



English New Zealand Standards

Version 17, 1 July 2023



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. Staffing, Employment¹ and Professional Development

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. Curriculum and Course Delivery

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.





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.



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.

4. Governance, Management and Compliance

4.1 The school has a systematic programme of self-assessment, 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.



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.

English New Zealand Audit Procedure

Overview

Applicants for Membership undergo a full audit and must meet the English New Zealand Standards to progress the application.

English New Zealand Member schools are audited every 4 years and must meet the English New Zealand Standards to retain membership.

Spot checks will be carried out on up to 20% of English New Zealand schools with Membership status each year.

All schools achieving new Membership status will be spot audited within the first 6 months of membership.

All Members will pay an annual English New Zealand Standards fee as set by general meeting, from time to time, to English New Zealand.

The parties involved in the audit process are:

- the Secretariat, who administers the audit process
- the school being audited
- the auditors (selected by the English New Zealand Board from a pool of suitably qualified people, the maximum number of which is stated in the English New Zealand Constitution)
- the reading panel (qualified people appointed by the Board to review the audit findings, make determinations and moderate the audit process)
- the Board, who are made aware of audit conclusions/ determinations by the reading panel in relation to the compliance of Member schools

Appointment of Auditors

The English New Zealand Board is responsible for the appointment of suitably qualified auditors with consideration given to the following criteria:

- qualifications and experience (auditors should meet English New Zealand's minimum criteria for DoS and have at least 5 years' English language teaching experience)
- geographical spread
- size and type of school

The Board will, in its absolute discretion, set written guidelines detailing the specific criteria to be met by applicants. Such written guidelines will be provided to Members and applicants on request.

Auditors will be appointed for such term as determined by the Board. Each Member school can put forward nominations for any vacant position of auditor provided that any applicant meets the minimum qualifications and experience criteria.

The Board has the sole and unfettered discretion to select auditors and no reasons need be given to individual applicants for their non-selection. There will be no right of any applicant to appeal their non-selection.



Each applicant in the event they are selected for the position of English New Zealand Auditor must agree upon confirmation of their initial selection to:

- attend training workshops for auditors
- sign and agree to be bound by English New Zealand's Code of Practice for English New Zealand Auditors
- be available to audit a minimum of twice a year if required

Reading Panel

A reading panel, as appointed by the English New Zealand Board, will review each draft audit report and the requirements identified by auditors. The reading panel will submit all final determinations to the Board and sign off on each audit report in accordance with the Audit Process.

The reading panel members will sign and agree to be bound by English New Zealand's Code of Practice for English New Zealand Auditors.



The Audit Process

For each audit, two auditors are drawn by random ballot from the pool of qualified auditors. This draw is administered by the Secretariat and at least one member of the Board. One auditor will be appointed lead auditor by the Secretariat.

In the case of a main audit a Member school will have the right to veto no more than two auditors for any reason from carrying out that audit; thereafter the school must accept the auditors selected by random ballot.

The Member can request a time convenient to them for the auditors to carry out the main audit provided such time restraint is reasonable and no more than 4 weeks from the date of notification of the main audit unless agreed upon by the Secretariat.

The above rights will not apply to spot checks.

On acceptance of the auditors by the Member school, the lead auditor will contact the school in preparation for the audit.

The Member must allow the auditors access to the Member's premises for the purposes of carrying out a main audit. Upon receiving the auditors, the Member will provide private space for the auditors to carry out the audit.

The Member must provide all relevant information as required under the auditing standards in a timely manner to the auditors for the purposes of carrying out the main audit.

The auditors are authorised by every Member to enter upon the premises of any Member for the purpose of carrying out audits. This clause will operate as an express authority to enter the Member's premises for the purposes of the Trespass Act 1980.

The Member will, upon request, ensure that all relevant staff are available to speak with the auditors in respect to the audit.

The basic procedure to be followed by auditors during the main audit process is outlined below. This guideline may be altered, if agreed upon by auditors and the Member school, up to the point of oral feedback. However, the standards required under this document must be maintained and a draft report must be submitted to the Member school within 2 weeks of the completed audit.

