

Annual review of systems, processes, compliance, developments etc. So that we can provide better welfare, service and quality of education

Nelson English Centre was last audited by NZQA and English NZ in Nov & Dec 2020.

We wish to ensure that we are a high quality organisation, so we do a constant self-review based on the standards set by:

- NZQA - the NZ government regulatory body
- English NZ - the peak body for English in NZ
- IALC - International Peak Body

This document is intended to be a self-review of Nelson English Centre based on English NZ standards Version 16 (1 December 2018) incorporating NZQA Key Evaluation Questions, IALC's Code of Ethics and The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

1. Staff, Employment & Professional Development

1.1 The school has appropriately qualified academic managers and teaching staff.					
<u>Compliance mapping.</u> NZQA KEQ 1.5: How effective are governance and management in supporting educational achievement? NZQA = Process: offer of educational instruction IALC = Code 4. Teaching and Academic Management					
<u>Evidence:</u> DOS CV and work experience Any changes in academic management or teaching staff? Confirmed by DOS; see; Job WOF; Employment contracts					
<u>Notes:</u> 2021 Luke (co-Dos) resigned 2022 Opening of borders – multiple teachers hired 2023 Increase in student numbers - multiple teachers hired					
<u>Confirmed by:</u> DOS and CEO					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

1.1a There is a qualified and experienced director of Studies/Academic Manager, who has full-time overall responsibility for: Management of teaching staff and resources, Teacher support and development, Course design and delivery, Assessment, Learner placement and management					
<u>Compliance mapping.</u> NZQA KEQ 1.5: How effective are governance and management in supporting educational achievement?					
<u>Evidence:</u> Organisational chart; Employee (DOS) contracts; DOS qualifications; Job (academic) WOF					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

1.1b there are permanent teachers with specific TESOL qualifications					
<u>Compliance mapping.</u> NZQA KEQ 1.4: How effectively are students supported and involved in their learning					
<u>Evidence:</u> Teacher contracts; Teacher qualifications; Job WOF					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

1.1c less qualified teachers may be employed on a temporary basis, but those employed with this profile may not constitute any more than 20% of the total teaching staff on an annual basis.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Class lists (master roll); Teacher contracts; Teacher qualifications; Job WOF					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

1.1d There are enough teachers with substantial experience and/or postgraduate teaching qualifications to provide support for less qualified and experienced teachers					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Teacher contracts and qualifications; Teacher CVs; Peer observation outcomes and schedule; Job WOF					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

1.1e There are teachers with appropriate qualifications and/or skills and expertise to deliver specialist programmes offered by the school.					
<u>Compliance mapping.</u> NZQA KEQ 1.4: How effectively are students supported and involved in their learning?					
<u>Evidence:</u> Teacher CVs, qualifications & contracts; Server> U: (Syllabus am & pm; Special Groups; Exam classes); Job WOF					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

1.1f The school provides a coherent professional development programme that addresses the needs of the organisation, teachers - both experienced and novice - and learners, and ensures that learners receive informed and effective language teaching.					
<u>Compliance mapping.</u> NZQA KEQ 1.4: How effectively are students supported and involved in their learning? NZQA Outcome 1: Process 4 Responsive wellbeing and safety systems					
<u>Evidence:</u> Annual PD plan & needs based PD review; PD outcomes; Job WOF Annual PD plan & needs based PD review; PD outcomes; Job WOF NZQA 1/4 Ongoing training and resources, teacher meetings					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

1.1g The school has appropriately skilled and trained admissions and support staff.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Admin staff contracts and qualifications; Job WOF (admin). Any changes in admin management or admin staff –					
<u>Notes:</u>					
<u>Confirmed by:</u> Admin manager					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

1.1h The school provides induction and professional development for non-academic staff.					
<u>Compliance mapping.</u> NZQA Outcome 1: Process 4 Responsive wellbeing and safety systems					
<u>Evidence:</u> Admin PD plan and outcomes; Admin staff contracts and qualifications; Job WOF (admin) Admin PD plan and outcomes; Admin staff contracts and qualifications; Job WOF (admin) NZQA 1/4 Ongoing training and staff meetings					
<u>Notes:</u>					
<u>Confirmed by:</u> Admin manager					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

1.2 The school complies with NZ employment legislation.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Employment contracts – admin & teaching staff. Records of staff annual review; Employment email threads.					
<u>Notes:</u>					
<u>Confirmed by:</u> CEO					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

1.2a Each Member fosters a good working environment for staff, providing fair terms and conditions of employment in the context of the relevant legislation.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> As above. All employment contracts remain the same; zero unresolved disputes.					
<u>Notes:</u>					
<u>Confirmed by:</u> CEO					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2. Curriculum & Course Delivery

ENZ = Clause 2 Curriculum & Course Delivery

2.1 Programmes are purposeful, coherent and documented. They facilitate teaching that meets the needs and expectations of learners.

<u>Compliance mapping comments.</u> NZQA KEQ 1.1: How well do students achieve? NZQA Outcome 3: Process 2 Supporting learner participation and engagement					
<u>Evidence:</u> Syllabus & Curriculum docs (U: Drive). Syllabus Overview, Aims & Objectives; Curriculum & course delivery changes outlined in Academic WOF; Syllabus & Curriculum docs (U: Drive). Syllabus Overview, Aims & Objectives; Curriculum & course delivery changes outlined in Academic WOF; NZQA 3/2 Whole school feedback, Mixathon, school parties, Kai days, school BBQs,					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.1a Courses are based on the needs of learners and other relevant stakeholders.					
<u>Compliance mapping.</u> NZQA KEQ 1.3: How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders? NZQA Outcome 3: Process 2 Supporting learner participation and engagement					
<u>Evidence:</u> Courses designed and adapted according to demand – see Academic WOF; Curriculum U: Drive; Agent and other stakeholder email communications (e.g. high schools) NZQA 3/2 Prepare for tertiary study (IELTS/CAE), professional registration (IELTS/OET), monthly tests, progress reports, open door policy.					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS & CEO					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.1b Each course has a set of specific goals, including learning outcomes and expected standards of achievement.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Syllabus & Curriculum docs (U: Drive); Syllabus Overview, Aims & Objectives; Academic WOF; 4 weekly test data; Tri-annual school-wide feedback (for English learning progress over time - review)					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.1c Learning outcomes are achievable within the timeframe of the programme.					
<u>Compliance mapping.</u> EngNZ footnote 9: "Reference should be made to NZQA Criteria for Course Approval, which provides guidance on defining courses or programmes"					
<u>Evidence:</u> Class list / level progression data; Entry/exit level data; Learner self-report progression in tri-annual feedback; Academic WOF					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.1d Outcomes, content, and teaching and learning strategies are informed by current language teaching principles, practice, and technology and are appropriate to the course and learners.					
<u>Compliance mapping.</u> NZQA KEQ 1.2: What is the value of the outcomes for key stakeholders, including students? NZQA KEQ 1.3: How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?					
<u>Evidence:</u> Relevant syllabus & curriculum documents; Teaching and Learning materials; Professional Development; Academic WOF					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.1e Courses appropriately reflect the NZ context and take advantage of the English language environment of the school.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> NZ content lesson materials (Teacher's desktop file); English only rule;					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					

