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# Report of External Evaluation and Review

ILA Education (NZ) Limited  
trading as Kaplan International English

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 21 May 2018

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*Final Report*

# 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. TEO in context

Name of TEO:	ILA Education (NZ) Limited trading as Kaplan International English
Type:	Private tertiary establishment (PTE)
First registered:	1991
Location:	10 Titoki Street, Parnell, Auckland
Delivery sites:	As above
Scope of active accreditation/courses currently delivered:	General English course, with options for students to choose a programme of study with a focus on intensive, general, vacation or business English.  Cambridge and IELTS <sup>1</sup> examination courses.
Code of Practice signatory:	Yes
Number of students:	International: 268 full-time students at the time of NZQA's visit. In 2017, the four largest source nations were Japan (19 per cent), Thailand (14 per cent), South Korea (14 per cent) and Brazil (10 per cent). Students came from more than 25 countries. Under-18s comprised 22 students in total.
Number of staff:	18 full-time equivalents, and 10 part-time staff

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<sup>1</sup> International English Language Testing System

Distinctive characteristics: Kaplan English is an international network of English language schools. Kaplan has developed, piloted and implemented a system of English level testing and class placement. The Kaplan International Tools for English (KITE) system is structured around the Kaplan global syllabus descriptors and outcomes and linked to the Common European Framework of Reference for Languages (CEFR). KITE was approved by NZQA for English language proficiency assessment on 22 December 2017. Kaplan globally has also developed the K+ learning system, which is a blended learning approach using in-house course books, K+notes, a learning management system, K+tools, and K+clubs for students.

Kaplan is an Immigration New Zealand-approved online visa provider and approved as a Cambridge English language assessment centre.

A member of the English New Zealand peak body, Kaplan also has professional affiliations with the Latin America New Zealand Business Council and the German-New Zealand Chamber of Commerce.

Recent significant changes: The organisation's Pathways manager role was discontinued due to a decrease in the number of students seeking internship or similar programmes. The New Zealand sales manager role was discontinued due to consolidation of the Kaplan Australia and Kaplan Global sales teams.

Previous quality assurance history: Kaplan was most recently audited by English New Zealand in February 2017 and met all English New Zealand standards. (English New Zealand is an association of English language schools and has an independent quality assurance system.)

At the previous external evaluation and review (EER) in 2017, NZQA was Confident in both Kaplan's educational performance and capability in self-assessment.

## 2. Scope of external evaluation and review

Two focus areas were selected for this evaluation:

1. **General English** (comprising the various options students choose to create a programme of study) was selected as it is the main programme in which students enrol. In 2017, 97 per cent of students enrolled in a General English course.
2. **International student support and wellbeing** was included because all students at Kaplan are international students and the school is a signatory to the Education (Pastoral Care of International Students) Code of Practice.

A small proportion of students (around 3 per cent in 2017) enrol with the intention of entering further study in New Zealand and/or preparing to take a Cambridge or IELTS test. Educational processes and achievement by these students was considered by the evaluators but was not included as a 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-eeer/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.*

A pre-scoping meeting was conducted at Kaplan before the on-site visit. Two evaluators conducted the on-site enquiry over two days. The evaluators either met with or interviewed by phone the following people:

- Two groups of teachers, a group of current students, the executive director of English New Zealand and a group of homestay hosts.
- The principal; operations support manager; director of studies; head teacher; learning technologies manager Australia/New Zealand; student services manager; student services and under-18 welfare officer; student services support officer and accommodation coordinator.
- Director of operations, Kaplan International English; general counsel; director of operations. These people were from Kaplan's Australian regional office.

The evaluators considered a wide range of documentation as part of the evaluation, including a self-assessment summary and multiple sources of data on student achievement. Planning documents, student and staff surveys, analysed patterns of student results, meeting minutes, curriculum, website and other written guidance

material were also considered. These documents were provided as the key tools, reports and processes linked to self-assessment and monitoring of educational performance at Kaplan.

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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>2</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>2</sup> NZQA and the Tertiary Education Commission 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.

# Summary of Results

## Statements of confidence on educational performance and capability in self-assessment

NZQA is **Highly Confident** in the educational performance and **Highly Confident** in the capability in self-assessment of **ILA Education (NZ) Limited trading as Kaplan International English**.

