Report of External Evaluation and Review

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

Confident in educational performance

Confident in capability in self-assessment

Date of report: May 2018

Contents

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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. TEO in context

Name of TEO:	Education & Training Consultants New Zealand Limited trading as English Teaching College (ETC)
Type:	Private training establishment (PTE)
First registered:	30 June 1993
Location:	140 The Square, Palmerston North
Delivery sites:	140 The Square, Palmerston North
	Level 1, 204 Willis Street, Te Aro, Wellington
	Level 1, Woburn House, 40-44 Bloomfield Terrace, Lower Hutt
Courses currently delivered:	Domestic learners:

- New Zealand Certificate in English Language (Levels 1-4)
- Intensive Literacy and Numeracy (ILN) and Intensive Literacy and Numeracy Fund – English for Speakers of Other Languages (ILN-ESOL)

International learners:

- English for Academic Study Training Scheme
- English and Demi Pair Training Scheme

Code of Practice signatory:	Yes

Number of students:	All: 346 students
	Domestic: 307 students (no Māori or Pasifika students enrolled for 2018)
	International: 39 students
Number of staff:	Full-time: 21 academic; 17 administration
	Part-time: 10 academic
Scope of active accreditation:	Refer: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=929095001
Distinctive characteristics:	Students are predominantly refugees and migrants to New Zealand. The delivery of programmes is across three sites.
Recent significant changes:	Since 2017, ETC has consolidated the implementation of its student management system, the Electronic Record of Learning (eROL) database, and reviewed and made major changes to its Intensive Literacy and Numeracy curriculum.
	A regional manager was appointed in November 2017 to manage operation systems for the Lower Hutt and Wellington sites.
Previous quality assurance history:	This is ETC's third scheduled external evaluation and review (EER). The last EER was conducted in March 2016, at which time NZQA was Confident in ETC's educational performance and Not Yet Confident in its capability in self-assessment. The 2016 EER report recommended that ETC:

- Develop as a priority its quality systems and student services manuals to detail consistently across sites, and in full, requirements for 1) homestay checking and review, and 2) correspondence with parents of international learners under 18 years of age; and ensure all relevant staff understand these requirements.

- Implement, as a priority, an organisation-wide system that consistently records on an ongoing basis all aspects of police vetting, homestay checking and contact with parents of international students under 18 years of age.

- Strengthen the self-assessment system, including:

    - Determining a consistent approach to data collection and review across sites to understand the question of how well learners achieve at an organisational level across all programmes.

    - Developing a robust process to ensure management works together across sites to regularly analyse reasons for variations in learner achievement and outcomes information.

    - Introducing targeted stakeholder engagement and recording of information (including work experience activities) to better inform an understanding of how well learners are prepared for further study and employment once they leave ETC, and the value of outcomes to key stakeholders.

- Drive and facilitate opportunities for staff to come together across sites to share teaching practice and performance information.

NZQA reported that ETC met national external moderation for NZQA-managed standards for 2016.

Other: ETC works closely with stakeholder groups to provide a holistic education and pastoral care service to its refugee, migrant and international students including liaising with other education institutes.

2. Scope of external evaluation and review

The following programmes were selected as focus areas:

- New Zealand Certificate in English Language (Level 2) (NZCEL)

This is ETC's main academic programme for domestic learners and is delivered across all ETC sites to level 4. The greater number of learners are enrolled at levels 1 and 2.

- Intensive Literacy and Numeracy Fund – English for Speakers of Other Languages (ILN-ESOL)

This focus area was selected because this programme has the highest number of ETC learners enrolled. The ILN-ESOL programme has double the places of the ILN programme. It is delivered across all ETC sites.

- English for Academic Study (EAS) and international students: support and wellbeing

This focus area encapsulates the main area of study for international learners and will also be used to review how effectively ETC is discharging its pastoral care responsibilities towards its international students.

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 spent three days at the ETC Palmerston North site and linked by video-conferencing to the Lower Hutt and Wellington sites for interviews with management, teaching staff and students. The evaluators engaged with the following people during the EER visit:

- ETC director and managers

- Directors of studies (Wellington and Palmerston North)

- Teaching staff

- Student support staff and ETC's off-site homestay coordinator

- Key local stakeholders

- Students and graduates of ETC.