2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>
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2.1f All activities that take place within timetabled hours, including excursions and out-of-class independent learning, have a clear educational objective ¹⁰ .					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Teacher excursion form (website)					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.1g Courses are documented in sufficient detail to facilitate teaching that consistently meets the needs of each class.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Class records; 4 weekly test data; Relevant syllabus & curriculum documents; Academic WOF					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.1h Daily written teaching records are kept to facilitate course coordination and review.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Class records; Academic WOF; Leaving reports					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.1i There is regular, systematic review of teaching and learning processes and outcomes and the resources to support them, and improvements are made as necessary ¹¹ .					
<u>Compliance mapping.</u> English NZ footnote 11: "Evaluations should take account of MoE EOTC guidelines http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines as appropriate."					
<u>Evidence:</u> Annual moderation meetings; Academic WOF					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.1k The school provides structured opportunities and resources for independent learning.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Cloud based student self-study material library; Private self-study areas; Personal learning plans on demand (e.g. supported by eLearning solutions)					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.1l The school's maximum class size in each course offered is published in course and enrolment material, and classes must not exceed this maximum.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Website; enrolment documents & advertising publications (brochure); Class lists (master roll).					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.2 The school's assessment processes and decisions are open and consistent, and its assessment methods are fair, valid and appropriate.

Compliance mapping.
NZQA KEQ 1.1: How well do students achieve?

Evidence:

Notes:

Confirmed by:
DOS

2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>
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2.2a The school has appropriate instruments and procedures to assess the English language ability of students for placement in the school¹², and subsequently place them in an appropriate class.

Compliance mapping.

Evidence:
First day tests (reviewed annually)

Notes:

Confirmed by:
DOS

2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>
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2.2b The school has procedures for reviewing student placements at the instigation of the student or his/her teacher(s).

Compliance mapping.

Evidence:

Notes:

Confirmed by:
DOS

2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>
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2.2c The school has instruments and procedures which are used to carry out on-going formative assessment of students' progress, which reflect the content of the courses that precede them, and which are used to provide feedback to learners and to adjust programmes as appropriate.

<p><u>Compliance mapping.</u> NZQA KEQ 1.1: How well do students achieve? NZQA Outcome 3: Process 2 Supporting learner participation and engagement</p>					
<p><u>Evidence:</u> 4 weekly tests, teacher handbook, class records 4 weekly tests, teacher handbook, class records NZQA 3/2 oversight of learner achievement and engagement- monthly tests, progress reports</p>					
<p><u>Notes:</u></p>					
<p><u>Confirmed by:</u> DOS</p>					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

<p>2.2d The school formally assesses all students at least once every six weeks.</p>					
<p><u>Compliance mapping.</u> NZQA Outcome 3: Process 2 Supporting learner participation and engagement</p>					
<p><u>Evidence:</u> 4 weekly tests 4 weekly tests NZQA 3/2 oversight of learner achievement and engagement- monthly tests</p>					
<p><u>Notes:</u></p>					
<p><u>Confirmed by:</u> DOS</p>					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

<p>2.2e The school maintains records of each student's progress.</p>					
<p><u>Compliance mapping.</u> NZQA Outcome 3: Process 2 Supporting learner participation and engagement</p>					
<p><u>Evidence:</u> Weekly class lists (level progress); start/end course level data; 4 weekly test results; high stakes exam practice results; high stakes exam results (final) Weekly class lists (level progress); start/end course level data; 4 weekly test results; high stakes exam practice results; high stakes exam results (final) NZQA 3/2 oversight of learner achievement and engagement- monthly tests, progress reports</p>					
<p><u>Notes:</u></p>					
<p><u>Confirmed by:</u> DOS</p>					

2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>
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2.2f The school gives each student a formal report on his/her progress at least once every quarter.					
<u>Compliance mapping.</u> NZQA Outcome 3: Process 2 Supporting learner participation and engagement					
<u>Evidence:</u> Quarterly progress reports & teacher notes – zero omissions NZQA 3/2 oversight of learner achievement and engagement- monthly tests, progress reports					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.2g The school issues a document to each student at the end of their course(s) at the school, detailing the dates and duration of the course(s), and providing a summative assessment of the student's achievement.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Leaving certificates and reports					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input type="checkbox"/>	2022 <input type="checkbox"/>	2023 <input type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.2h This document includes, or is accompanied by, an explanation of the terms used in describing levels of achievement.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> CEFR on reverse of leaving report					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.2i The school maintains a record of each student's final assessment.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Leaving reports – copies for admin; course end level data					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.2j Student Visa holders must meet the English New Zealand minimum attendance requirement of 80%. Where this has not been achieved both the % attendance and the non-compliance statement would be clearly shown on a final leaving document.					
<u>Compliance mapping.</u> NZQA KEQ 1.6: How effectively are important compliance accountabilities managed? NZQA Outcome 3: Process 2 Supporting learner participation and engagement					
<u>Evidence:</u> Leaving reports; attendance master Leaving reports; attendance master NZQA 3/2 oversight of learner achievement and engagement- roll					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.2k Each Member will guarantee the integrity of any examination taken or certificates awarded.					
<u>Compliance mapping.</u> NZQA KEQ 1.2: What is the value of outcomes for key stakeholders, including students?					
<u>Evidence:</u> Cambridge / IELTS exam data; NEC IELTS exam venue (Massey University)					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.2l The school has policy and procedures for the systematic review and refinement of its student assessment and reporting practices.					
<u>Compliance mapping.</u> NZQA KEQ 1. 5: How effective are governance and management in supporting educational achievement? NZQA KEQ 1.6: How effectively are important compliance accountabilities managed?					
<u>Evidence:</u> evidence is WOF and school-wide feedback					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

2.2m For high-stakes assessments such as those bearing on entry to mainstream education programmes, administration of the assessment is appropriately secure; and <ul style="list-style-type: none"> • moderation assures consistency of assessments; and • the assessment is benchmarked against other acceptable assessments; and • there is robust evidence for any claims of equivalence. 					
<u>Compliance mapping.</u>					
<u>Evidence:</u> N/A (n.b. IELTS exams administered through Massey University)					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3. Student Experience

ENZ = Clause 3.1 Premises/Facilities/Resources

3. The Student Experience

3.1 The school provides adequate and appropriate physical and learning resources for the delivery of educational programmes and other services offered by the school.					
<u>Compliance mapping.</u> NZQA Outcome 3: Process 3 Physical and digital spaces and facilities					