Self-assessment processes at Kaplan are clearly focused on effective language education, learner achievement and regulatory compliance. The overall experience and progress in English for each learner and group of learners – as well as comparisons drawn across the six other Australia-New Zealand regional schools – informs and drives self-assessment. This monitoring, analysis and reporting is comprehensive and well documented. Further development and maturing of processes in the curriculum and testing of students has occurred. This serves to further improve the reliability of results being used to guide and support learners and draw conclusions around the effectiveness of teaching.

Students plan to improve their English language capability and experience life in New Zealand when they enrol at Kaplan. On average, they study for 8.86 weeks at Kaplan before progression to a higher course level, for example from lower intermediate to intermediate.<sup>3</sup> Ninety per cent of graduating students indicated that Kaplan was very effective or effective in helping them achieve their goals. Progression reports compare students' progress by each skill, their nationality, age and course level. These student results are also compared with other Kaplan English schools in the region, and show that Kaplan in Auckland performs well.

Key stakeholders other than students include parents of under-18s, homestay hosts, overseas agents, English New Zealand and NZQA. There is strong evidence of effective engagement with, and satisfaction from, all stakeholders. Ensuring the consistent quality of students' experience within a context of safety and compliance with NZQA and other regulatory requirements also drives organisational self-assessment. Findings are used to maintain and improve educational performance, staff engagement and the organisation's overall financial viability and reputation. There is an opportunity for building more evidence of soft-skills development, and how the language learning has been of ongoing value – perhaps more so for under-18s and longer-stay adult students than the majority of learners enrolled who stay for a shorter period.

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<sup>3</sup> Based on 2017 data. Kaplan classes use six levels: Beginner, Elementary, Lower Intermediate, Intermediate, Higher Intermediate and Advanced, which align with the CEFR scales A1-C1 respectively.

# Findings<sup>4</sup>

## 1.1 How well do students 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**.

Students plan to improve their English language capability when they enrol. Many also want to experience life in New Zealand as a context for that learning. In 2017, 640 graduating students (83 per cent) said they would return home after their course, and only 74 students intended to study further at Kaplan or elsewhere. In response to the survey question 'How effective was Kaplan in helping you reach your goals?', 90 per cent of respondents answered 'very effective' or 'effective'. Students' test results and survey feedback shows that almost all students achieve their goals during their time at Kaplan.

Each student's purpose for study is known following an initial interview. Every student is also tested using Kaplan's own online adaptive learning assessment tool, KITE, which guides course placement. Every five weeks this test is repeated and covers all communication skills.<sup>5</sup> Teachers prepare a report noting each student's progress (or lack of progression) and making recommendations on areas requiring improvement specific to the individual student, to help guide their efforts and choice of self-study resources. Testing is proficiency-based and accurately focused on the essential and measurable aspects of language use.

Students spend an average of 11 weeks at Kaplan, and study for 8.86 weeks before progression to the next course level. Detailed analysis in progression reports compares students' progress by each skill, their nationality, age and course level. Student results are benchmarked against other Kaplan English schools in the region, and show that Kaplan in Auckland performs very well. There are no particular gaps or limitations in relation to those comparators, and it is likely that any concerns would soon be identified within this matrix.

The KITE testing regime is rigorous, with tests taken under controlled conditions providing a high degree of reliability of the results. For example, writing and speaking is assessed by a team of trained teachers. To further ensure reliability, moderation takes place five-weekly: four random tests are selected by the director

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<sup>4</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>5</sup> The five-weekly KITE test assesses the five major English language skills, both receptive (reading, listening and grammatical knowledge) and productive (writing and speaking).



of studies, and the entire grading team is required to assess those items. The director of studies then analyses the results. If there is any major discrepancy in grading, a refresher training module is implemented for all teachers rating the marking.

As indicated above, end-of-programme surveys check the achievement of student goals as a way of determining matched needs. Recommendation rates by graduates to others contemplating study at Kaplan are seen as a positive indicator and an aspect of achievement. In 2017, the student satisfaction rate was at 4.61/5 on a five-point scale where 5 is deemed 'excellent' (against a regional average of 4.53), and 97 per cent of students would recommend Kaplan in Auckland (against a regional average of 96 per cent). In 2016, the satisfaction rate was 4.54/5 and the recommendation rate was 95 per cent for Auckland.

Kaplan has a clearly stated understanding of what achievement and outcomes look like within their particular context. Their data collection and use reflects this. This is well documented, and numerous examples of data being used to support effective teaching and learning as well as student welfare were noted during this evaluation. Where students' needs or wants are not matched, interventions such as one-to-one student clinic meetings allow for corrections such as change of course or teacher.