Documents reviewed by the evaluators included: ETC's self-assessment summary and achievement data, ETC's quality services manual, management meeting minutes, student evaluation results, staff survey data and analysis, moderation information, staff performance appraisal information, professional development records, a staff handbook, programme information, a selection of student files and the student handbook.

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[1]*

- *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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[1] 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.

Summary of Results

Statements of confidence

NZQA is **Confident** in the educational performance and **Confident** in the capability in self-assessment of **Education & Training Consultants New Zealand Limited trading as English Teaching College.**

The reasons for NZQA's level of confidence can be summarised as follows:

- ETC is meeting many of the most important needs of its diverse learners and key stakeholders through some effective processes contributing to learning and other important outcomes.

- ETC is highly valued by its key stakeholders for its contribution to community initiatives and tertiary institute research projects and the efforts it makes developing and delivering relevant programmes tailored to the needs of students and key stakeholders.

- Students are individually guided and supported throughout their learning and generally progress to community work experience, employment and further training. ETC identified that more than 80 per cent of domestic learners gain employment or progress to further study.

- ETC data shows that students achieve very well in some programmes. Through its new student management system, ETC has improved its data collation and analysis to show progress by programme, campus and organisation-wide. Understandably, ETC is still trialling data reporting for the newly revised Intensive Literacy and Numeracy curriculum to ensure the data collation and analysis informs ongoing delivery.

- The organisation has sought to improve consistency across sites by holding whole-of-organisation workshops, video-conferencing site programme meetings, and peer observations and assessment moderation to share achievement information, teaching practice and professional development opportunities. Staff have welcomed these changes but note that there is still space to improve communication between management and staff.

Following the 2016 EER, ETC has made a concerted effort to strengthen its self-assessment practices, including but not limited to the addition of initiatives such as its new electronic student management system (eROL), increased professional development, and a revised Intensive Literacy and Numeracy curriculum. Each of these initiatives has produced positive outcomes such as improved data collation and analysis, strengthened teaching practice, and an improved Intensive Literacy and Numeracy curriculum. Equally, as these are new initiatives there are areas for

consolidation and improvement as use increases, especially with eROL and the Intensive Literacy and Numeracy curriculum as referred to later in this report.

Findings[2]

1.1 How well do students achieve?

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.**

Overall completions show very good achievement across all programmes and the different learner groups. Graduates of the NZCEL programme have gained consistently high rates of achievement in course and qualification completions. Course completions averaged 93 per cent for the last three years; qualification completions averaged 86 per cent for the same period (see Table 1, Appendix 1). NZQA external moderation reports have been consistently positive and affirm the validity of achievement results. There is a slight variance according to campus which ETC has analysed and knows the reasons why. For example, Palmerston North's achievement rates have been impacted by the increase in part-time students who take longer to complete.

Achievement in the EAS programme is more difficult to collate and analyse as courses can range from two weeks to 12 weeks and longer (see Table 2, Appendix 1). The success of the short courses is gauged on the attainment of individual goals identified at enrolment, which are generally to improve their confidence in the use of English. Students enrol in the longer-term courses to improve their IELTS[3] scores, with the goal of enrolling in further training at institutes of technology and universities. Students sit their IELTS exams externally and the scores are provided directly to the students. Therefore, ETC can only collect this data if students are willing to share results. From the data collected for 2017, results show an improvement in scores. All had increased by at least .5 of a band overall, which matched the results of the formative mock exams the teachers had set leading up to the external exams. These are good results and students then determine whether they will enrol for another period of study to continue to raise their IELTS score or leave to enrol in higher study at other institutes. Teachers use this data to benchmark and moderate teaching effectiveness.

While teachers collated this data, of more value was the teachers' class progress sheets that tracked results over the time of the course. These show the progress made, and staff were able to talk about the reasons for any variance in performance. Exit reports are provided which show progress against the four key

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

[3] International English Language Testing System

language skills and are linked to the outcomes of the Common European Framework of Reference for Languages (CEFR).

