishment (PTE)
Location:	189 Hardy Street, Nelson
Delivery sites:	189 and 204 Hardy Street, Nelson
First registered:	1 December 1995
Courses currently delivered	<ul style="list-style-type: none">• General English• Cambridge First Certificate in English (FCE)• Cambridge Advanced Certificate in English (CAE)• International English Language Testing Systems (IELTS)
Code of Practice signatory?	Yes
	Approved for students aged 11 years and upwards.
Number of students:	Domestic: nil
	International: numbers average 62-88 equivalent full-time students. At the time of the external evaluation and review (EER), 92 students were attending morning classes and 84 were attending afternoon classes.
Number of staff:	13 full-time equivalents and two part-time at the

time of the EER.

Scope of active accreditation:

General English

Distinctive characteristics:

All students are international. At the time of the EER student nationalities included Swiss-German and Swiss-French, Japanese, Korean, Taiwanese, Saudi Arabian, German, Czech Republic, Dutch, French, New Caledonian, and Thai. NEC encourages this diversity of student body; the opportunity to meet and study with people from other nationalities is one of the features that attracts international students.

Most students are in their early twenties and are on tourist or working holiday visas.

NEC is a full member of English New Zealand, is an approved Saudi Arabian Cultural Mission English language provider, and is an associate member of International Association of Language Centres (IALC).

Recent significant changes:

Two academic coordinators have been recruited to the role of director of studies. This works well as both continue to have part-time teaching roles.

Previous quality assurance history:

At NEC's most recent English New Zealand audit, in 2011, the TEO was found to be to standard in all areas except that of including attendance figures on one or both of the two leaving certificates. This matter has since been addressed. The English New Zealand audit concluded that NEC was a well-organised school and that the students and staff enjoyed school life. The audit further concluded that there was a wealth of experience among the teachers, and the academic coordinators were eager to improve the systems and procedures in place.

At NEC's most recent IALC audit, in 2011, the TEO was found to meet the audit standard of IALC, and the conclusion of the audit was that NEC should retain its IALC membership.

NEC was previously quality assured by NZQA in 2008, and met all but one requirement of the standard in force at the time. The requirement not

met related to governance and management. NEC did not provide evidence that it was using acceptable financial practices, and therefore the financial position of the organisation could not be determined. Evidence was subsequently provided that NEC was using acceptable financial practices.

2. Scope of external evaluation and review

The scope of the EER of NEC included the following focus areas:

- General English. This is the main programme that students enrol in. NEC also offers preparation classes for Cambridge FCE, CAE, and IELTS, and these classes were reviewed within the governance, management, and strategy focus area.
- Governance, management, and strategy. This is a mandatory focus area for all PTE EERs and is included for Cambridge FCE, CAE, and IELTS.
- International students. As all students are international students, NEC and NZQA agreed to cover this area within key evaluation question five, *How well are learners guided and supported?* and not as a separate focus area.

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.

Two NZQA evaluators conducted the EER at the organisation's Nelson head office and delivery site over two days. The evaluators met and interviewed the owner and marketing director, both academic coordinators, the administration and activities manager, homestay manager, registrar, teachers, and students.

Documents and information sighted included: self-assessment information including the annual winter review ; English New Zealand 2011 audit report, IALC 2011 audit report; student information and resources; evaluations and student and staff survey feedback and analysis, social media feedback, achievement data and analysis; General English syllabus overview, morning and afternoon class outcomes; teaching and assessment materials; placement tests, the aligned Common European Framework of Reference for Languages descriptors and NEC specific objectives, progress and attendance reports, and the NEC website.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Nelson English Centre Ltd.**

NEC identifies and meets the most important needs of its students. Students enrol for varying lengths of time but all want to develop their English language skills and enjoy themselves while meeting new friends and encountering new experiences. This occurs because staff are committed to fulfilling NEC's mission statement of students 'having the time of their lives, efficiently improving their English and extending their horizons'. The very positive student surveys rate NEC consistently in the 90-plus percentile for teaching, facilities, administration, activities, and homestay experiences, attesting to the general success of the centre's efforts to provide a positive student experience.

