

Report of External Evaluation and Review

Southern Cross Language Institute

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 17 October 2012

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Southern Cross Language Institute (SCLI)
Type:	Private training establishment (PTE)
Location:	55 Papanui Road, Christchurch
Delivery sites:	As above
First registered:	1 May 1991
Courses currently delivered	Diploma in English as a Foreign Language
Code of Practice signatory	Yes, for 14-17 year-olds and 18 years upwards
Number of students:	International: 44 female students from Japan
Number of staff:	Five full-time, two part-time staff, and one director.
Scope of active accreditation:	Diploma in English as a Foreign Language
Distinctive characteristics:	In 1986 the principal of a girls' private high school in Japan asked the current director of SCLI to establish a private language school to cater exclusively for his students. The first group of 18 students arrived in April 1987. The girls are all 16 and 17 years of age. There is one intake each year sourced from two private schools in Japan. The preparatory work in Japan is organised by the schools' own travel agent. This includes: pre-enrolment meetings with parents and their daughters, travel and medical insurance, enrolment, passport, student visas for one year, flight bookings, and collecting fees from parents and depositing them into the SCLI trust account.

The travel agent also accompanies the students to New Zealand, arranges hotel accommodation in Christchurch for the first night, and arranges the group's parents' tour from Japan to Christchurch every year in August. The agent also assists SCLI staff with travel arrangements when visiting schools in Japan in September/October each year. The agent is not an educational agent and SCLI does not pay any commission.

Each April a new group of students arrives together on the same flight, accompanied by the travel agent and a teacher. In March the following year they return to Japan, again all on the same flight. The students have two years of high school to complete on their return to Japan. The students are a homogeneous group: same age, similar ability, similar backgrounds.

From April 2011 to March 2012 there were 49 students at SCLI. In 2012 there are 44 students. Since 1987, 1,184 students have enrolled at SCLI. During their time at SCLI the girls are still considered part of their Japanese school and abide by the same code of conduct and rules that would apply at home in Japan.

In New Zealand the students can also sit the Test of English for International Communication (TOEIC), which is an English language test designed specifically to measure the everyday English skills of people working in an international environment. TOEIC has several strands, including listening and reading tests, and a speaking and writing test. SCLI offers the listening and reading tests only. These have five scoring bands: 10-215 (orange), 220-465 (brown), 470-725 (green), 730-855 (blue), and 860-990 (gold).

Recent significant changes: A new principal was appointed on 1 April 2012. She has been a member of staff since 1991.

Previous quality assurance history: At the most recent NZQA quality assurance visit, an audit in 2007, SCLI exceeded its educational goals and objectives. Since 1988 an emeritus professor at the University of Canterbury has conducted post-moderation for the final writing exams. This person is no longer in New Zealand,

therefore the next external moderation for 2012 will be undertaken by the former SCLI principal.

Other:

The institute's premises are in a large, two-storey house in a Christchurch suburb. As a risk management strategy, after the 2011 Christchurch earthquakes the institute relocated all its classrooms to the ground floor. There is some damage to the SCLI premises, but they are safe for occupation.

2. Scope of external evaluation and review

The focus areas selected were the mandatory focus areas of governance, management, and strategy, and international student support. The programme selected was the Diploma in English as a Foreign Language, the only programme SCLI offers.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The evaluation team consisted of two evaluators who visited SCLI on site for one day. They met with the director, principal, student advisor, family liaison person, all the tutors, and a small group of students from each of the two class levels, elementary or pre-intermediate. The lead evaluator also spoke to a sample of homestay parents. The evaluators also sighted a range of documentation including TOEIC results, feedback from students on teachers and the diploma course, feedback from teachers in Japan, staff meeting minutes, the student handbook, curriculum documents, and teacher reflective diaries.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Southern Cross Language Institute**.