ILN-ESOL students are mostly refugees and migrants who on enrolment in the programmes had little or in most cases no English language and over a short period of time have increased their language ability and were using the language more confidently. The evaluators noted this increased confidence in their interviews with student groups as students described their language learning journeys. Again, staff have noted achievement variances at the different campuses and are aware of the causes. They are currently trialling data collation and analysis, and this work will continue as they have yet to settle on data sets that are most useful following the implementation of the revised curriculum (see Table 3, Appendix 1). Staff use the TEC assessment tool and Starting Points online assessment tool as a reference at the beginning of the course, and CEFR indicators and the exit assessment tool to measure language gains at the end of the course.

All programmes note that as students progress in language acquisition, their confidence levels lift. Many anecdotal examples were provided to demonstrate how students were more confidently using their new language skills in class, in the ETC environment and in the wider community.

At an organisation level, ETC has strengthened the collation and analysis of achievement data by programme, campus and organisation-wide. They better understand why there are variances, trends and patterns across campuses. Further, they have begun using these reports to extend strength areas across the organisation and to improve other areas, which augers well for when these processes are fully embedded.

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 **Excellent.**

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

Stakeholder groups interviewed said they highly valued ETC's commitment to providing opportunities for its mostly refugee and migrant students to integrate into the local community and New Zealand society. ETC achieves this by developing and delivering relevant programmes tailored to the needs of learners and key stakeholders. The evaluators heard many examples where ETC's flexibility to work collaboratively with migrant support agencies, employers and other tertiary institutes has enabled students to access education seamlessly as their needs arose or changed.

Some examples of collaboration include international postgraduate students attending ETC classes for specific education support before resuming studies at their tertiary institute; and international secondary school students with specific needs attending classes during their school holiday. This flexible support ensures that the student transfers to the next phase of learning more confidently. In addition, ETC has worked closely with employers to enable seasonally employed migrants and refugees to attend classes in the off season, so continuing to increase their language ability and confidence before resuming work. These employers proactively alert ETC before the work season ends, so the next education phase is well planned. The students value the opportunity to work and continue their studies, and the employer is getting an increasingly confident employee as their language ability and social interaction increases.

ETC has contributed to community initiatives over a long period of time and so has built a reputation of trust. This has led to ETC being involved in university and city council research projects that contribute to successful refugee placement and integration. Current research projects include a longitudinal study of refugee students' destinations and the impact of English language learning for preparing the students' for integration into the community. Both projects will also inform ETC about how effective their programmes are, including their transition to work programme.

In 2017, more than 80 per cent of domestic students (NZCEL and ILN-ESOL graduates) from across ETC's sites progressed either to further study (64 per cent) or employment (16 per cent) (See Table 4, Appendix 1). Just over half of international graduates for the same period progressed to further training, with 30 per cent returning to their home countries. ETC acknowledges the importance of understanding the relevance of courses to different destinations. To this end, it has strengthened recording of its formal interactions with stakeholders, the gathering and analysis of destination data, and post-training feedback providing a solid platform for ongoing reflection and action.

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 **Good.**

ETC provides courses that appeal to a wide range of students with diverse interests and needs. Programmes are offered at all three campuses. The ILN-ESOL curriculum has been redesigned to support and match the needs of ETC's students, the majority of whom are from a refugee background, many with little or no access to formal education. Therefore, the curriculum had to be redesigned to

contextualise ESOL learning into a cultural and social framework to match the needs of all the stakeholders, including students, teachers, the refugee and migrant communities, the wider community, employers and further education providers.

Two additional levels have been added at either end of the previous levels. This was because the previous first level was too high for some pre-literate learners, hence ILN Entry A. The last level, ILN2 was not preparing students well enough to transition to employment or further study, so the new ILN Transition is a more personalized programme targeting the specific skills required by each individual student e.g. CV writing or academic essay writing. The resulting curriculum now spans six levels, from 'pre-literate' to 'transition to employment or further study', and focuses on seven main skill areas: reading, writing, listening and speaking, vocabulary, numeracy, digital literacy, and social and cultural competencies. Outcomes are modelled on the CEFR and the curriculum is also designed to work with the adult learning progressions and the TEC assessment tool. Full and part-time study options are available for students.