Students self-assess their achievements and attest to their progress in language ability and other achievements through the 'My English' questionnaire (students rate their English learning improvement in general, with friends, with staff, with their homestay family, reading newspapers, and watching television) and tri-annual survey and exit questionnaires. Students endorsed these findings during interviews with the evaluation team.

Some students interviewed by the evaluation team spoke of how they had no or little English on entry. They acknowledged that their subsequent learning progress, a result of classroom teaching reinforced by the social activities for practising usage, gave them confidence to use the language. This feedback includes those students who have returned to NEC for further study, which indicates satisfaction with previous experiences and progress. Student satisfaction is such that they have informed others of these positive experiences, encouraging new enrolments.

Students and staff report increased student confidence in using English to interact across cultures, both in and outside the classroom and through the many planned activities offered outside of NEC.

Staff use a number of indicators to gauge and recognise progress in language ability, including classroom interaction and observation, classroom tests and naturally occurring evidence, learner diaries, observations in the 'English-only student zone', and the students' use of English language in planned activities external to NEC, i.e. 'Thursday pub night', Friday lunch, salsa and tango dance nights plus regional weekend activities. Staff participation in these external activities, and acknowledgement when students are observed speaking English outside the centre, further encourages student participation.

NEC also uses a number of formal tests to gauge performance. The Cambridge FCE and CAE test results show NEC has consistently exceeded targets nationally and internationally for the last three years.

Informal homestay feedback relating to the use of English at home provided staff with additional opportunities to positively acknowledge English language usage outside of NEC.

NEC has its own approach to measuring learning, informed by its own research¹ and observations. Staff gather information from a range of sources as the weeks progress. This collation of qualitative and quantitative data from teacher observations, naturally occurring evidence and test results, student self-assessment results, formal and informal evaluations and surveys informs student progress and leaving reports. This rich information affirms for NEC that it is meeting the most important needs of its students, thereby fulfilling its mission statement.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Nelson English Centre Ltd.**

NEC has implemented a culture of reflective practice. It is responsive to feedback and reflective of actions taken to address the feedback. NEC uses both formal and informal self-assessment activities to evaluate its performance. Informally and on a daily basis, administrative staff respond very quickly to any student questions or issues that might arise, and deal with these immediately. Students are encouraged to question, providing opportunities to engage and develop communicative competence. Similarly, teaching staff are responsive and provide feedback to students on learning progress or any other matters that might affect the student's experience at NEC.

More formally, the management team meets weekly, as do staff to reflect on the week and to plan ahead. The annual winter review involves all staff and reflects on the longer term against key performance indicators. This formal review against all aspects of NEC operations provides opportunities for all staff to reflect on practice, and also provides collated data for analysis and deduction. This informs NEC how well it and its students are performing longer term, and the areas for further ongoing discussion.

These review methods have been successful in identifying changes that positively affect student achievement and which inform NEC of the effectiveness of its reflective practices. Examples include introducing a starter programme – usually

¹ Research commissioned by IELTS and carried out on students enrolled in 10-week intensive English for academic purpose courses at Auckland University and Auckland University of Technology.

lasting up to four weeks – for a particular nationality group to bring them up to elementary level and able to engage effectively with peers and the class level once reintegrated. This need was informed by teaching staff and student feedback. Action included employing two additional staff for this starter group. NEC feels the benefits to the students and their peers far outweigh the cost of provision to the organisation. This has now become standard practice at NEC.

Another example of NEC's responsiveness to feedback involved staff, students, and homestay families. Saudi Arabian students had initially struggled with settling into homestay accommodation, and the homestay families were equally finding it difficult to quickly put these students at ease. NEC decided to translate all required information into Arabic for students from Saudi Arabia. This action and close monitoring by the homestay manager has resolved the issue, resulting in happier students and homestay hosts. As NEC is focused on the holistic experience of the student, minimising this potential barrier to learning enables these students to fully engage in their learning.