SCLI aims to make a positive contribution to the goodwill and understanding between the people of New Zealand and Japan. The relationship between the Japanese schools and SCLI has been consistently maintained and nurtured over 26 years. To date, 1,184 students have been enrolled at SCLI. All students study for one year towards the Diploma in English as a Foreign Language. The overwhelming majority of these students have been successful, with a 100 per cent completion rate in 2010 and 98 per cent (48 out of 49 students) in 2011. Students also study towards TOEIC as good test scores in this examination can help them gain admission to a Japanese university on completion of their high school study.

TOEIC is benchmarked nationally, and SCLI students' scores compare favourably. In 2011, the mean SCLI score was 671 compared with the national average of 634. In 2012, the mean SCLI score was 655 compared with the national mean score of 619. All the TOEIC raw scores sighted by the evaluation team for both 2011 and 2012 showed that individuals had made marked improvements in their overall scores.

SCLI uses the Headway series of resources, supplemented by resources and assessments developed by the academic staff. Tests occur weekly and accurate records of student progress are maintained. All test materials are pre-moderated by all the staff for clarity of instructions, accuracy of content, and any inconsistencies or ambiguities. Natural usage is important and SCLI attempts to develop tests that assess pure skills, for example a listening test that does not rely too heavily on reading skills. Materials are also trialled by native speakers who have had no input into the questions. Post-moderation of minor tests also occurs internally, and final writing exams have been externally moderated since 1988 by a University of Canterbury professor.

Internal benchmarking occurs from year to year. If the results from the morning programme (currently New Headway elementary and pre-intermediate) differ greatly from those of previous years, this indicates that there may be an issue with delivery and will be investigated by the principal. The teaching staff at SCLI are well qualified and experienced ESOL teachers, many with extensive experience teaching overseas. Most hold postgraduate qualifications and all are speakers of Japanese or other foreign languages. They impressed the evaluation team as very enthusiastic, knowledgeable, and collegial in their approach. Each month at least one staff member attends an external teacher development session and reports back to the next weekly staff meeting.

There are regular interchanges of staff between Japan and New Zealand each year. These interchanges increase the understanding between the schools and teaching

staff, foster new friendships, and strengthen existing relationships. This builds mutual loyalty and contributes to the continuation of the arrangement.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Southern Cross Language Institute**.

SCLI tests all students on arrival in Christchurch to place them in one of two ability classes at either elementary or pre-intermediate level. The placement test results align well with the students' TOEIC scores from Japan. This TOEIC score creates an individual benchmark for each student which they can work to improve over their year in New Zealand. SCLI is a registered TOEIC administration centre and students are able to be tested with TOEIC up to three more times during their time at SCLI.

An annual review of the diploma occurs at a full staff meeting at the end of the academic year. It looks at course content, teaching practice, and individual teacher needs, such as how teachers could be supported to improve their delivery of aspects of the course. The morning and afternoon programmes are also reviewed annually. Students regularly evaluate their teachers and the class materials after each major test, five times per year. These results are analysed by the principal and findings acted on where appropriate. Student progress is discussed at staff meetings. Minutes from the staff meetings are action-oriented and any issues arising are followed up promptly. Three times a year reports of academic and general progress are translated and sent to Japan for the students' parents and their schools. A full institute assembly occurs each Tuesday, where students receive a weekly newsletter which they are encouraged to give to their homestay parents.

SCLI is highly responsive to the needs of the Japanese schools. The director and principal of SCLI speak Japanese and have a deep understanding of and respect for Japanese culture. The director has developed long-standing, mutually beneficial relationships with the leaders and other personnel at the schools in Japan and has been careful to employ highly qualified and experienced staff at SCLI who are also committed to the aims of the institute. The principal undertakes annual performance reviews of all staff, and the principal's performance is reviewed each year by the director. Peer reviews of teacher performance are gradually being reinstated post-quake.

The student advisor conducts one-to-one interviews with students once a term and on completion of the academic year. She seeks information about the host family, out-of-school activities, school life, and personal issues. She records the results of these interviews and reports the findings to the principal and host family coordinator. The principal acts on any comments that are relevant or helpful.