NZCEL is offered across five levels (Foundation, levels 1-4) which provides a wide scope for teachers to test student readiness on enrolment. Staff participated in the NZQA Targeted Review of Qualifications (TRoQ) and have continued to provide input into the current review. The range of levels provides domestic students to take time between NZCEL courses to consolidate skills by accessing ILN funding and then returning to the NZCEL programme when they are ready. Most students are in the level 1 and 2 programmes. Because of smaller class sizes, ETC earlier this year combined levels 3 and 4. Students commented that although they did not experience issues in delivery, they preferred single-level classes, and some students withdrew as a result. ETC provided assurance to the evaluators that if it were to combine levels it would be done only after consultation with affected students. Part-time options for NZCEL were trialled in Palmerston North following feedback from refugee and migrant support agencies that students needed to have time for part-time employment to cover living expenses. This initiative will be extended to Wellington and Lower Hutt.

The EAS programme for international students has 10 levels ranging from Pre-elementary to Advanced Plus. The first four levels are general English and the last six are academic levels staircasing students towards IELTS 7. Course length can range from two weeks to longer than 12 weeks, according to students' goals. Students graduating from the latter levels progress to diploma and degree levels of study at neighbouring tertiary institutes.

Staff are well qualified and experienced English language teachers who are expected to complete their National Certificate in Adult Literacy and Numeracy Education to further enhance their teaching practice. To date, 14 staff have achieved the qualification, 10 are in progress, and the two newly recruited teachers have yet to enrol. Teachers have access to well-resourced teaching and learning resources, including the purchase in 2017 of class sets of electronic tablets to

enable students to access information technology equipment with touch screens. Teaching resource banks are supplemented by teachers' personal resources; teachers enjoy this flexibility. Opportunities are provided for shared teaching which works very well, with new teachers paired with more experienced teachers or those with additional expertise to share such as digital literacy and numeracy, two areas where teachers have identified they need help.

The quality of teaching is monitored through regular observations by the director of studies as well as through peer observations. This results in constructive feedback, ongoing teacher self-reflection, and professional development centred on issues related to good teaching practice. ETC has robust moderation processes, with the director of studies second-marking samples and using the findings for professional development or to note consistent areas of weakness for individuals and groups of students. In addition, ETC has arrangements with other tertiary institutes to moderate NZCEL assessments.

Staff know their students well and use one-to-one meetings to discuss student progress, their next steps, and what they need more of. Key information is then logged in the individual learning plans in the eROL system, naturally occurring evidence folders, Intensive Literacy and Numeracy outcomes forms and NZCEL graduate profiles. The evaluators found some individual learning plans were well documented and others sparse in information. It was clear from interviews that some teachers carry a wealth of relevant student information in their heads. This makes it more difficult for the directors of study and the quality systems manager to make allowances for any contingencies. ETC should determine what information should be covered in individual learning plans.

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

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

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

ETC uses a learner-centred, communicative approach to quickly engage students in learning in a way that is purposeful and relevant to them. Students are generally refugees, migrants or international students, all of whom also need to be supported in being integrated into their communities. Orientation is comprehensive and also includes familiarisation with everyday activities such as banking, catching buses and shopping.

Regular student surveys confirm that the majority of students are happy with the teaching, the resources, and the way teachers support them to achieve their goals. They feel they are making, or have made, progress and that teachers understood

their needs. Students interviewed commented they feel supported not just academically but also through the pastoral care offered, and that there is a positive, friendly atmosphere in the school that is conducive to learning. ETC should consider the sustainability of tutors acting as first support for student welfare. The increased responsibility puts them at risk of making poor decisions.

Teachers pair longer-term students to support new students or call on graduates to support them with translations and cultural interactions. Staff take a personal interest in their students and are quick to notice when issues may be arising, for example getting support for both students and teachers when refugee students are affected by traumatic events happening offshore. This includes advice and guidance from external support agencies such as Red Cross.