Responding to advice from the IALC 2011 audit, NEC's self-assessment focuses on 'how can we do this better', and so it is continually considering how it can improve practice. Professional development workshops, use of information technology, and reviewed delivery and assessment strategies are examples of NEC's efforts to improve delivery. Staff continue to review the quality and usefulness of the data it uses to inform self-assessment. The exit questionnaire was reviewed to encourage increased student participation. The questionnaire is currently being reviewed again to ensure the questions remain relevant, not only for providing NEC with affirmation of current practice, but also for ideas about what could be done differently and better, and what improvements could result for the small number of students who are not rating NEC an 'excellent' experience.

Self-assessment at NEC is reflective, ongoing, and continuous. It involves all staff and informs all aspects of NEC's operations.

Findings²

1.1 How well do learners achieve?

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**.

NEC students achieve well in the learning environment that NEC has created. This environment is maintained through the provision of a range of programmes to promote learning in the classrooms, reinforced and consolidated by planned activities outside the classroom. In addition to developing their English language skills, students attest to raised confidence in interacting with students from other countries and members of the community while accessing the many planned practical activities. These are real achievements for the students who want to raise their communicative competence. It also allows them to more confidently use English when they return home or continue their travels.

Staff monitor student progress from day one. As each student has different morning and afternoon teachers, both teachers meet daily to exchange notes and to provide input into the weekly discussions with the academic coordinators that follow student self-assessment, teacher observations, and tests and decision-making to decide promotion to higher levels.

NEC promotes skills and communication activities in the afternoon classes, reinforcing and consolidating the morning lessons. Some students have commented that the afternoon programme is not structured or serious enough for them. NEC has responded by creating an afternoon IELTS class for these students, meeting their needs while still providing the scheduled afternoon programme to the other students who enjoy the communication activities.

As shown in Table 1, Cambridge FCE and CAE students fare very well, with NEC exceeding targets nationally and internationally for the last three years. The results and the proximity to the Cambridge exam test site at Nelson Marlborough Institute of Technology add to the advantages of taking these courses at NEC.

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

Table 1. NEC pass rates for Cambridge FCE and CAE, compared internationally and nationally, 2010-2012			
FCE	2012	2011	2010
NEC pass rate	75%	89.74%	82.05%
International average	73.34%	73.3%	73.4%
NZ average	73.52%	76%	69.8%
CAE	2012	2011	2010
NEC pass rate	80.95%	80.77%	86.96%
International average	73.94%	72.3%	76.4%
NZ average	76.32%	78.4%	73.2%

The IELTS results are more difficult to track as the students sit the exams back home; however, test results on file indicate scores ranging from 5.5-8.5. The student leaving forms and school-wide surveys that note high student satisfaction with the IELTS courses, and the continued enrolments indicate that these students' needs are being met.

NEC draws from a number of sources (initial needs and goals assessment, student self-assessment, individual student results from weekly, monthly, and three-monthly tests, external tests, observations, comments, and the student exit questionnaire) to affirm that teachers are successfully reducing barriers to learning, resulting in positive student progress.

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

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**.

NEC is assured that it is providing valued outcomes to students by successfully implementing its mission statement. Ensuring students have the opportunity to efficiently improve their English while making new friends and engaging in new experiences in a fun environment are the anticipated outcomes. Students attest to the successful achievement of these outcomes informally through discussions with peers and NEC staff and formally through the exit questionnaires and the

satisfaction survey conducted school-wide tri-annually. The survey includes comments on morning and afternoon teachers, administration staff performance, facilities performance, activities performance, and homestay performance. The results are collated and analysed and discussed with all staff to see how improvements can be made. However, management and staff also promote more immediate identification and resolution of issues.

Student feedback on extracurricular activities – which appear ‘curricular’ as they are consistent opportunities to use English outside the classroom – build confidence in using the language, engaging with other students of different nationalities, and interacting with the local community. Activities planned by NEC staff, and some by the students themselves, provide ample opportunities to practise, reinforce, and consolidate the classroom learning. Emails were sighted of cross-cultural friendships and relationships forged at NEC, attesting to the success of the social interaction provided by the activities. Staff participation in the activities encourages and increases student participation.