The host family coordinator shares an office with the student advisor and together they have developed excellent systems for tracking students' well-being, including

a reporting system that is updated daily. They also have close links with the academic staff, and the evaluation team was impressed by the quality of the formal and informal communication that occurs between the student advisor, host family coordinator, and the academic staff.

The host family coordinator understands the requirements of the Code of Practice for the Pastoral Care of International Students, and host families are considered a vital part of the SCLI community. They attend social functions at the institute and are provided with a regular newsletter updating them on the latest developments. Host family parents contacted by the evaluation team reported that they were well supported and felt connected to the business of the institute.

While SCLI does not keep formal records of graduate outcomes, the institute works like a well-functioning family. Students readily keep in touch via Facebook and email as they want to let SCLI staff know how they are progressing. The schools in Japan have provided feedback to SCLI indicating that on their return to Japan SCLI students lift the level of English in their English classes and often win interschool English language competitions. Other benefits from study in New Zealand are increased maturity and self-confidence, leadership skills, and greater independence.

SCLI does not have a formal written contract with the Japanese schools, as it works within the understood cultural norms of Japan where this would not be appropriate. However, the organisation has become a significant feature of the schools it serves, where a schooling experience in an English-speaking country is considered an essential part of an individual's development. This opportunity helps the Japanese school to attract students in a highly competitive private school system.

Students receive three reports (graded from 1-5, 1 being the lowest and 5 being the highest) during their year at SCLI. The reports address speaking (language level, pronunciation, accuracy, fluency, and contribution), writing (language level, accuracy, fluency, and mechanics), and general progress (effort, homework, participation, concentration, and willingness). The 1-5 grades are determined from tests and teacher observations from the morning and afternoon teachers who discuss the grading a student should receive on her report. The reports, along with comments and the grades, are kept on a database in the host family coordinator's office. After the first report, the teachers can see the students' previous comments and grades and can track the progress a student is making.

However, the processes for obtaining feedback between the Japanese schools and SCLI could be reviewed to determine whether more formal gathering and reporting of feedback would be useful to identify possible trends over time. The evaluation team is mindful that SCLI's unique character means that the organisation has been making ongoing small adjustments to aspects of its operation to meet the changing needs of all its stakeholders.

Feedback from the schools in Japan and the students identified that a possible area for development might be to increase the opportunities for students to have greater contact with young New Zealanders as part of the curriculum. The

Japanese schools and evaluation team noted that SCLI has made an excellent start on this with after-school clubs and visits to local secondary schools.

Findings¹

1.1 How well do learners achieve?

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

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

SCLI has been enrolling students from two Japanese private schools for 26 years. Most of these students have been successful in achieving the Diploma in English as a Foreign Language, with a 100 per cent completion rate in 2010 and 98 per cent (48 out of 49 students) in 2011. (The unsuccessful student was awarded a Certificate of Attendance.) SCLI tests all students on arrival in Christchurch to place them in one of two ability classes at either elementary or pre-intermediate level. The placement test results align well with the students' TOEIC scores from Japan. This TOEIC score creates an individual benchmark for each student which they can work to improve over their year in New Zealand. SCLI is a registered TOEIC administration centre and students are able to be tested with TOEIC up to three more times during their time at SCLI.

A good TOEIC score can help the students gain admission to a Japanese university on completion of their high school study. Students are tested weekly to monitor progress and there are five formal examinations over the year leading to the Diploma in English as a Foreign Language. Students also monitor their own progress to help them to take more responsibility for their own learning and to assist them to self-reflect, a different approach to the schooling they are used to.

SCLI has clear record-keeping. SCLI looks for anomalies, such as variations from year to year between student groups' marks, to ensure the quality of the teaching and learning experience is maintained. While SCLI does not keep formal records of graduate outcomes, informal feedback is ongoing via Facebook, emails, and texts. Some students return to visit the institute, and recently an SCLI graduate, who has become a teacher in one of the SCLI Japanese partner schools, returned to visit the institute.