<u>Evidence:</u> 10 classrooms; annually reviewed teaching and learning resources (Academic WOF) 10 classrooms; annually reviewed teaching and learning resources (Academic WOF) NZQA 3/3 Healthy and safe, access barriers – Building WOF					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.1a The school has and will continue to have adequate and appropriate space for learners and staff.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Premises					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.1b All premises comply with the current versions of relevant laws and regulations, including the Resource Management Act, The NZ Building Code, the Health and Safety at Work Act, the Education Act and the Education (Pastoral Care of International Students ^[DNE1]) Code of Practice.					
<u>Compliance mapping.</u> NZQA KEQ 1.6: How effectively are important compliance accountabilities managed?					
<u>Evidence:</u> NEC A to Z; building certificates/WOF etc.					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.1c The premises at least include appropriate, safe and comfortable areas for:					
<ul style="list-style-type: none"> • Classroom teaching • Teaching staff space • Administrative staff space 					

<ul style="list-style-type: none"> • Student recreation • Confidential counselling • Independent student study • and any other facilities advertised by the school 					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Premises; School-wide feedback (premises/facilities data)					
<u>Notes:</u>					
<u>Confirmed by:</u> CEO					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.1d Classrooms and teacher preparation spaces are adequately resourced, and there is provision for adequately resourced independent study. Schools must be able to demonstrate professional delivery of advertised services.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Premises; Cloud-based self-study resources (website 'student space'); School-wide feedback (premises/facilities data); teacher annual review & PD provision on resources					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.1e There is an adequate supply of teaching-learning materials for the number of students enrolled and appropriate to the level and type of courses offered.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Teaching materials & resources (physical and online, e.g. subscriptions); teacher handbook; syllabus & curriculum docs					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.1f The school's use of materials complies with NZ copyright laws and regulations.					
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<u>Compliance mapping.</u>					
<u>Evidence:</u> Copyright certificate; teacher handbook					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.1g All staff are made aware of relevant copyright laws and regulations.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Teacher handbook; Copyright certificate					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.1h The school caters for the cultural and religious needs of its students, where these needs occur during school hours, either onsite or in nearby readily accessible facilities.					
<u>Compliance mapping.</u> NZQA Outcome 2: Process 1 Learner Voice NZQA Outcome 3: Process 1 Safe and inclusive communities					
<u>Evidence:</u> Prayer room Prayer room NZQA 2/1 Open door policy, Prayer room. NZQA 3/1 Prayer room, Mixathon, school parties, Kai days, School BBQs to promote community					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

<u>Compliance mapping.</u>					
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<u>Evidence:</u>					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

ENZ = Clause 3.2 Student support

3.2 Each Member has in place student services and welfare practices that will assist students to adjust to study and life in a new country.					
<u>Compliance mapping.</u> NZQA Outcome 1: Process 1 Strategic goals and strategic plans NZQA Outcome 1: Process 4 Responsive wellbeing and safety systems NZQA Outcome 2: Process 1 Learner Voice NZQA Outcome 4: Process 1 Information about assistance to meet basic needs NZQA Outcome 8: Responding to distinct wellbeing and safety needs of international tertiary learners					
<u>Evidence:</u> NZQA 1/1 Review student wellbeing through 1 st week review, whole school feedback, leaving survey and open door policy. NZQA 1/4 Ongoing training to identify, respond, refer issues (Teachers' meetings) NZQA 2/1 Open door policy, school parties and Kai days to encourage effective relationships with diverse learner groups NZQA 4/1 Access suitable accommodation – homestay co-ordinator NZQA 8 Cross cultural awareness – teachers' meetings, proactive approach – open door policy, teacher referral, student diary entries					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.2a The school provides an orientation to the school and its services and to living in NZ.					
<u>Compliance mapping.</u> NZQA Outcome 4: Process 1 Information about assistance to meet basic needs NZQA Outcome 11: Process 1 Provision of Information NZQA Outcome 17 Orientation NZQA Outcome 19 Learner Support, advice and services					
<u>Evidence:</u> First week orientation; First week DOS consultation (and outcomes); NEC A to Z; homestay roles & outcomes; student welcome pack First week orientation; First week DOS consultation (and outcomes); NEC A to Z; homestay roles & outcomes; student welcome pack					

<p>NZQA 4/1 Suitable accommodation – orientation, A-Z, homestay co-ordinator NZQA 11/1 First week orientation, student handbook, A-Z, first week DOS consultation, student feedback, emergency contact NZQA 17 Website, student handbook, A-Z, contact details, complaints procedure, legal rights and obligations, termination and refund policy, access to orientation program for parent, legal guardian or residential caregiver for under 18 year olds. NZQA 19 First week orientation, student handbook, A-Z, Mixathon, school BBQs, school parties, activities schedule, open door policy to address concerns</p>					
<u>Notes:</u>					
<u>Confirmed by:</u> Admin manager					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.2b The school provides out of class and out of school support and advice to students.					
<u>Compliance mapping.</u> NZQA Outcome 1: Process 4 Responsive wellbeing and safety systems NZQA Outcome 4: Process 2 Promoting physical and mental health awareness NZQA Outcome 18: Process 1 General (Safety and wellbeing)					
<u>Evidence:</u> NEC A to Z; Orientation; emergency number; student welcome pack NEC A to Z; Orientation; emergency number; student welcome pack NZQA 1/4 List of culturally appropriate support services, Ongoing staff training (cultural awareness, Te Tiriti o Waitangi awareness, timing of reporting), Emergency drills, Emergency Contact, Student Orientation, A-Z handbook. NZQA 4/2 School activities (sport & craft/music based), information & advice through culturally appropriate support services, open door policy to report concerns, emergency drills and contact numbers. NZQA 18/1 Incident report (behavioural issues)?, , open door policy for concerns, emergency drills, list of appropriate health and counselling services, student contact details, whatsapp groups, emergency contact.					
<u>Notes:</u>					
<u>Confirmed by:</u> Admin manager					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.2c The school provides a service that selects appropriate accommodation, places students in accommodation, and ensures student satisfaction in accommodation.					
<u>Compliance mapping.</u> NZQA Outcome 1: Process 4 Responsive wellbeing and safety systems NZQA Outcome 4: Process 1 Information about assistance to meet basic needs NZQA Outcome 5: Process 1 Information and promotional activities (Student Accommodation) NZQA Outcome 12: Process 4 Accommodation for international tertiary learners under 18 years NZQA Outcome 12: Process 5 Safety Checks and appropriate checks for learners under 18 years NZQA Outcome 12: Process 6 Accommodation for international tertiary learners 18 or over NZQA Outcome 18: Process 5 Accommodation NZQA Outcome 18: Process 6 Safety checks and appropriate checks					