Students interviewed by the evaluation team attest to NEC meeting its mission statement objectives. Comments such as, ‘learning here is fun’, ‘every day is an action day’, ‘lots of listening and speaking practice’, ‘good mix of nationalities’, ‘encouraged to write a daily diary and learn from mistakes’, attest to students’ appreciation of the likely outcomes of meeting new friends, increasing their language abilities, and participating in new experiences. The evaluation team viewed leaving speeches which endorsed comments from student interviews. Staff videoed these speeches for reflection and feedback.

For those students who have enrolled in IELTS and Cambridge preparation classes, the achievements facilitated by NEC over the last three years consistently exceeded national and international FCE and CAE targets (Table 1). The positive results help these students with further study, employment, or other opportunities.

NEC has worked very hard to ensure the student experience is a very positive one, looking to meet the students’ immediate and most important needs. In common with other English language schools, NEC finds it difficult to track the value of the training for graduates when they return to their own countries. NEC has questioned the value of gathering this graduate information; however, staff are currently investigating the use of social media to seek graduate feedback. NEC’s extensive forays into social media outlets have resulted in over 900 ex-students following the school through these outlets. These ex-students were asked what they were doing with their English and a wide variety of responses were received including noting that it has helped with employment prospects, personal development and interest, travel, and meeting people again, thus meeting student needs and the NEC mission statement objectives. Examples of feedback sighted included comments such as, ‘I did a traineeship in London’, ‘Japanese student whose husband is working in Malaysia required English’, ‘studying Business Administration at university in Canada’. As this development is in the early stages of implementation, staff have still to determine how they can best use this feedback.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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**.

NEC has clear processes in place to identify student well-being and academic needs. Students make a self assessment of their own ability in English prior to arrival and on enrolment, a placement test is undertaken and students grouped accordingly. Student placement is reviewed by an academic coordinator on day one, and an additional interview is held on the first Thursday post-enrolment to review correct placement, progress, and any individual issues. Students can discuss level appropriateness and are informed, guided, and, where appropriate, can negotiate class placement. Needs, goals, and motivations are reviewed constantly by teachers and students to ensure the teaching remains relevant. Some students for their own reasons prefer not to be promoted to a higher-level class. Staff counsel these students but ultimately will defer to their preferences. The very positive feedback from students, informally each day and more formally through the students' self-assessment (My English questionnaire) and the tri-annual surveys, affirms the success of the NEC identification processes in meeting academic needs.

The activities arranged for and by students are planned to meet student social needs and also to reinforce the classroom learning. Students speaking English interact cross-culturally with their peers, their teachers, and members of the community. This builds student confidence and competence in communications. Teachers' observations of students in this social context provide additional information to inform teaching. Teachers also acknowledge and celebrate the use of English outside the classroom context, which further encourages usage.

Staff use many avenues to seek feedback from the students. Examples of responsiveness to this feedback are the changes to the afternoon programme to meet the needs of those students who enjoy the communicative, activity-based syllabus, and creating an IELTS class for those students who prefer a particular 'serious study' afternoon programme. The majority of students are not on student study visas, and so are not bound by immigration attendance regulations. However, they say they want to attend the afternoon classes, indicating that NEC is meeting their needs.

The success rates of Cambridge exam preparation classes show that NEC is providing the right content/teaching, therefore meeting this particular student group need.

Homework is provided to encourage self-directed learning and reinforce classroom teaching. Students noted their appreciation of the supplementary learning opportunities provided. This has led to students requesting additional language exercises to work through. Staff encourage this individual motivation by ensuring

all such work is marked and feedback provided, additionally appreciated by the students.

The robust processes that NEC has implemented provide assurance that academic and social needs will continue to be identified and responded to. The attention of staff to providing a memorable student experience, beginning with pre-enrolment and continuing throughout the teaching programmes, ensures that the varied programmes and extracurricular activities are continually reflected on to ensure they continue to meet students' varied needs.

1.4 How effective is the teaching?

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**.