The efficient homestay service is appreciated by the students. It is a contracted service, also providing homestay hosts to other tertiary institutes in the area. Most homestays have been providing services long-term and the service suits both parties. Annual updates are compulsory for homestays to remain in the system, with three-yearly checks of the home, unless they are homestays that host students under 18 years, when this is done several times throughout the year. ETC requires police checks which are updated every two years and documented in the student management system. Refugee and migrant students also spoke of the assistance provided by government agencies and support groups to assist them with housing.

Enrolment procedures for students under 18 are more extensive than standard student enrolments, absenteeism is followed up daily, and communication and reports are provided to parents about student achievement and any other matters that may affect student wellbeing.

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

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.**

Following the 2016 EER, ETC has made a concerted effort to strengthen its self-assessment practices to support educational achievement. The senior management team has clearer roles and responsibilities, with the director working closely with the managers and directors of studies to develop consistency of practice across all sites. Staff from all sites now meet as a collective to share teaching practice and achievement information, and for professional development to further promote consistency. These whole-of-organisation conferences are followed up with fortnightly cross-site programme video-conferencing meetings and peer observations, all designed to aid consistency. Senior management and teaching staff are already noticing strengthened consistency.

Management has implemented and further consolidated a student management system (eROL) improving data collation across all sites, which includes achievement, individual learning plans and progress and attendance. The quality systems manager then follows up with management reports, including analysis of the data and, where required, action plans. This work is helping ETC to better understand how well learners achieve at an organisational level across all programmes, including any site variances.

Staff interviewed consider they are valued by management, noting professional development opportunities, attendance at whole-of-organisation conferences, and peer observations to improve practice and resourcing. However, the latest staff survey, while generally positive, commented that there was an area for improvement in communication between senior management and staff.

ETC continues to grow at a managed pace, and the director has access to expertise for guidance about operating a sustainable business. The senior management team all access professional supervision which helps them deal with work stresses and challenges.

1.6 How effectively are important compliance accountabilities managed?

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.**

ETC has responded to the previous EER findings to ensure it is providing better evidence of its established processes for checking compliance with the Code of Practice, which involves key staff across sites. This is also in keeping with its drive to assure consistency of practice across sites. Previous gaps in record-keeping to demonstrate engagement with parents of international students under 18 years of age and police vetting of homestay families have been satisfactorily addressed. A sample of international student files, including those of under-18-year-olds, were found to be compliant.

As mentioned, ETC has adopted a new student management system. However, there are still glitches in the migration of paper-based records and spreadsheets to the digital format. At least one student's attendance had to be discussed and revisited where staff had not transferred results in a timely fashion. In addition, the evaluators found that there was room for improvement in overall attendance data collation. The ETC trigger for non-attendance is 90 per cent. However, the system does not differentiate between approved and non-approved leave. Doing so would simplify attendance monitoring.

Programme teaching hours are monitored rigorously by ETC. Staff have been part of the TRoQ revision for NZCEL and so are well aware of and adhere to the

approved hours. ILN-ESOL teaching hours are monitored by the TEC and ETC, as the hours being taught determine funding. EAS teaching hours are carefully monitored as students can attend for periods from two to 12 or more weeks.

All financial attestation compliances are entered in a calendar to ensure timely submission. An accountabilities matrix identifies compliance responsibilities pertaining to this role. Other compliance responsibilities are managed by the quality systems manager. So the responsibilities for compliance are clearly delegated and effectively managed.