<p><u>Evidence:</u>[DNE2] Homestay & Tech WOF NZQA 1/4 Identify concerns through Homestay WOF, feedback survey NZQA 4/1 Access suitable accommodation – homestay co-ordinator, Homestay feedback NZQA 5/1 Receive clear information – homestay co-ordinator, advertising, Student handbook, emergency contact, open door policy to report incidents or raise health and safety concerns NZQA 12/4 Homestay co-ordinator, Homestay WOF, home visits, open door policy to voice concerns. NZQA 12/5 police checks, interview process NZQA 12/6 Homestay co-ordinator, Homestay WOF, home visits, open door policy to voice concerns. NZQA 18/5 Homestay co-ordinator, Homestay WOF, home visits, open door policy to voice concerns. NZQA 18/6 police checks, interview process</p>					
<p><u>Notes:</u></p>					
<p><u>Confirmed by:</u> Admin manager</p>					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

<p>3.2d The school provides a responsive 24-hour emergency contact service</p>					
<p><u>Compliance mapping.</u> NZQA Outcome 1: Process 4 Responsive wellbeing and safety systems NZQA Outcome 4: Process 2 Promoting physical and mental health awareness</p>					
<p><u>Evidence:</u> In welcome pack, and displayed on notice boards around school / on business cards (front desk) In welcome pack, and displayed on notice boards around school / on business cards (front desk) NZQA 1/4 Emergency contact advice during student orientation, student handbook, class email lists, Whatsapp groups. NZQA 4/2 Emergency drills to advise students how to respond in an emergency, welcome pack, orientation</p>					
<p><u>Notes:</u></p>					
<p><u>Confirmed by:</u> Admin manager</p>					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

<p>3.2e The school provides, or provides access to, an appropriate, safe and legal activity programme.</p>					
<p><u>Compliance mapping.</u> NZQA Outcome 4: Process 2 Promoting physical and mental health awareness</p>					
<p><u>Evidence:</u> Activity programme, activity board. Activity programme, activity board. NZQA 4/2 Activity programme, external providers activity offerings</p>					
<p><u>Notes:</u></p>					
<p><u>Confirmed by:</u></p>					

Admin manager					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.2f The school ensures that students are aware of their work rights in NZ and provides access to job-seeking support.					
<u>Compliance mapping.</u> NZQA Outcome 11: Process 1 Provision of information NZQA Outcome 19 Learner support, advice and services					
<u>Evidence:</u> A to Z. Job notice board. Free CV and cover letter checking and printing. A to Z. Job notice board. Free CV and cover letter checking and printing. NZQA 11/1 A-Z, Job notice board, free CV and cover letter checking and printing NZQA 19 A-Z, Job notice board, free CV and cover letter checking and printing					
<u>Notes:</u>					
<u>Confirmed by:</u> Admin manager					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.2g School support services are age and culture appropriate, in first language as appropriate, and in particular are appropriately adapted for students under 18.					
<u>Compliance mapping.</u> NZQA Outcome 1: Process 4 Responsive wellbeing and safety systems NZQA Outcome 11: Process 1 Provision of information NZQA Outcome 12: Process 1 International tertiary learners under 18 years NZQA Outcome 18: Process 2 International school learners under 18 years					
<u>Evidence:</u> ^[DNE3] NZQA 1/4 List of cultural and age-appropriate support services NZQA 11/1 Parents, legal guardians, residential caregivers have access to information, advice or programme provided to learner to ensure it meets ongoing needs, A-Z. NZQA 12/1 Students residing with parent, guardian or residential caregiver, homestay co-ordinator, U18 reporting system, designated staff member to monitor and address concerns NZQA 18/2 Students residing with parent, guardian or residential caregiver, homestay co-ordinator, U18 reporting system, designated staff member to monitor and address concerns					
<u>Notes:</u>					
<u>Confirmed by:</u> Admin manager					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.2h The school appropriately monitors and manages attendance and compliance with visa conditions.					
<u>Compliance mapping.</u>					

NZQA Outcome 10: Process 6 Immigration matters NZQA Outcome 16 Immigration matters					
<u>Evidence:</u> Student records; attendance master Student records; attendance master NZQA 10/6 Records of student immigration status, process for reporting known or suspected breaches, notification of terminations. NZQA 16 Records of student immigration status, process for reporting known or suspected breaches, notification of terminations.					
<u>Notes:</u>					
<u>Confirmed by:</u> Admin manager					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.2i The school effectively monitors compliance where any student support is outsourced					
<u>Compliance mapping.</u>					
<u>Evidence:</u> n/a					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.2j The school systematically reviews student support services and makes adjustments as necessary.					
<u>Compliance mapping.</u> NZQA Outcome 1: Process 4 Responsive wellbeing and safety systems NZQA Outcome 4: Process 2 Promoting physical and mental health awareness					
<u>Evidence:</u> Admin WOF, Homestay & Tech WOF Admin WOF, Homestay & Tech WOF NZQA 1/4 Admin WOF, Homestay WOF, Student Feedback NZQA 4/2 Whole school feedback, Leaving Survey, open door policy					
<u>Notes:</u>					
<u>Confirmed by:</u> Admin manager					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.3 The school has a thorough, transparent and well documented complaints procedure.					
<u>Compliance mapping.</u>					

NZQA Outcome 2: Process 2 Learner Complaints NZQA Outcome 2: Process 3 Compliance with Dispute Resolution Scheme NZQA Outcome 22 Compliance with International Learner Contract Dispute Resolution Scheme					
<u>Evidence:</u> NZQA 2/2 Complaints Process outlined in Welcome pack, on noticeboards, A-Z. NZQA 2/3 Copy of school complaint process NZQA 22 Copy of school complaint process					
<u>Notes:</u>					
<u>Confirmed by:</u> Admin manager					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.3a The school has a documented complaints procedure that defines the internal process for student complaints and also defines the English New Zealand complaints process.					
<u>Compliance mapping.</u> NZQA Outcome 21 Dealing with complaints					
<u>Evidence:</u> Welcome pack, noticeboards, exit questionnaire, student feedback, A to Z, Job WOF Welcome pack, noticeboards, exit questionnaire, student feedback, A to Z, Job WOF NZQA 21 Complaints process					
<u>Notes:</u>					
<u>Confirmed by:</u> Admin manager					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.3b Staff and students are advised of these processes and complaints procedures are clearly posted in the school.					
<u>Compliance mapping.</u> NZQA Outcome 21 Dealing with complaints					
<u>Evidence:</u> notice boards, welcome pack, A to Z notice boards, welcome pack, A to Z NZQA 21 First week orientation, welcome pack, A-Z, notice board, open door policy					
<u>Notes:</u>					
<u>Confirmed by:</u> Admin manager					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

3.3c Records of complaints and action taken are maintained on file.					
<u>Compliance mapping.</u>					

NZQA Outcome 1: Process 2 Self-review of learner wellbeing and safety processes					
<u>Evidence:</u> [DNE4] email records; complaints file email records; complaints file NZQA 1/2 Qualitative and quantitative data from complaints process, including action to address deficiencies					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