The recently developed Student Progression Report is a key source of accurate, summarised data used to understand and share patterns of student achievement. An example of use was noted around writing skills, and actions being taken to improve parity between different first-language groups.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Student goals and intentions are primarily to improve their English language, but also to experience study and/or living in New Zealand – which is why they choose this particular Kaplan college. Recommendation rates by graduates are seen as an indicator of 'goal achieved/need met' and thus an achievement and valued outcome. Rates of recommendation are high, as indicated under 1.1. Ninety-seven per cent of graduates recommend the school to others – second only to Perth in the seven regional schools – and also compares favourably with the Kaplan global score. Most students have a relatively short-term enrolment, with almost all completing their course following sound initial entry assessment, as well as progress and final assessments on completion of the course. Language gains are accurately measured, showing growth in English proficiency for every student.

An interesting differential is shown by the most common second-highest rating for 'How well Kaplan has helped you achieve your goals?' (3.26 on a four-point scale). This suggests that Kaplan is seen as a contributor to larger English language goals such as fluency, further study, employment success, etc. This also suggests a degree of realism in the students' ratings and the claims made by the PTE.

Ongoing contact with parents of under-18 students has improved after review by the student services team. The intention is that all student test reports are now communicated directly to caregivers by email. Samples indicated that this is now the case.

The Kaplan International English Australia and New Zealand student survey report is comprehensive, covers numerous inputs and outcome ratings, and is benchmarked across seven similar schools. The positive experience by students matches reputational goals for Kaplan as well as English New Zealand as a member school. Kaplan results also compare favourably with other global providers based on the International Student Barometer annual survey used in this sector.

TEO processes and hence findings overlap to a large extent under the key evaluation questions 1.1 and 1.2 in this context. The evidence presented is less strong on the value of outcomes post-study: not a lot is known about post-course activities and how students may be benefiting from their English language gains. Similarly, evidence of soft skills development and improvements in wellbeing and interpersonal skills and abilities are not specifically collected. These are not concerning gaps for these sorts of students, but an opportunity exists for 'knowing more' about these indicators, perhaps more so for under-18s.

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

Programme design and delivery, including learning and assessment activities, are built around the KITE approach and tools. The syllabus has a clear alignment between the curriculum outcomes (framed against CEFR) and the teaching and learning materials which Kaplan has designed, piloted and improved. This links to the ease and timeliness of providing students and teachers with detailed feedback on strengths and weaknesses and language gain. The evaluators found that students and teachers highly value the clarity and utility of these reports. These

tools show aspects of sector leading practice, and comprehensively match the needs of students and other relevant stakeholders.<sup>6</sup>

In addition to a core general English curriculum using Kaplan workbooks, students choose elective lessons which run for five weeks and have a skills focus. K+tools provide online, anytime supplementary learning materials which students use. This complements what students have learnt in class. Teachers check their students' usage of the site to assess whether the students have done any of the activities that may have been set for homework. K+tools also include IELTS practice materials as required. Students are able to purchase further access to K+tools once they have completed their course, in order to continue practising their language skills, and this is increasing.

K+tools usage data is also centrally collected and analysed, A report is produced comparing usage frequency, by age, location, ethnicity, gender and English level. This complements student survey data responses to give a full picture of matched needs and use of materials. Additional data around other web resources accessed, or suggestions for modification to tools, is compiled (ongoing reports are maintained). Management and staff have a full and widening picture of student engagement with resources, learner progress and how well needs are being matched. Data is collected and analysed in real time, viewable by all staff through a networked data dashboard. The KITE testing regime is rigorous and is conducted under controlled conditions, which gives a higher degree of reliability to the results than might otherwise be the case.

Students select from a range of English learning options alongside their core hours. Students have more specifically targeted lessons as a result. This also creates efficiencies for staff deployment. Rather than one standard textbook, materials (K+notes) are designed for a shorter cycle of turnaround which better responds to the needs of students who may start on any Monday. The materials follow the methodology of the communicative approach to English language teaching. Teachers with CELTA<sup>7</sup> qualifications are well versed in this approach. K+notes are aligned with the CEFR and 'can do' statements for each level.

