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# External Evaluation and Review Report

Wilkinson's English Language School  
Limited

Date of report: 19 September 2022

# About Wilkinson's English Language School Limited

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*Wilkinson's English Language School Limited (hereafter, Wilkinson's) specialises in offering English language education and training to meet the needs of refugees, migrants and international students.*

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Type of organisation:	Private training establishment (PTE)
Location:	20 Twigger Street, Addington, Christchurch
Code of Practice signatory:	Yes
Number of students:	Domestic: 114 International: 0
Number of staff:	Full-time: 2 Part-time: 8
TEO profile:	See NZQA: <a href="#">Wilkinson's English Language School Limited</a>
Last EER outcome:	Confident in educational performance and capability in self-assessment in 2017
Scope of evaluation:	<ul style="list-style-type: none"><li>• Programmes deemed Training Schemes: ID:104023 Preparation for IELTS ID:105065 English – Beginner/Elementary ID:106498 English – Pre-Intermediate/Intermediate ID:107301 English – Upper-Intermediate/Advanced</li><li>• Tertiary Education Commission Workplace Literacy Programme</li><li>• International student support and wellbeing</li></ul>
MoE number:	7352
NZQA reference:	C45299
Dates of EER visit:	24-27 May 2022

# Summary of results

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*Wilkinson's students develop their English language for use in the workplace through the Tertiary Education Commission (TEC) Workplace Literacy programme. Programme design and delivery of the current and historic English training schemes meet the needs of learners well. Self-assessment is generally effective across the organisation, but further work needs to be done to strengthen disaggregation to understand and make meaningful use of achievement data.*

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## **Confident in educational performance**

Wilkinson students' progress and make gains in their English language development. Self-assessment of achievement data and trends needs improving to ensure analysis is complete and useful.

The value of outcomes goes beyond academic achievement, in that learners also develop soft skills such as confidence and improved communication skills to be used in their communities. Students reported further establishment of social networks (making friends) as a result of this increase in confidence.

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

There is a high level of engagement with employment and community organisations. However, there is an opportunity to formalise this engagement.

Well-designed programmes are delivered through a structured framework, allowing for flexibility to cater to individual learning needs. Programmes maintain relevance and develop migrant and refugee communities.

Organisational purpose and direction are clear, and the function of the board for two small organisations<sup>1</sup> appears to be effective. Self-assessment at this level is highly detailed, risk focussed and solutions based.

Wilkinson's has relevantly qualified and experienced staff and is sufficiently resourced.

Wilkinson's has undergone significant change since the last EER. The former principal put in place several

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<sup>1</sup> Wilkinson's and PEETO, The Multicultural Centre (8960), have shared ownership, management and resourcing.

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processes which have benefited self-assessment and performance for key evaluation question 5.

Management of NZQA compliance responsibilities is effective.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>School-wide academic progress testing and monitoring is undertaken every six weeks, at which time competent learners progress to the next level of English language tuition. They also develop their cognitive abilities including 'learning to learn' and self-management, as evidenced in their progress through the levels and their achievement of their individual learning goals. Most learners increase their confidence in using English generally and in the workplace.</p> <p>Students enrolled on the TEC Workplace Literacy Programme (WPL) progress well. Weekly progress reports track grammar and speaking improvements. Learners achieve an overall improvement in their reading levels and in numeracy and writing. Individual learning plans also track student progression and goals. Wilkinson's is collecting useful and meaningful data around learner satisfaction in this programme.</p> <p>Former English students made progress. A sample of students in this programme who studied for more than 12 weeks from 2018 to 2019 was provided, showing the majority made gains in their English language proficiency. However, Wilkinson's could not substantiate all of this progress with complete data sets and self-assessment.</p> <p>It is acknowledged that there are challenges and shortcomings in determining progression rates for ESOL (English for Speakers of Other Languages) students. Wilkinson's presented some analysis of periods of study and completion of and/or progression to the next English language proficiency level. The data shows that some students had improved their level from where they had started their study journey.</p> <p>Wilkinson's has an extension of approval to deliver the English training schemes until July 2023, and plans to enrol students in</p>