TOEIC is benchmarked nationally and SCLI students' scores compare favourably. In 2011, the mean SCLI score was 671 compared with the national mean score of 634. In 2012, the mean SCLI score was 655 compared with the national mean score of 619. While SCLI does not target specific increases in TOEIC scores, the expectation is that students' scores will increase over time. All the TOEIC raw scores sighted by the evaluation team for both 2011 and 2012 showed that individuals had made marked improvements in their overall scores.

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Students receive three reports (graded from 1-5, 1 being the lowest and 5 being the highest) during their year at SCLI. The reports address speaking (language level, pronunciation, accuracy, fluency, and contribution), writing (language level, accuracy, fluency, and mechanics), and general progress (effort, homework, participation, concentration, and willingness). The 1-5 grades are determined from tests and teacher observations from the morning and afternoon teachers who discuss the grading a student should receive on her report. The reports, along with comments and the grades, are kept on a database in the host family coordinator's office. After the first report, the teachers can see the students' previous comments and grades and can track the progress a student is making.

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

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

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

Students' TOEIC scores can help them gain access to university, and there is one university in Japan where SCLI students are given preferential treatment. However, the greatest benefit of the SCLI experience is the opportunity to gain greater English language skills, particularly fluency. Students also accompany their host families on outings and holidays where they learn to interact within a New Zealand context in a safe and secure environment. Students also engage with the local community by visiting, for example, rest homes or local schools. At a recent visit to a local secondary school, the students enjoyed interacting with a group of New Zealand students learning Japanese and commented that they would like more of these opportunities.

Some students have gone on to travel to other places as a result of the confidence they developed at SCLI, for example to America as an exchange student and to Washington to complete a Master's degree.

Because the relationship has operated successfully for over 25 years, the Japanese schools also benefit from the SCLI experience as they are able to use the arrangement as an incentive in their marketing. There are regular exchanges of teaching staff between SCLI and the Japanese schools, and some of the Japanese students' parents travel to New Zealand. Interactions between Japanese families, teaching staff, and host families ensure that SCLI contributes to its aim of making a positive contribution to the goodwill and understanding between the people of New Zealand and Japan.

The processes for obtaining feedback between the Japanese schools and SCLI could be reviewed to determine whether more formal gathering and reporting of feedback would be useful to identify possible trends over time. However, the evaluation team is mindful that SCLI's unique character means that the

organisation has been making ongoing small adjustments to aspects of its operation to meet the changing needs of all its stakeholders since its inception.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

SCLI's director established the institute in response to a request from the Japanese schools, although it has a distinctly New Zealand flavour. The afternoon classes in particular have New Zealand-based topics such as Antarctica and New Zealand fashion. Local guest speakers are also brought in to add to the 'kiwi' flavour. SCLI knows its learner profile very well and all the staff impressed the evaluation team as taking responsibility for monitoring the girls' academic progress and personal well-being.

Feedback is collected from students through interviews and questionnaires at the end of each teaching module and after the major tests, about five times a year. Programmes are reviewed each term and changes have been made to the afternoon courses based on student feedback from previous years. One change was to increase the amount of formal grammar in the afternoon class. Reports are issued to the students three times a year. The parents' copy of the report is posted to Japan with a translated letter attached explaining the distribution of the allocated grades and an explanation of these grades.

As a result of the 2011 Canterbury earthquakes, the SCLI staff usual annual visit to Japan was cancelled for that year. However, the director prepared a comprehensive PowerPoint presentation which was sent to Japan and shown by the teacher in charge at the meeting for prospective students and their parents. Another post-quake initiative was the introduction of after-school clubs to compensate for the closure of many Christchurch facilities that students used to attend. These clubs have been very successful and SCLI intends to continue to offer them longer term. The clubs are diverse and include guitar, choir, dance, a vocabulary group, and baking classes.

Another important initiative was the identified need for an extra course in the afternoon programme where students could practise everyday English required in social situations, such as catching the bus or using the telephone. Significant increases in confidence and maturity were identified by the student evaluations, in written feedback from the Japanese schools, and by the host families contacted by the evaluation team. For example, many of the girls step into leadership roles at their schools on their return to Japan.