4. Governance and management

4.1 The school has a systematic programme of self-assessment, including an annual self-assessment audit [DNES] to verify compliance with the English New Zealand Standards.					
<u>Compliance mapping.</u>					
<u>Evidence:</u>					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

4.1a Records of self-audits are maintained and signed by school management.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> This document. Annual WOF (Academic / Admin / Homestay & Tech);					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

4.1b The school maintains records of actions taken arising from self-assessment.					
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<u>Compliance mapping.</u>					
<u>Evidence:</u> School-wide feedback; WOFs., this document					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

4.2 The school complies with the rules and regulations under which it is registered by any regulatory authority, and as laid down by law					
<u>Compliance mapping.</u> NZQA KEQ 1.6: How effectively are important compliance accountabilities managed? NZQA Outcome 16 Immigration matters					
<u>Evidence:</u> Visa confirmation process, attendance master, policy on notifying breaches or termination of enrolment					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

4.2a The school abides by the English New Zealand Constitution and By-laws.					
<u>Compliance mapping.</u>					
<u>Evidence:</u>					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

4.2b School governance and management ensure that staff and any parent organisation are aware of the school's obligations as a member of English New Zealand.					
<u>Compliance mapping.</u> 2021 Cease membership of ENZ					
<u>Evidence:</u> this document					

<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

4.3 Each Member maintains honest, fair, responsible and ethical business practices, mindful of the overall interests of the English language teaching industry.					
<u>Compliance mapping.</u>					
<u>Evidence:</u>					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

4.3a Each Member treats all students enrolled at its school fairly, regardless of cultural background, academic ability, gender or age.					
<u>Compliance mapping.</u>					
<u>Evidence:</u> Mission statement					
<u>Notes:</u>					
<u>Confirmed by:</u> DOS					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

4.3b No Member will say or do anything which could bring English New Zealand into disrepute					
<u>Compliance mapping.</u>					
<u>Evidence:</u> 2021 Cease membership of ENZ					
<u>Notes:</u>					
<u>Confirmed by:</u> CEO					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

5. Promotion & Student Recruitment

36. NZQA Outcome 9: Prospective international tertiary learners are well informed

56. NZQA Outcome 13: Marketing and promotion

58. NZQA Outcome 14: Managing and monitoring education agents

<p><u>Compliance mapping.</u> NZQA 37. Process 1: Marketing and promotion ENZ 5.1 The member ensures that the school is promoted clearly and accurately both in its own material and in representations by partners NZQA Outcome 9: Process 1 Marketing and promotion NZQA Outcome 13: Marketing and promotion</p>					
<p><u>Evidence:</u> Website, Instagram, Facebook, A to Z all regularly reviewed – at minimum annually when price list updated. NZQA 9/1 Understanding, developing and providing up to date information including staff, facilities, potential learning outcomes, costs, accommodation and transport options and DRS (Website, advertising) NZQA 13 Understanding, developing and providing up to date information including staff, facilities, potential learning outcomes, costs, accommodation and transport options and DRS (Website, advertising)</p>					
<p><u>Notes:</u></p>					
<p><u>Confirmed by:</u> CEO – Admin manager</p>					
2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>

<p><u>Compliance mapping.</u> ENZ 5.2 The member ensures that students and where necessary their families or sponsors are clear on what they are purchasing and on the conditions of enrolment NZQA 60. Outcome 15: Offer, enrolment, contracts, and insurance NZQA Outcome 10: Process 1 Offer of educational instruction NZQA Outcome 10: Process 2 Information provided prior to entering contract NZQA Outcome 10: Process 3 Contract of enrolment NZQA Outcome 10: Process 4 Disciplinary action NZQA Outcome 10: Process 5 Insurance NZQA Outcome 10: Process 7 Student fee protection and managing withdrawal and closure NZQA Outcome 11: Process 1 Provision of information NZQA Outcome 12: Process 3 Decisions requiring written agreement of parent or legal guardian NZQA Outcome 15: Process 1 Offer of educational instruction NZQA Outcome 15: Process 2 Information to be provided before entering contract NZQA Outcome 15: Process 3 Contract of enrolment NZQA Outcome 15: Process 4 Disciplinary action NZQA Outcome 15: Process 5 Insurance NZQA Outcome 15: Process 6 Decisions requiring written agreement of parent or legal guardian NZQA Outcome 20: Managing withdrawal and closure</p>					
<p><u>Evidence:</u></p>					

Student feedback reflects website, brochure, Instagram, Facebook products as advertised, NZQA 10/1 Student feedback reflects expectations and educational outcomes sought were met. Open door policy, Front desk access, 1st week meeting to raise concerns.
 NZQA 10/2 Website, AtoZ, promotional material that covers evaluations, refund policy, staffing and facilities, services and support, insurance and visa requirements, DRS and full costs.
 NZQA 10/3 Website – clear information, grounds for terminating, cause for breach, disciplinary action.
 NZQA 10/4 Website? Student Handbook?
 NZQA 10/5 Record of Student Insurance coverage
 NZQA 10/7 Separate trust to secure and protect fees paid, Website- refund policy
 NZQA 11/1 Website – details about termination of enrolment, legal rights and obligations, refund policy
 NZQA 12/3 Written agreement required for course changes, DOS and admin staff
 NZQA 15/1-5 Identical to Outcome 10/1-5
 NZQA 15/6 Written agreement for course changes for under 18 year olds, DOS, admin staff
 NZQA 20 Separate trust to secure and protect fees paid, Website- refund policy

Confirmed by CEO – Admin manager

Notes:

Confirmed by:
CEO – Admin manager

2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>
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Compliance mapping.
 NZQA 38. Process 2: Managing and monitoring education agents
 NZQA 58. Outcome 14: Managing and monitoring education agents
 NZQA Outcome 9: Process 2 Managing and monitoring education agents
 NZQA Outcome 14 Managing and monitoring education agents

Evidence:
 New Agent contracts up to date.
 New Agent references done.
 Any breaches by agents.
 Any agent's contracts terminated.
 Feedback from students about agents all positive
 NZQA 9/2 Reference checks, written contracts, monitoring performance, record of action taken.
 NZQA 14 Reference checks, written contracts, monitoring performance, record of action taken

Notes:

Confirmed by:
CEO with Student Services

2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>
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Compliance mapping.
 ENZ 5.3 English New Zealand quality endorsement is appropriately displayed using the English New Zealand logo and guidelines

Evidence: brochure, website
 2021 Cease membership of English NZ

Notes:

Confirmed by:
CEO

2020 <input checked="" type="checkbox"/>	2021 <input checked="" type="checkbox"/>	2022 <input checked="" type="checkbox"/>	2023 <input checked="" type="checkbox"/>	2024 <input type="checkbox"/>	2025 <input type="checkbox"/>
------------------------------------------	------------------------------------------	------------------------------------------	------------------------------------------	-------------------------------	-------------------------------

6. NZQA - Code of Practice

NZQA Education (Pastoral Care of International Students) Code of Practice 2016 – Includes Amendments 2019

NZQA's Education Code of Practice is divided into 'Outcomes' and 'Processes'. The outcomes are outlined below, with the relevant criteria. Please refer to the link below for greater detail about the Processes, i.e. exactly what signatories must ensure when it comes to, for example, 'managing and monitoring agents' in respect of Outcome 2.