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

	the next academic year. The PTE will need to consider further how students are progressing in their regular six-weekly testing and overall achievement, as necessary, and be able to clearly evidence what this means.
Conclusion:	Students on the WPL programme increase their English proficiency and confidence in the workplace. Teaching staff and management know and track the progression of students. However, self-assessment of achievement data for the focus areas was not clear.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students on the TEC WPL programme value the opportunity to be guided and supported to develop English for the workplace. The programme has a focus on communicating with customers, taking instruction, and generally feeling more confident to complete tasks and interact in the workplace.</p> <p>The English ESOL programme provides broader English language development for refugees and migrants.</p> <p>Beyond gaining proficiency in English language, students highly value the experience through which they make friends, learn about tikanga Māori and other aspects of New Zealand culture, and participate in social activities.</p> <p>Students improve their wellbeing during their study through growing their confidence, extending their ability to experience new opportunities, gaining employment, and making social connections. The value of these outcomes is confirmed by the student voice and informal stakeholder feedback.</p> <p>Relationships between the school, community and stakeholders are strong. Most organisations involved with Wilkinson's are those who refer migrants and refugee clients to develop their English language in order to gain employment.</p> <p>Wilkinson's informally collects feedback from employers and community organisations which provides evidence of the quality of the programme and stakeholder support for the provider. Stakeholders value the history of the school and have</p>

	<p>confidence in the pastoral care and the training delivered.</p> <p>It may be beneficial to formally collect this feedback for reflection and improvement purposes. NZQA recommends conducting bi-annual employer/stakeholder surveys to collect formal feedback.</p>
Conclusion:	<p>The value of outcomes is highly regarded by graduates and community stakeholders. Self-assessment is fit for purpose, though the process to collect stakeholder feedback could be formalised.</p>

### 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>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Currently, Wilkinson’s is offering only the TEC WPL programme. In 2019, Wilkinson’s decided to discontinue recruiting through the international student market, closed the Auckland campus, and ceased delivery of the Intensive Literacy and Numeracy Targeted ESOL (Training Scheme). Programme delivery for the English training schemes also ceased in 2019. However, NZQA extended approval for this delivery until July 2023.</p> <p>The TEC WPL programme and learning activities are well matched to the needs of students and stakeholders and maintain relevance in developing migrant and refugee communities.</p> <p>Wilkinson’s maintains strong relationships and ongoing communication with employers involved in the WPL programme. The new owners and senior management team have maintained the use of the conversation assistant activity, where volunteers from the community come in to spend one hour a week with students for informal conversational practice aligned to earlier class lessons. This learning activity is highly valued by students and volunteers.</p> <p>The evaluation team reviewed the only moderation records offered for this period (2018 to mid-2019). These records were for internal moderation in 2018 for the ‘Speaking’ language skill. This related to the English training schemes at both the Auckland and Christchurch sites. Records showed some variability between assessor and moderator judgements, and therefore this is an area that the organisation will need to focus</p>

	<p>on going forward. NZQA encourages Wilkinson's plan to work with another PTE for the purposes of external moderation.</p> <p>The most recent programme review for the English programme was conducted in January 2018, reflecting delivery in 2017. NZQA recommends reviewing this programme before enrolments commence for this training scheme in 2023.</p> <p>The effectiveness of teaching was measured against internal key performance indicators during the last delivery of the English training schemes, which indicated good practice.</p>
Conclusion:	<p>Programme design and delivery are reviewed as necessary to match the needs of students and stakeholders. Relevant learning and assessment activities are designed and delivered to support English language development. The limited moderation evidence showed some variability between assessor and moderator judgements.</p>

#### 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>Wilkinson's responds well to the wellbeing needs of the diverse and multi-cultural student body.</p> <p>Students reported that Wilkinson's is an inclusive learning environment where they are able to form friendships and increase their confidence in speaking English.</p> <p>Wilkinson's collects and analyses student feedback. Recent analysis concluded that students have a positive experience with teaching staff. Feedback indicates that teachers support student needs well, offer appropriate holistic support, are professional, and listen to and care about the wellbeing of the students.</p> <p>Student satisfaction, with the exception of 2019, was high across the English training schemes since the last evaluation.</p> <p>A welcoming orientation is included for all students, both domestic and international. Comprehensive and timely information for students is provided pre-enrolment and during the study period. Learner goals are well understood and tracked through individual learning plans, which in turn support individual tracking of students for both academic and pastoral monitoring.</p>