1.4 How effective is the teaching?

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

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

The teaching staff at SCLI are well-qualified and experienced ESOL teachers, who work as a team and share resources. Many have extensive experience teaching overseas and all hold postgraduate qualifications. Most have been teaching at SCLI for some years. By their own admission, they are privileged to teach at SCLI as, unlike most English language schools, they have one intake of students with similar academic abilities and family backgrounds who they are able to get to know well over the year. Classes average about 16 students. SCLI uses the Headway series of books supplemented by its own materials and assessments. Staff have access to good resources and equipment and the teachers are involved in the selection of texts. Students noted that their New Zealand teachers are relaxed and friendly and that they are able to build relationships with them, which helps them to stay motivated and engaged.

The director emphasised to the evaluation team that the staff are crucial to the success of the organisation. This was confirmed by the evaluators, who found the staff to be enthusiastic and knowledgeable and committed to the students, who they found a pleasure to teach. SCLI supports regular professional development for staff and funds up to 50 per cent of the cost. Staff share their professional development learning at the regular weekly staff meetings and consider that professional development provides effective networking opportunities as well as new ideas and approaches. Performance appraisals occur each year and include an observation from the principal which is documented and discussed. Other opportunities for professional development are the regular annual visits to the Japanese schools and those of the Japanese teachers visiting New Zealand.

Internal moderation occurs with all new assessments offered, and exam papers are cross-marked and externally moderated. The TOEIC scores, which are benchmarked nationally, indicate that SCLI has maintained consistent standards of teaching and learning over many years. Reflective teaching practice is central to the academic approach at SCLI, with teachers keeping reflective journals which include comments on lessons that have worked and those that did not work as planned. The principal has observed the results of these self-review activities and actively supports this approach. SCLI is also responsive to student feedback. An example of this was the response to Japanese being spoken in class time and the desire for more grammar tuition. Both issues were discussed and solutions developed. Other teaching strategies have been the introduction of students' goal books to help students to become independent learners. As well as this, reading logs allows teachers to track how many books students are reading and what level they are reading at.

1.5 How well are learners guided and supported?

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

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

SCLI has developed a learning environment that helps students to feel safe and secure during their time in New Zealand. It operates as an extension of the students' home school, complying with the same rules and regulations as the girls are used to at home. Sometimes this means a girl may initially contact her school in Japan with an issue or concern rather than speaking directly to SCLI staff. The Japanese school then contacts SCLI to discuss the issue and trusts them to deal with any situation that may arise. This has ensured that students' security and well-being needs are addressed by both the home school and SCLI working together. It also reduces the stress associated with being in a new culture.

Each week at the 'all-of-institute' meetings a newsletter is produced that students take home to their host families. The host family parents contacted by the evaluation team were overwhelmingly positive about their role within SCLI. Comments included: 'the communication is excellent'; 'I can pick up the phone at any time'; 'any issues that arise are dealt with promptly and appropriately'; 'there is very close matching of the girls to the host family'; and 'the hosting experience has added interest and diversity to our lives as well'.

As a result of the February 2011 earthquake, some 50 per cent of SCLI host families were no longer able to live in their homes and consequently could not be hosts for the girls. It was necessary for SCLI to find new host families at short notice. This necessitated an 'all-of-team effort'. The Japanese schools were still keen to send the girls and the 2011 intake arrived two weeks later than normal, and there were sufficient host family arrangements for them. The Japanese schools also made an extra financial contribution to SCLI to show their concern and gratitude for the way the institute had managed the earthquakes with minimal disruption to the girls' education.

According to Code of Practice requirements, students have round-the-clock access to SCLI staff, and over the long history of the institute there have been very few incidents. For example, over the last 15 years only one student has been sent home. The student advisor is a dedicated first language Japanese speaker and is at SCLI three afternoons each week and can be called in if required. Student conduct is monitored and there is a formal warning system appropriate to the girls' maturity and home family expectations. For example, if a student breaks the rules there is a system of two written warnings, and probationary conditions are instituted, such as no weekend leave. In addition, SCLI sometimes picks up on learning needs – such as partial deafness and reading issues – that have not been identified prior to the students' arrival in New Zealand.