<https://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/Code-of-Practice-Amendments-2019.pdf>

Outcomes:

Outcome 1: marketing and promotion

- Marketing and promotion to prospective international students of services provided by signatories includes clear, sufficient, and accurate information enabling those students to make informed choices about the services provided.

Outcome 2: managing and monitoring agents

- Signatories must effectively manage and monitor their agents (that is, those agents that signatories have contracted to represent them) to ensure that those agents—
 - o a. provide international students with reliable information and advice about studying, working, and living in New Zealand; and
 - o b. act with integrity and professionalism towards prospective international students; and
 - o c. do not breach the law or jeopardise the signatory's compliance with this code.

Outcome 3: offer, enrolment, contract, and insurance

- a. support international students (or the parents or legal guardians of international students under 18 years) to make well-informed enrolment decisions that are appropriate to the educational outcomes sought; and
- b. ensure that international students (or the parents or legal guardians of international students under 18 years) have the information required to understand their interests and obligations before entering into a legally binding contract with a signatory; and
 - o ba. ensure that each contract of enrolment is fair and reasonable; and
 - o bb. ensure that any disciplinary action is taken in accordance with the principles of natural justice; and
 - o bc. ensure that international students have the appropriate insurance coverage, including insurance covering travel costs, medical care, and costs associated with repatriation, expatriation, and funeral expenses; and
 - o c. ensure that proper documentation is kept and, where appropriate, provided to international students (or the parents or legal guardians of international students under 18 years).

Outcome 4: immigration matters

- a. ensure that they do not allow or continue to allow a person to undertake educational instruction if that person is not entitled under the Immigration Act 2009 to undertake the educational instruction; and
- b. take reasonable precautions and exercise due diligence in ascertaining whether international students are entitled under the Immigration Act 2009 to undertake the educational instruction for which they enrol.

Outcome 5: orientation

- Signatories must ensure that international students have the opportunity to participate in a well-designed and age-appropriate programme that provides the information and advice necessary for a student at the outset of their educational instruction.

Outcome 6: safety and well-being [DNE6]

Signatories must -

- a. provide a safe study environment for international students; and
- b. provide adequate support for the well-being of their international students; and
- c. as far as practicable, ensure that international students live in a safe environment.

Outcome 7: student support, advice, and services

- Signatories must ensure that international students are fully informed about relevant advice and services to support their educational outcomes

Outcome 8: managing withdrawal and closure

- Signatories must ensure that the fees paid by international students for educational instruction in New Zealand are secure and protected in the event of student withdrawal or the ending of educational instruction or the closure of a signatory.

Outcome 9: dealing with grievances

- Signatories must ensure that all international students have access to proper and fair procedures for dealing with grievances.

Outcome 10: compliance with International Student Contract Dispute Resolution Scheme

- Signatories must comply with the DRS rules.

REVISED to The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

OUTCOME 1: A LEARNER WELLBEING AND SAFETY SYSTEM

Process 1: Strategic goals and strategic plans

Process 2: Self-review of learner wellbeing and safety practices

Process 3: Publication requirements

Process 4: Responsive wellbeing and safety systems

OUTCOME 2: LEARNER VOICE

Process 1: Learner voice

Process 2: Learner complaints

Process 3: Compliance with the Dispute Resolution Scheme

OUTCOME 3: SAFE, INCLUSIVE, SUPPORTIVE, AND ACCESSIBLE PHYSICAL AND DIGITAL LEARNING ENVIRONMENTS

Process 1: Safe and inclusive communities

Process 2: Supporting learner participation and engagement

Process 3: Physical and digital spaces and facilities

OUTCOME 4: LEARNERS ARE SAFE AND WELL

Process 1: Information for learners about assistance to meet their basic needs

Process 2: Promoting physical and mental health awareness

Process 3: Proactive monitoring and responsive wellbeing and safety practices

OUTCOME 5: A POSITIVE, SUPPORTIVE AND INCLUSIVE ENVIRONMENT IN STUDENT ACCOMMODATION

Process 1: Information and promotional activities

Process 2: Accommodation staff

Process 3: Accommodation staff must be fit and proper persons

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Process 2: International school learners under 18 years

Process 3: International school learners under 10 years

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OUTCOME 22: COMPLIANCE WITH INTERNATIONAL LEARNER CONTRACT DISPUTE RESOLUTION SCHEME

7. IALC - Code of Ethics - Best Practices International language schools

(<https://www.ialc.org/about-us/ialc-quality-standards/ialc-code-of-ethics/>)

IALC - Quality you can trust.

1. Each member must be legally constituted and authorised to operate in and according to the current laws and regulations of the country in which it is situated.
2. Each member must maintain high standards of facilities and teaching, and employ only qualified, experienced staff who are committed to increasing the language skills of their students in a responsible and efficient manner.
3. Each member must create and maintain a learning environment of high quality, in which students can make optimum progress towards their individual learning goals. Any prospectus or other promotional literature of a member must give a fair and accurate representation of the member and clearly state its terms of enrolment, fee payment and cancellation.
4. Each member must make every effort to provide carefully selected accommodation in homestay or in halls of residence or in hotels, as requested, for students requiring these facilities.
5. Each member must have an appropriately qualified and experienced person in its staff responsible for student support.
6. Each member must provide a programme of social and cultural events to ensure that students experience and enjoy the culture of the country they are visiting.
7. Each member must provide courses within a clearly understood and communicated curriculum framework.
8. Each member must provide a welcoming atmosphere and properly advise all students to ensure that they enroll for the course that best suits their requirements.
9. Each member must assess all students on arrival to ensure that they are placed in the appropriate class level.
10. Each member must guarantee the integrity of any examination taken or certificates awarded.
11. Each member must have a management and administration system that efficiently meets the needs of its clients.
12. Each member must distribute to all clients written procedures for the resolution of complaints.
13. Each member must have a clear procedure for receiving and acting on client feedback.
14. Each member must conform rigorously to the rules and regulations laid down by law in the country where it is situated.
15. Each member must abide by the Constitution and By-laws of IALC.

IALC Accommodation Standards - Host family, homestay, residential & hotels

The IALC Accommodation standards sets minimum requirements for homestays, student apartments, residences, studios, hotels and is a vital component of the study abroad experience.

Most language school students stay in host families or homestays, but apartments, residences and studios are becoming increasingly popular as well. These minimum requirements are for students aged 16+.

