



New Models of Tertiary Education - Submission, 21 November 2016

[English New Zealand](#) is the peak body for the English language sector – both private and state.

26 members, located in 11 different destinations throughout New Zealand, offer international students high quality English language tuition. Membership includes specialist private language schools and state-owned faculties of universities and ITPs.

While the Productivity Commission's report relates to tertiary education in New Zealand, the focus is on longer-term, qualifications-based provision. Although currently classified as PTEs, English language providers within the membership mainly welcome full-fee paying international students with no funding.

English language students enrol in New Zealand not only for the quality of tuition offered, but because New Zealand is an attractive study abroad/English plus tourism destination.

There is potential for technological changes to disrupt the English language sector, but as the tourism factor is a primary driver in choosing New Zealand ahead of other global English language destinations, the traditional face-to-face model of delivery is likely to hold for some time. How technology is used within the classroom setting and for out-of-class learning could be enhanced if compliance costs savings were available to be repurposed.

NZQA/MoE compliance mechanisms over-regulate our sector. Under any model proposed, English New Zealand seeks re-consideration of compliance burdens.

International English language students are predominantly adult students and English New Zealand requires members to meet additional quality assurance standards over and above Government requirements. Greater credit should be given for self-regulation with visible incentives for high-performing providers.

Self-accreditation is a risk, but less so if balanced by all the other recommendations: more focus on teaching quality (presumably input and process). Membership of a peak/quality assurance body would encourage best practice.

NZQA processes should most definitely be simplified, with reduced timeframes and lower costs to the provider.

Improving pathways into university courses is critical, including acceptance of English language pathways. Universities should be more willing to work with other providers.

English New Zealand supports the comprehensive adoption of the report's recommendations.

For further comment please contact:

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