The Japanese schools also successfully screen students for any psychological problems, and most issues that arise can be dealt with promptly by the student

advisor, the family liaison person, or the principal. All the SCLI staff work collegially in the best interests of the students. For example, the family liaison person works closely with the student advisor to cover all homestay issues, and the student advisor and teachers meet regularly to discuss individual students. A new system of daily record-keeping has been developed where an electronic record of what has happened that day is kept. This record provides the basis of reporting to the principal. Also, the student advisor has developed a system where she interviews all students three times a year. This gives them an opportunity to discuss any issues in Japanese without needing to seek her out. The evaluation team noted that this role was very important for helping students manage the pressures of a new culture very different to their own.

There is a blue book for homestay families containing helpful information as well as detailing all the rules and requirements for the students and how to get support from SCLI if required. There is a close relationship with host families, some having hosted for SCLI for many years. The host family parents spoken to by the evaluation team enjoyed providing accommodation for the girls, working with the institute, and taking up the ongoing opportunities for involvement in SCLI life. They view themselves as a vital part of the girls' experience and take their responsibilities very seriously, for example by signing off on completion of homework tasks or encouraging students to initiate simple conversations in English.

The students are also well prepared before they arrive in New Zealand. They attend camps in Japan where they are orientated to the New Zealand way of life and alerted to issues that may arise, such as culture shock. This preparation, the selection process in Japan, and SCLI's structured, proactive approach means any issues that arise are dealt with promptly, appropriately, and discreetly.

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

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

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

SCLI was established in response to a well-identified need by a Japanese private girls' school. The organisation's success over 26 years is due to the excellent relationships it has built and nurtured over this time, the clear academic focus and aims of the institute, the excellent learner outcomes evidenced by the diploma completion rates, progress on the TOEIC tests, and the personal development of the students after their year in New Zealand.

As a result of the loss of his permanent home in Christchurch, the director has relocated to his other home in Auckland. However, he has daily contact with the principal, either by phone or email, and visits periodically.

Most staff members are of long standing and any new teachers are carefully recruited and closely observed during their 90-day probation period. Appointments are made that are a close fit with the aims and objectives of the institute, and SCLI involves existing staff in recruitment of new staff to ensure a good fit. The principal has academic oversight of the organisation and the director is responsible for financial management. The institute has established effective processes and there was evidence of some succession planning to accommodate future plans for SCLI.

SCLI recognises that there is some risk with SCLI's dependence on two Japanese schools to provide all of its students. However, this is mitigated by the continuity of the arrangement, the quality of the staff at SCLI, and the loyalty and commitment of the Japanese schools to keep sending their girls to SCLI. The success of the institute is a function of agreed aims and objectives, shared standards and expectations, and cultural appreciation of the Japanese world view. SCLI is well managed, resourcing is generous, and staff members have clearly defined roles and work collegially in the best interests of the students at all times. All staff, including governance and management, reflect, consult, and closely monitor learner outcomes and are concerned for the educational and personal development of the students.

However, the evaluation team noted that SCLI was not as clear about the quality of analysis around learner achievement from the Japanese schools and the manner in which feedback is captured between the Japanese schools and SCLI, and suggests that SCLI may find it helpful to review this aspect of the operation further as it may be useful for identifying trends over time.

Lastly, feedback from the schools in Japan and the students identified that a possible area for development might be to increase the opportunities for students to contact New Zealanders as part of the curriculum. The Japanese schools and the evaluation team note that SCLI has made an excellent start on this with the after-school clubs and visits to local secondary schools.

Focus Areas

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

2.1 Focus area: Governance, management, and strategy

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

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

2.2 Focus area: International student support

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

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

2.3 Focus area: Diploma in English as a Foreign Language

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

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

Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the EER process approved by the NZQA Board.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

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