NEC prides itself on selecting, supporting, and retaining effective teachers who will enable students to achieve their social and academic goals. In addition to recruiting highly qualified staff, four staff, including the director, have a Diploma in English Language Teaching to Adults (DELTA), and the two academic coordinators are completing the Trinity College Dip TESOL qualification. NEC equally selects staff who support the organisation's values and mission to better assure a positive student experience. Students' positive feedback on the effectiveness of the staff in all aspects of delivery supports this rationale.

Morning and afternoon syllabi and outcomes are clearly documented and implemented. Morning programmes generally follow a textbook approach, teaching grammar and language skills, and the afternoon programme is topic/skills-based, reinforcing communication skills and activities. The outcomes and expected achievement results are aligned to the Common European Framework and NEC descriptors, which are then reported against in 12-weekly tests and the leaving report. The addition of an IELTS class in the afternoon, based on student feedback, has been mentioned. Cambridge and IELTS classes have their own course books.

NEC's reflective culture 'on' and 'in' practice ensures staff are responsive to student needs. A collaborative environment is promoted, encouraging staff to exchange ideas and to discuss any issues that may impact their teaching or the students' learning. A no-blame culture encourages teachers to be innovative and try new teaching strategies, encouraging creativity in the classroom. An example of innovation is the response to student and staff feedback suggesting integrating new technology and social media into teaching and learning, including resource blogs for IELTS/Cambridge classes, sample lessons, and accessing and using websites. Governance has supported this development by providing resource equipment, additional budget provision, and professional development opportunities to workshop how to fully utilise these tools. Smart phones have been provided to the

academic coordinators to video classroom activity and leaving speeches for feedback and reflection.

In the past, management has observed teachers in the classroom, but a strengthened peer review programme – still based on observations – has become more structured and planned. General English teachers observe each other, observe and are observed by IELTS and Cambridge teachers, and observe and are observed by the academic coordinators. This opportunity for further reflection and improvement has been led by the academic coordinators and has been welcomed as teachers will be able to teach in all the NEC programmes. The academic coordinators are currently completing their Dip TESOL qualification and are sharing their learning from this course with all staff through a professional development plan. Workshops based on teacher need and extension and also informed by peer observations utilise the expertise of the principal, academic coordinators, and other staff members. This is a further example of the collaborative approach of all staff to the self-assessment question, 'How can we do this better?'

Each staff position has a clear back-up staff member which aids succession planning and supports ongoing stability of planning, administration, and teaching, and minimises disruption to classes.

As previously mentioned, students are placed, assessed, and re-assessed using a variety of mechanisms. Formal tests affirm observations through four-weekly tests based on the classroom textbook and the Common European Framework and general NEC descriptors. 12 weekly progress reports are issued to the students which are compiled from written comments from teachers and the Academic Coordinators based on a set framework. This framework covers language development skills, confidence and effectiveness in using English, participation in classroom activities and writing and includes information from the four weekly tests. Self-assessment and resulting changes in 2010 included reviewing academic goals, changes to the curriculum, placement tests, and the aligning of the Common European Framework and NEC descriptors. These processes have been refined and fully implemented.

NEC staff provide effective teaching as they seek to understand the most important student needs and work collaboratively to meet them.

1.5 How well are learners guided and supported?

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**.

NEC ensures that its students are very well guided and supported. This begins with an informative website followed by comprehensive information provided to assist the students to make informed choices. NEC's open-door policy encourages students to approach any staff member to seek additional information or to respond

to queries. Staff respond immediately if there is an issue. This ensures that students' concerns are responded to quickly and resolutions sought.

NEC acknowledges that first impressions count (arrival and pick-up, homestay, a personal student welcome on day one) and makes these a priority. Students interviewed by the evaluation team commented that they felt welcomed and reassured that they were in the right place.

First language interpreters are available to advise the students, and NEC is also cognisant of cultural mores and applies relevant practices where appropriate, for example seeking advice from the most senior male Korean student for Korean students. Likewise, a Saudi Arabian graduate is available to advise staff and students. Staff will refer students to external expertise and support in a sensitive manner, with appropriate additional support if required. An example was provided of how NEC staff worked collaboratively with a student's parent and medical counsel to support the student who was suffering from mental health problems.