	<p>Students receive timely feedback through the use of computer-based progression tests, from which they get their results immediately.</p> <p>Wilkinson's marks special occasions to increase awareness and understanding of holidays and cultural aspects of New Zealand, and to include the diversity of cultures which make up the staff and student bodies. Examples include gatherings for Christmas, Easter, Chinese New Year, Ramadan and, more recently, plans for Matariki. NZQA acknowledges the plans to include further tikanga Māori to this aspect of the learning experience.</p> <p>Support is available for international students at any time, inside or outside of the classroom context.</p>
Conclusion:	Academic and pastoral support for refugee and migrant communities is well understood. Self-assessment of the Code <sup>3</sup> is comprehensive and effective.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The school maintains a clear organisational purpose. Governance and management are effective in supporting educational achievement and the purpose and direction of the school. While there is evidence of ongoing reflective practice, further development of the collection, analysis and use of achievement data would be beneficial.</p> <p>There have been several staff changes since the last evaluation, including a change of ownership and replacement of the principal, who was highly regarded by staff and was the driving force of a number of positive changes that have been implemented, particularly in teaching and learning. The recently appointed academic manager is relevantly qualified, experienced and highly regarded and valued by staff. Teaching staff are all relevantly qualified and very experienced.</p> <p>Staff reported feeling valued as employees of the school,</p>

<sup>3</sup> [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021 \(the Code\)](#) supports the wellbeing of tertiary and international learners enrolled with New Zealand education providers.

	<p>appreciate the guidance of the senior management team, and enjoy working as ESOL teachers. Staff have opportunities for professional development, including workshops with NZQA and Ako Aotearoa, in-house sharing of knowledge, and teacher observations.</p> <p>Teaching portfolios are used to manage teacher performance and improvement, and as a reflection tool for end-of-term results. This is a meaningful exercise to also reflect on student progression and development.</p> <p>Tutor observations are comprehensive and cover a range of teaching and learning concepts with specific areas/suggestions for improvement. It is a collaborative process, allowing tutors to comment on academic manager performance and staff support.</p> <p>The college is sufficiently resourced to enable teaching staff to request new resources where needed. Student feedback and analysis of data drives change and improvements. Recommendations from the last evaluation have been addressed comprehensively.</p> <p>Wilkinson's is responsive to change, is innovative, and kept engaged with students despite having to pause English language learning during the national lockdowns. Plans are in place to welcome back international student enrolments from the beginning of 2023.</p> <p>The current interim acting principal suggested diversifying the board membership to include a female member and a student representative. NZQA strongly supports this and recommends it be in place by the next evaluation.</p>
Conclusion:	The PTE is led by a qualified and experienced academic management team. Changes in staffing have reflected the need for governance and management to better track and analyse achievement data to support educational achievement.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting	Wilkinson's effectively manages its compliance requirements through use of a calendar of compliance accountabilities, which includes key TEC and NZQA requirements. The quality

evidence:	<p>management system was recently reviewed in March 2022 for the partner organisation (PEETO), with further updates needed to complete the review for Wilkinson's. This is a work in progress.</p> <p>Wilkinson's continues to deliver the Workplace Literacy Programme to the satisfaction of the TEC. The PTE is aware of relevant NZQA rules.</p> <p>Comprehensive self-review of the Code of Practice, for both domestic and international students, has been completed effectively, with appropriate action points to strengthen student safety with regards to access to support and identification of wellbeing needs.</p> <p>While there are currently no international students enrolled, Wilkinson's evidenced sound processes and policies in anticipation of international student enrolments for 2023.</p> <p>When asked, no significant legal or ethical matters were declared by the PTE to the evaluation team at the time of the evaluation.</p>
Conclusion:	<p>Wilkinson's currently manages its important compliance accountabilities effectively, including responsibility for international students.</p>

# Focus areas

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

## 2.1 Focus area: English Training Schemes

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>

## 2.2 Focus area: Workplace Literacy Programme

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

## 2.3 Focus area: International student support and wellbeing

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.*

NZQA recommends that Wilkinson's English Language School Limited:

- Continue with the plan to engage external moderation for the English Training Schemes, particularly for speaking and writing, to better ensure consistency between tutors and to improve assessor capability.
- Conduct bi-annual employer/stakeholder surveys to collect formal feedback for reflection and improvement purposes.
- Review the English Training Scheme before enrolments commence for this training scheme in 2023.
- As planned, diversify the board membership to include a female member and a student representative.

# 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 fraud<sup>4</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>4</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 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](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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