Host family

Minimum Requirements

The bedroom must be suitably furnished with a bed and adequate storage space, lighting, chair and desk. If there is no desk in the student's room, a private and appropriate work/study area must be available in the home.

The room should be appealing, with natural light, and the furniture should be in good condition.

The room must be for the student's, or sharing students', private use (i.e. not a room also used by the family).

Ideally, students should be accommodated as the only native speaker. Member schools should advise their clients of their policies in this regard.

Member schools should advise their clients of their policies regarding the possible number of students accommodated in households.

If the student has booked half board, the main meal of the day should be taken with the family and should consist of a least two courses (e.g. main course and salad or main course and dessert).

Meals should vary throughout the week.

Rooms, common areas, kitchen and bathroom must be clean.

The bathroom should be in a good state of cleanliness and repair and students should be allowed a minimum of one bath or shower daily.

Linen and towels must be changed on a regular basis.

Families should talk to the students as much as possible.

During winter in colder climates, heating must be available.

Distance to school should not exceed more than 30 minutes on foot or by public transport (1 hour in cities).

Families and their homes must be known to the school staff or to their appointed accommodation agent.

Families must be inspected prior to the first placement. There must be a stringent evaluation and monitoring scheme involving re-inspection at regular intervals or on an "as needs" basis.

The standard of the families must be monitored by a questionnaire to students.

Students' wishes and needs, such as non-smoking/smoking, allergies, vegetarian food, etc., must be taken into account as far as reasonably possible.

Family details

Before the student's arrival, this information should be sent to the agency or student:

Address and telephone number of the family.

Updated information on family members (profession, age, etc.)

Travel information: How can the student get there by public transport?

Where practical, a map on which the nearest public transport, the house of the family and the school are marked.

Distance to school.

An emergency telephone number in case any kind of problem arises on arrival.

And before or on arrival

Information on how to get from the family to the school.

Clear rules / do's and don'ts

Residential and other types of accommodation

Minimum Requirements

Accommodation must be clean.

The rooms should be appealing and the furniture should be in good condition and not too old.

Toilets and bathrooms should be in good state of repair (no mould etc.)

There should be a person in charge of regular cleaning, except where the students are responsible for cleaning, e.g. flat-sharing in some locations.

Clear fire regulations and procedure for residential accommodation.

Adequate security.

Clear guidelines.

Hotels

Minimum Requirements

Hotels must be clean and the service should be good.

The rooms should be appealing and the furniture in good condition.

Unless otherwise requested, hotels should have a minimum of two stars.

The rooms should be ensuite with the bathrooms in a good state of repair.

8. English New Zealand - Standards

<https://www.englishnewzealand.co.nz/quality/english-new-zealand-standards/>

The English New Zealand

Standards are rigorous

quality assurance standards

All English New Zealand schools with Membership

(as defined in the Constitution) must meet these

Standards and schools applying for Membership

must meet the Standards on application.

To retain this level of Membership, schools must meet

the English New Zealand Standards in addition to the

requirements of NZQA and the Education (Pastoral Care
of Tertiary and International Learners) Code of Practice.

All English New Zealand Member schools are audited

against the Standards on a 4-yearly cycle as outlined in

the English New Zealand Audit Procedure. Spot checks

are carried out on up to 20% of the Members each year

as an additional quality assurance measure.

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1.1 The school has appropriately qualified
academic managers and teaching staff.

1.1a There is a qualified full-time Director of Studies/
Academic Manager², who has overall responsibility³

for:

- Management of teaching staff and resources
- Teacher induction, support and development
- Course design and delivery
- Assessment
- Learner placement and management

1.1b There are permanent teachers with specific TESOL qualifications.⁴

1.1c Less qualified teachers may be employed on a temporary basis, but those employed with this profile may not constitute any more than 20% of the total teaching staff on an annual basis.⁵

1.1d There are enough teachers with substantial experience and/or further teaching qualifications to provide support for less qualified and experienced teachers.⁶

1.1e There are teachers with appropriate qualifications and/or skills and expertise to deliver specialist programmes offered by the school.⁷

1.1f The school provides a coherent professional development programme that meets the needs of stakeholders.

1.1g The school has appropriately skilled and trained admissions and support staff.

1.1h The school provides induction and professional development for non-academic staff.

1.1i Each school provides a good working environment for staff, with fair terms and conditions of employment in the context of the relevant legislation.

2.1 Programmes are purposeful, coherent and documented. They facilitate teaching that meets the needs and expectations of learners and other stakeholders.⁸

2.1a Each course has a set of goals, including achievable learning outcomes and expected standards of achievement.⁹

2.1b Teaching is informed by current language teaching principles, practice, and technology.

2.1c Online and hybrid courses are structured to take into account the unique challenges faced by these learning modes.

2.1d Courses appropriately reflect the NZ context.

2.1e All activities that take place within timetabled hours, including excursions and out-of-class independent learning, have a clear learning objective.^{10&11}

2.1f Daily written teaching records are kept to facilitate course coordination and review.

2.1g Programmes are regularly reviewed and updated to align with the changing needs of students, feedback from teachers and students, as well as emerging requirements.

2.1h The school provides structured opportunities for

supplementary independent learning.

1. Staffing, Employment¹ and Professional Development
2. Curriculum and Course Delivery

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2.2 The school's assessment processes and decisions are fair, transparent, valid and appropriate.

2.2a The school has appropriate procedures for evaluating, monitoring, recording and reporting students' progress and achievement.

2.2b The school assesses and places students appropriately and reviews placement continuously.¹²

2.2c The school formally assesses all students at least once every six weeks, and provides a report on their progress at least once every quarter.

2.2d The school maintains records of each student's progress and their final assessment.¹³

2.2e For high-stakes assessments such as those bearing on entry to mainstream education programmes, the school demonstrates robust assessment security, moderation for consistency, benchmarking against other acceptable assessments and evidence for any claims of equivalency.

2.2f The school issues a document to each student at the end of their course(s) at the school, detailing the dates and duration of the course(s), and providing a summative assessment of the student's achievement including an explanation of the terms used in describing levels of achievement.

2.2g Student Visa holders must meet the English New Zealand minimum attendance requirement of 80%. Where this has not been achieved both the % attendance and the non-compliance statement would be clearly shown on a final leaving document.¹⁴

2.2h The school guarantees the integrity of any certificates awarded.

2.2i The school has policy and procedures for the systematic review and refinement of its student assessment and reporting practices.

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3. The Student Experience
Premises/Facilities/Resources

3.1 The school provides adequate and appropriate physical and learning resources for learners and staff, and for the delivery of educational programmes and other services offered by the school.

3.1a The premises include appropriate, safe and comfortable areas for all activities.¹⁵

3.1b The school is sensitive and responsive to cultural, social and religious group and individual needs, and

the school environment is inclusive.