Students interviewed by the evaluators said they were happy with the teaching, facilities and resources. They described in detail how they use test feedback and resources such as the study centre and online materials to work on their English. As also reported by English New Zealand, 'the study centre and blended learning coordinator trains new teachers on how to staff the Study Centre and the learning

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<sup>6</sup> In summary, all curriculum, learning, assessment and reporting procedures reflect best practice and the principles of Constructive Alignment: Biggs, J (2003): *Aligning Teaching and Assessment to Curriculum Objectives*, (Imaginative Curriculum Project, LTSN Generic Centre)

<sup>7</sup> Certificate in Teaching English to Speakers of Other Languages

technologies manager regularly trains teachers on how to use the various on-line resources offered [to students]'. Teaching resources are of high quality and more than suffice for the various types and levels of courses offered. Teacher qualifications and observation/s and appraisal processes have consistently met English New Zealand standards of practice. Teacher observation protocols and practices, including teacher reflection processes, are well documented and in use. The implementation of a unique, multi-faceted testing regime with associated curriculum has required training and adaptation by staff who now describe it as an efficient and useful system for teaching English.

Development, piloting and embedding of the KITE system is well documented, involves international peers and resources, and shows aspects of continuous improvement practices. The use of the K+tools by many students and the use of the accompanying user data promotes a culture of autonomous learning and learner responsibility.

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

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**.

As reported by NZQA in 2017, learners receive a high level of individualised support provided through well-established organisational processes and resources. The effectiveness of the support can be seen in high retention, success in English learning, and satisfaction ratings in the online student surveys. In addition, the system for tracking modifications to processes or policies and determining any improvements based on student and staff feedback has become more formalised. Key examples supporting these findings and ratings include:

- Needs assessment is comprehensive and well connected, from pre-enrolment contact, to formative assessment on induction day, and ongoing formal assessment on a five-week cycle. Every student is included in these processes. Where needs are not matched, interventions such as a weekly student clinic are used to make changes.
- First-day student induction is comprehensive<sup>8</sup> and includes staff gaining understanding of students' goals and current English levels for correct placement.

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<sup>8</sup> This includes aspects such as first language assistance availability on campus; 24/7 emergency contact provided on a wallet-sized card; and health and safety information.

- Two well-resourced, independent study centres with teacher supervision and mandatory usage hours are provided, which vary depending on the students' course and level.
- Two versions of each course book at each level have been produced so that a repeating student will have fresh material.
- Recreation and rest areas for students are provided. A good range of social activities are available (some are facilitated by staff on or near the campus, others may be commercial 'pay as you go' options). Students indicated that they use and enjoy these activities, and for many they meet a stated intention to travel within and experience New Zealand while studying.
- There are strong connections between teachers and support staff through to homestay hosts, with clear evidence of prompt follow-up and support, including counselling, given to students facing particular challenges.
- Contact between support staff and homestay families and students is ongoing and documented. One clear example is the annual homestay evening held on campus. Processes for selecting homestays are suitable. Student surveys show a high degree of satisfaction with the services provided.
- Clear and consistent messaging to students is evident across campus – in the student handbook, on the website and on notice boards. This was confirmed by students, staff and homestay providers.

The student voice is heard through numerous channels including the first impressions survey, the five-week survey and the leaving survey. The latter two are online which supports efficient aggregating and reporting. This, along with investigation of outliers (such as low rating responses) allows investigation and understanding to solve a problem or make a change where required. Student clinics are another forum for students to express views on their own progress and satisfaction and potentially have a change of class. Some feedback has led to follow-up of teaching staff by management.

Student files detail the cycle of test results and communications to students and, for under-18s, to parents. There are clear links from test results to progression reports, to the principal's reporting to the regional operations manager. Results are also entered into the Kaplan regional dashboard. Data is appropriately shared and used to monitor educational performance.

## 1.5 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**.

This evaluation found clear evidence of governance/leadership at the corporate level which, combined with delegation to effective management at the local PTE level, provides consistency and quality. Kaplan International English language school is owned and operated by an international education company<sup>9</sup> which operates in over 30 countries. This provides a wide educational viewpoint and makes expertise and resources such as KITE and the Kaplan syllabus available in New Zealand. This contributes to a culture of review, accountability and collegiality which benefits teachers and students.

Evidence from the way the organisational structure operates shows that both the accountability function and the collaboration elements of the organisation are interactive and well embedded and lead to a high-performing organisation. This structure includes cycles of reporting and meetings which are planned and well documented, and collaboration on numerous aspects of marketing, performance management and resource development.