- A meeting will be held between the auditors and the Member's staff for the purposes of introducing the auditors to the staff and explaining their presence in the Member's school. The DoS should be made available all day to assist the auditors and answer any queries they may have.
- The auditors will review and inspect relevant documentation pertaining to the audit.
- The auditors will observe classes.
- The auditors will meet with staff and students.

- The auditors will meet with the DoS/Senior Management to provide oral feedback on the audit, including any areas of potential non-compliance.
- The auditors will provide a draft written report to the Secretariat within 2 weeks of the audit. The report will be forwarded to the Member and the reading panel for comment. For the avoidance of doubt, any steps required/needed to remedy adverse findings in an audit report are stated as requirements, and any decisions based on the stated requirements will be determined by the reading panel.
- Recommendations/Suggestions may be proposed in the audit report to enhance current practice.
- The Member will have one further week to present any comments on the report to the reading panel. Should an audit identify areas requiring remedy, the Member has 4 weeks from the date of audit to address any issues and request to be re-considered compliant.
- A final written report is to be signed off by one reading panel representative no later than 4 weeks from the date of audit.
- The final written report will clearly outline timeframes for remedy of any outstanding non-compliance. At such time as the Member, under guidance from the reading panel, achieves compliance, an addendum to the report will be filed with the Secretariat.
- Issues of non-compliance must be remedied within 6 weeks of the original audit date and the Member school will agree to a follow-up audit if recommended by the reading panel.
- If, after this 6-week period, the Member school remains non-compliant, membership of English New Zealand will terminate.
- If the Member disputes the findings of the audit, that Member will have the right to appeal. Any appeal must be lodged with the Appeal Panel as per the Appeals Procedure.
- All final determinations of the reading panel will be submitted to the English New Zealand Board.



Spot Checks

The Members to undergo spot checks will be determined (in confidence) by ballot administered by the Secretariat.

Spot checks will be carried out without notice by the Secretariat or a reading panel member. All Members consent to receiving the Secretariat/reading panel member at any time for this purpose, and spot checks may cover the following Standards:

- Attendance records
- Class numbers
- Staff qualifications
- Premises

The Member must provide all relevant information as required under the auditing standards in a timely manner for the purposes of carrying out a spot check.

Following a spot check, a written report of factual findings will be presented to the English New Zealand Board for consideration. The Board will determine the outcome of the spot check.

Should a Member fail a spot check they will be subject to a full audit at the end of a 6-month period; thereafter the school will return to a 4-yearly audit cycle.

All schools achieving new Membership status will be spot audited within the first 6 months of Membership.



Special Circumstances

In exceptional circumstances, the Board may at its sole discretion, require a Member to undergo an unscheduled full audit or spot check. It will also determine the period until a further audit is undertaken.

Consequences Of Failing An Audit

If the audit report identifies areas of non-compliance with the English New Zealand Standards, the defaulting Member must remedy those areas of non-compliance and provide satisfactory evidence of compliance within 6 weeks of the date of audit.

Should the Member provide adequate evidence of remedy during the 6-week period from the date of audit, the reading panel will sign an addendum to the audit report confirming compliance. The addendum will be filed with the Secretariat, and the Member will have compliant status until the next scheduled audit or spot check.

Should the Member be unable or unwilling to remedy the areas of non-compliance, Membership will terminate immediately or upon the conclusion of an appeal.

Appeals Procedure

If a Member disputes the findings of the audit process they can lodge an appeal, in writing, with the English New Zealand Chairperson, who will convene an appeal panel comprising the Chairperson and two other co-opted directors of English New Zealand Members.

The Chairperson will have an unfettered and sole discretion to elect the Member directors on the appeal panel.

In the event of an appeal, the Member will have the right to appear before and be heard by the appeal panel. A final determination will be made by the panel no later than 21 days after the appeal hearing and will be communicated to the Member in writing.

An appeal may be lodged during the 6-week period from the date of audit or within 14 days of notice of termination.





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