Homestays are carefully matched to meet student needs. The homestay manager uses pre-enrolment information to match homestay families to students' requirements and keeps in close contact with the student and homestay host. If a student is unhappy, another homestay arrangement will be made. This is usually because the student or agent has provided incorrect information on their homestay preferences. Examples were provided of long-term friendships between students and homestay hosts, with students returning post-course to visit and stay with their homestay hosts.

Students can access, at no cost, the internet, including social media contact from outside the classroom in the weekends. This enables students to keep in touch with friends and family.

NEC staff are mindful of how students' positive experiences assure better motivation, and that their needs and goals are being met. The holistic attentiveness to providing a 'happening' school where students meet new friends, efficiently improve their English, and extend their horizons in and away from the classroom is endorsed by informal comments and formally through student surveys.

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

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**.

NEC governance and management is effective in supporting educational achievement by meeting the objectives of its mission statement. NEC has put in place a number of strategies to enable implementation and achievement of these objectives. These include attention to the physical surroundings and supporting

resources, i.e. a teaching environment conducive to learning, well-qualified staff who clearly support the mission statement, and a clear course curriculum and resources to support learning and teaching practice. These strategies are underpinned by robust policies and processes which have been reviewed and refined over time.

NEC provides a range of programmes to meet students' needs and goals, reinforced by a host of activities – both NEC and student-driven. This collective approach promotes language skill development and communicative competence in different social settings.

Governance and management has been innovative in responding to student and staff feedback to implement new technology to support teaching and learning. Professional development workshops have boosted the use of technology in the classroom, and management forecasts that two-thirds of staff – currently 40 per cent – will be fully utilising this technology by mid-2013. Governance commissioned an architecturally designed student zone area within its teaching site to promote a designated English language-only area for social interaction, further encouraging the use of English outside the classroom.

The owner and director of NEC is DELTA-qualified and keeps abreast of sector needs through engagement with relevant peak bodies. He has access to business advisors and utilises his networks with English New Zealand and IALC colleagues to discuss and debate matters pertaining to the English language school sector. He meets weekly with, and is supported by, a strong administration and academic team. The two academic coordinators are the academic face of the school, linking governance and the teaching team. The shared role enables each academic coordinator to have a teaching role also, experiencing the daily teaching challenges, an aspect of the role appreciated by the other teachers. The academic coordinators operate an open-door policy to students and staff and attempt to provide prompt advice and to resolve any issues quickly. Staff and students commented positively on advantages of the open-door policy. This supports the very good and clear communication systems and reflective practice – daily in the staffroom and student zones, and weekly at staff and management meetings. More formally, staff review all NEC operations annually.

Staff feel valued and are encouraged to be creative through a no-blame culture, and are kept abreast of teaching developments in the sector through a professional development plan. It is clear that staff share NEC objectives as they discuss and share ideas collaboratively to better inform their teaching, are responsive to student needs, and participate in the additional external activities organised by both NEC and the students.

NEC operates a teaching environment of well-organised programmes, taught by enthusiastic staff who are very responsive to student needs. NEC has well-maintained, accessible records with an intranet accessible by all staff. Data is gathered, collated, analysed, and interrogated to inform teaching and the ongoing positive student experience.

NEC's self-assessment is comprehensive. It includes informal (response to daily student and staff feedback, social media graduate feedback) and formal activities (tri-annual student surveys, exit questionnaires, annual winter review) providing self-assessment that is continuous and ongoing. NEC student surveys include questions rating morning and afternoon teachers, administration, NEC facilities, homestays, and activities, and these are collated, analysed, and discussed to note trends that may affect the student experience. The annual staff review of NEC operations includes the effectiveness of governance and management.

Focus Areas

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

2.1 Focus area: Governance, management, and strategy

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

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

2.2 Focus area: General English

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

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

Recommendations

NZQA recommends that Nelson English Centre:

- Seek methods to record naturally occurring evidence.
- Continue to review survey questions to ensure they inform the NEC ongoing self-assessment question, 'How can we do this better?'

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

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