Resources are allocated to recruit students, provide facilities, develop staff, develop curriculum and associated resources such as study centres, and to review and manage these resources to optimise performance. The PTE responds well to any need to grow or improve resources. Management is attentive to ensuring equity of resources and achievement across all student groups. Following the previous EER, Kaplan made some changes to policy around ensuring consistent tutor feedback to students.

Kaplan provides career pathways and progression to more senior roles, as well as support for staff to develop their practice and pursue higher qualifications. Staff also have opportunities to network internationally. English New Zealand found that 'KIA retains a highly qualified and experienced staff...and [has] a suitable 'buddy system' for less qualified and experienced teachers whereby they are partnered with a more experienced/qualified staff member'. Leadership culture and collaboration within this school ranks very highly in the Kaplan staff engagement survey and benchmarks very well against other Kaplan schools. The new director of operations role is now fully embedded, allowing better separation between regional management and operational roles.

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<sup>9</sup> [Kaplan Incorporated](#)

Examples of self-assessment practices and/or reports sighted show that Kaplan undertakes ongoing review which leads to tweaks and improvements. Self-assessment is particularly comprehensive at the levels of management and regional oversight, reflecting the strategy and goals of the Kaplan international group and how it links to Kaplan in Auckland. Two examples of effective self-assessment which support governance and management oversight, as well as supporting educational achievement, are the progression reports and the new processes for collating self-assessment decisions, changes and review dates by functional group. This activity effectively addresses a previous EER recommendation.

## 1.6 How effectively are important compliance accountabilities managed?

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**.

Kaplan is effective in identifying and managing its compliance accountabilities. No current or critical compliance concerns were noted by the evaluators, and none have been identified relevant to this EER by Kaplan's management. Key examples supporting this finding and the ratings include:

- There is a clear and documented line of accountability across tiers of Kaplan for compliance management. The Kaplan Australia and New Zealand region has a legal and compliance team which extends from regulations, health and safety, labour law to the details of ensuring copyright compliance.
- A compliance calendar shows evidence of active use and matches the 'most notable compliance requirements' Kaplan cites as important. Delegation of responsibilities and administration of compliance are also documented and aligned with the organisational structure.
- It is clear from documentation such as ongoing communications between Australian counterparts and the local principal that NZQA's needs and requirements, including consultation on rule changes, are proactively monitored.
- Kaplan has consistently met English New Zealand standards of practice.

In relation to the International Student Support and Wellbeing focus area, self-assessment has included an extensive, Kaplan English global review of relevant Code of Practice matters such as homestay conditions and policies relating to under-18s. Current practices are appropriate for appraising homestay applicants and ensuring the safety and wellbeing of students.

Code of Practice review is suitably documented, involves the key staff, and is built on student survey data and audits of materials (e.g. course guidance information

which has been modified as required). Support staff with Code of Practice responsibility have a clear understanding of the outcomes-focused intent of the code. Uniquely, global audits are undertaken by Kaplan of their schools' conformity with each country's respective code (a recent example was provided from an Australian school). These provide a unique trans-national view on Code of Practice-type concerns and give Kaplan a strong understanding across jurisdictions. This is notable because there is a positive pattern of transfer of students between Kaplan schools in different countries, and regulations may differ; staff need to be aware of this.

Ongoing checks and code-related monitoring also occur at operational level. A sample of student files reviewed by the evaluators showed no concerns. An ongoing audit-type process is used to check that the dates of offer of place, insurance, course and visa are aligned. Used on an ongoing basis, this record provides visibility on any potential issues and when they were resolved. Similarly, a check on academic year, semester calendar and weekly hours for the various modes of programming correspond to programme approvals. Some students are studying slightly less and some slightly more than the '25 hrs per week' required by the 1991 NZQA course approval. Attendance monitoring occurs daily and requirements are rigorously applied. Kaplan is now routinely communicating to parents or guardians the study progress of students under the age of 18.

Kaplan takes a lead role in international education workshops, and a stakeholder indicated that agents respond positively to English New Zealand about Kaplan. Also worthy of note is the activity by the global Kaplan organisation facilitating sharing of information about agents, and managing consistency of information sent to agents. A training module, including online learning, has been developed to ensure that agents have current and correct training on the Code of Practice and Kaplan expectations. The PTE benefits from close working arrangements with stakeholders, which assists in managing the agent aspect of the code.



## Focus Areas

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

### 2.1 Focus area: Intensive 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**.

### 2.2 Focus area: International Student Support and Wellbeing

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

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

# Appendix

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 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 External Evaluation and Review (EER) Rules 2013. 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)).*

*The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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