Focus Areas

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

2.1 Focus area: New Zealand Certificate in English Language (NZCEL) (Level 2)

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

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

2.2 Focus area: English for Academic Studies (EAS)

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

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

2.3 Focus area: International students: support and wellbeing

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

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

2.4 Focus area: Intensive Literacy and Numeracy Fund – English for Speakers of Other Languages (ILN-ESOL)

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

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

Recommendations

NZQA recommends that Education & Training Consultants New Zealand Limited, trading as English Teaching College continue to develop and monitor the self-assessment practices and initiatives it has implemented to support educational performance.
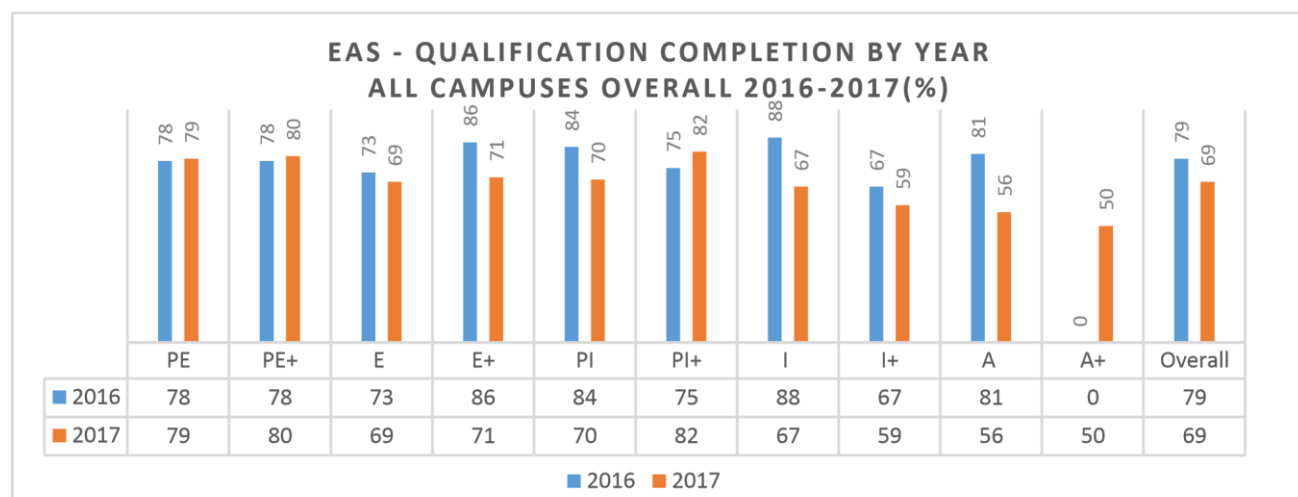
Appendix 1

Achievement data

Table 1. ETC achievement data 2015-2016: all NZCEL programmes

	Foundation		Level 1		Level 2		Level 3		Level 4	
	QC*	CC**	QC	CC	QC	CC	QC	CC	QC	CC
2015	74	78	93	83	89	92	64	73	71	71
2016	76	88	92	96	90	95	75	92	69	85
2017***	69	88	83	98	80	93	63	92	78	94

Source: ETC

*Qualification completions; **Course completions; ***2017 data is provisional

Table 2. English for Academic Studies (EAS)

EAS - QUALIFICATION COMPLETION BY YEAR ALL CAMPUSES OVERALL 2016-2017(%)

	PE	PE+	E	E+	PI	PI+	I	I+	A	A+	Overall
2016	78	78	73	86	84	75	88	67	81	0	79
2017	79	80	69	71	70	82	67	59	56	50	69

Graph 29: EAS Qualification completion by year %

Source: ETC

ETC offers the English for Academic Studies programme and qualification on all three campuses across 10 levels:

- Pre-Elementary (PE)
- Pre-Elementary Plus (PE+)
- Elementary (E)
- Elementary Plus (E+)
- Pre-Intermediate (PI)
- Pre-Intermediate Plus (PI+)
- Intermediate (I)
- Intermediate Plus (I+)
- Advanced (A)
- Advanced Plus (A+)

Table 3. 2017 ILN and ILN-ESOL achievement data combined

Skill area	Palmerston North	Wellington	Lower Hutt
Reading	79	95	100
Writing	76	98	100
Listening/speaking	80	92	100
Vocabulary	74	92	97
Numeracy	64	88	100
Digital literacy	59	83	97
Social competencies	50	87	97

Source: ETC

Data for Wellington and Lower Hutt sites is for half year only. Only Palmerston North has offered the new ILN-ESOL curriculum for one full year.

Table 4. Destination data for all focus areas for 2017

Destination	NZCEL 200	EAS	ILN*
Further study	67	42	62
Employment	13	12	20
Community	5	1	4
Overseas	NA	30	5
Other	15	15	9

Data source: ETC

While these are the main destination categories, ETC has additional data sets and analysis to show destination data by campus, further study at ETC and other institutes, and further breakdown of the 'other' category.

Appendix 2

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).

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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