3.1c The school gathers and responds to feedback about resources from staff and students.¹⁶

Student Support

3.2 The school has comprehensive student support and welfare services to assist students in adjusting to life and study in a new country, and based on and responsive to their needs.

3.2a The school provides:

- an orientation to the school and its services including out of school support
- a responsive 24-hour emergency contact service
- information on living in New Zealand including health and wellbeing services
- information on work rights in New Zealand
- information on pathways to further education where relevant
- access to a comprehensive accommodation service
- access to an appropriate and safe activity programme

3.2b School support services are age and culture appropriate, in first language as appropriate, and in particular are appropriately adapted for students under 18.

3.2c The school systematically reviews student support services and makes adjustments as necessary.

3.3 The school has a thorough, transparent and well-documented complaints procedure.

3.3a The school has a documented and displayed complaints procedure that defines the internal process for student complaints and also defines the English New Zealand and relevant Disputes Resolution Scheme (DRS) complaints process.

3.3b Records of complaints and action taken are maintained on file.

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4. Governance, Management and Compliance

4.1 The school has a systematic programme of selfassessment, including an annual self-assessment audit and attestation, to verify compliance with the English New Zealand Standards.

4.1a The school keeps records of self-audits which are signed by school management.

4.1b The school maintains records of actions taken arising from self-assessment.

4.1c The school abides by the English New Zealand Constitution and By-laws.

4.1d School governance and management ensure that staff and any parent organisation are aware of the school's obligations as a member of English New Zealand.

4.2 The school complies with the rules and regulations

under which it is registered by any regulatory and/or licensing authority, and as laid down by law.

4.2a Premises and operations comply with the current versions of relevant laws and regulations, including the Resource Management Act, The NZ Building Code, the Health and Safety at Work Act, NZ Copyright licensing, NZ employment law, Privacy Law, the Education Act and the Education (Pastoral Care of Tertiary and International Learners) Code of Practice.

4.2b The school appropriately monitors and manages attendance and compliance with visa conditions.

4.2c The school effectively monitors compliance where any student support is outsourced.

4.3 The school maintains honest, fair, responsible and ethical business practices, mindful of the overall interests of the English language teaching industry.

4.3a The school treats all students enrolled at its school fairly, regardless of cultural background, academic ability, gender or age.

4.3b The school does not say or do anything which could bring English New Zealand into disrepute.

5. Promotion and Student Recruitment

5.1 The school is promoted clearly and accurately both in its own material and in representations by partners.

5.2 Promotional claims about issues such as progress rates and pathways are ethical.

5.3 The school ensures that students and relevant stakeholders are clear on what they are purchasing and on the conditions of enrolment.

5.4 The school's maximum class size in each course offered is published in course and enrolment material, and classes must not exceed this maximum.

5.5 English New Zealand quality endorsement is appropriately displayed using the "A member of English New Zealand" logo and in line with the guidelines.

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Footnotes

1 Recruitment procedures and conditions of employment for all staff must meet general employment law as well as standards as specified.

2 The following is a minimum acceptable profile of a Director of Studies/Academic Manager as from 1 July 2011:

- initial TESOL qualification (see footnote 4)
- has a level of English of at least CEFR C1 level

plus

- Diploma in Second Language Teaching or ESOL (e.g. DELTA Trinity Diploma)

- or a Diploma in LT Management
- or a degree specifically in language teaching

plus

• minimum of 5 years' English language teaching experience
3 Further detail on each area of responsibility is provided below. Where the DoS/Academic Manager does not have sufficient expertise in any of these areas, responsibility may be delegated to other staff members or external experts may be brought in, but overall and ongoing responsibility remains with the DoS/Academic Manager.

A staff member who meets the DoS/Academic Manager profile (as specified in the English New Zealand Standards) must be on site to manage day-to-day academic matters at any additional campus located in a different city/town to its main campus.

4 The following is a minimum acceptable profile of a teacher on a permanent contract:

- initial TESOL qualification
 - has a level of English of at least CEFR C1 level
- plus one or more of the following:
- a degree
 - a post-graduate diploma in a language related area
 - 720 hours' English language teaching experience
 - a diploma of teaching

An initial TESOL qualification should be externally validated and moderated by a reputable examination body (typically a university or recognised examination board). It should include a minimum of 6 hours' supervised, assessed and moderated teaching practice and at least 100 hours of TESOL input (examples are Cambridge CELTA and Trinity CertTESOL). Exceptions made for staff with continuous employment at an existing member school prior to 1 July 2011 until the present remain valid.

Alternative qualification profiles will be considered in applications for English New Zealand membership from university English language centres, provided permanent staff have a post-graduate qualification in TESOL. Upon gaining membership, all permanent teaching staff subsequently appointed at university centres must meet the initial TESOL qualification as specified in footnote 4.

5 The following is a minimum acceptable profile of a temporary teacher:

- has a level of English of at least CEFR C1 level

plus

- initial TESOL qualification

or

- 500 hours' English language teaching experience

6 A minimum appropriate ratio of more- to less-experienced staff is 1:6. Staff in these supervisory and support roles should have at least 2 years' experience and preferably hold post-certificate qualifications.

7 Specialist programmes might include courses such as EAP, High School English and those 'English-plus' programmes that call on specialist skills outside English language teaching. Appropriate qualifications might mean postgraduate ELT qualifications, secondary school teaching qualifications or first aid qualifications.

8 These may include copyright holders and official bodies such as

external examination authorities.

9 Reference should be made to NZQA Criteria for Course Approval, which provides guidance on defining courses or programmes.

10 Where programmes are advertised as “English + activities” (e.g. English + Golf, English + Surfing), participants are not necessarily considering English as integral to the activity (if it is a means to learning the skill in the activity) and therefore such activities components need not have “a clear educational objective”.

11 Evaluations should take account of MoE EOTC guidelines <http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines> as appropriate.

12 For long-term (e.g. 6 months plus) or high stakes courses (e.g. for international qualifications) appropriate placement may require assessment prior to arrival in the country or at the school. This is to ensure that the potential student has sufficient English language ability to cope with their desired course, and/or has an appropriate level of ability to be able to take continued benefit from a long course of study.

13 For very short courses (e.g. 1-2 weeks), the final assessment may amount to the initial placement assessment.

14 The school must be able to demonstrate that attendance records are kept, are accurate and reflect the fact that students are attending the school regularly for the purpose of study.

15 Relevant laws and regulations will specify minimum levels, but the institution should also be able to demonstrate that it gathers and responds to feedback about premises from staff and students.

16 The institution should be able to demonstrate that it gathers and responds as necessary to student and staff feedback about physical resources

NZQA KEQs (see compliance mapping below):

NZQA KEQ 1.1: How well do students achieve?

NZQA KEQ 1.2: What is the value of outcomes for key stakeholders, including students?

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

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

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

NZQA KEQ 1.6: How effectively are important compliance accountabilities managed?

