

# Report of External Evaluation and Review

New Zealand Language Centres  
Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 29 January 2014

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*Final Report*

# 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:	New Zealand Language Centres Ltd (NZLC)
Type:	Private training establishment (PTE)
Location:	Head office and Auckland Language Centre at Level 2, 104 Customs Street West, Auckland. Wellington Language Centre at Level 2, 101-103 Courtenay Place, Wellington.
Delivery sites:	Languages Centres in Auckland and Wellington (as above) and Christchurch (with the latter site not in operation since the 2011 earthquake).
First registered:	First registered with NZQA in 1984.
Courses currently delivered:	<ul style="list-style-type: none"><li>• General English</li><li>• Teaching English to Speakers of Other Languages (TESOL) including Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA)</li><li>• A variety of Cambridge, IELTS (International English Language Testing System) and TOEIC (Test of English for International Communication) exam preparation classes</li></ul>
Code of Practice signatory?:	Yes, for students aged 11-17, as well as 18 and over.
Number of students:	At the time of the external evaluation and review (EER), about 174 students (from 27 countries) were attending courses on the Auckland campus,

	and 53 students (from 16 countries) on the Wellington campus.
Number of staff:	30-35 full-time equivalents, depending on current enrolments.
Scope of active accreditation:	<p>NZLC holds consent to assess for the following courses:</p> <ul style="list-style-type: none"> <li>• General English</li> <li>• TESOL Course</li> <li>• TESOL Aged 8-13 Course</li> <li>• Teaching ESOL – English to Speakers of Other Languages</li> </ul> <p>NZLC also holds the following accreditations:</p> <ul style="list-style-type: none"> <li>• University of Cambridge CELTA Teacher Training Centre</li> <li>• University of Cambridge Test Centre</li> <li>• TOEIC (Wellington)/AES (Auckland) Test Centres</li> </ul>
Distinctive characteristics:	<p>NZLC Auckland and NZLC Wellington are the trading names of New Zealand Language Centres Ltd. Students come to NZLC from more than 25 countries, and most course cohorts are diverse as a result. In addition to General English classes, the schools provide Cambridge, IELTS and TOEIC exam preparation classes, classes for learners aged 11-17 and English teacher training courses. Students are also able to divide their study between the two campuses if they choose to.</p> <p>Over 95 per cent of the students are international. Average course duration is around eight weeks depending on student preference, but can extend to over 40 weeks in some cases. A small number of domestic students are studying towards the Teaching ESOL qualifications on offer.</p> <p>NZLC does not receive funding from the Tertiary Education Commission or any other government agency or department.</p>
Recent significant changes:	In 2012, the Auckland campus moved to a new venue in downtown Auckland. This extends over

three floors and includes 30 classrooms.

In May 2013, NZLC established a standalone IELTS department, recruiting a departmental manager to specifically lead this new initiative.

Previous quality assurance history:

The previous NZQA EER (November 2010) was Confident in the educational performance of NZLC, and Confident in the organisation's capability in self-assessment. There were no actions required or recommendations made in the report.

As a member of the English New Zealand organisation, NZLC was audited in June 2013 (separate audits for both Wellington and Auckland Campuses). Both sites met all six audit standards, with the auditors recommending changes to the student complaints process and improved recording of particular meetings.

The CELTA course is externally moderated by an assessor who is approved and appointed by Cambridge. The final certificate is also issued by Cambridge. NZLC is meeting all Cambridge requirements in the delivery of this qualification.

## 2. Scope of external evaluation and review

Focus Area	Location	Notes
Governance, management and strategy	Auckland and Wellington	This is a mandatory focus area in all EERs.
International student support	Auckland and Wellington	This is a mandatory focus area for all providers with international students.
General English (including IELTS)	Auckland and Wellington	The General English programme covers the majority of NZLC students and runs at all standard language levels. Within the IELTS strand, students are specifically prepared for the IELTS exam, which is used for academic or immigration entry purposes.
Teaching ESOL (CELTA)	Auckland	This is a short duration (four or five week) teacher education course targeted primarily at local students. It leads to the CELTA (Certificate in Teaching English to Speakers of Other Languages) awarded by Cambridge ESOL.

### 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.*

A scoping meeting with the Auckland campus principal and three other senior staff occurred on 1 November 2013, at which the focus areas were confirmed.

NZLC subsequently supplied a range of relevant documents to the evaluators, including: a self-assessment overview report; staff names and roles; reports on self-assessment activities across campuses and divisions; the strategic plan; professional development policy; English New Zealand audit reports from June 2013 for each of the Auckland and Wellington campuses; an inventory of teaching staff with their qualifications; the student handbook for 2013; and the teacher/staff handbook for 2013.

Other documentation was viewed on site, including student surveys and teaching materials, student progress reports and detailed quantitative and qualitative information relating to student achievement, progress, raw test scores, attendance and postgraduate outcomes.

Two NZQA evaluators visited the Auckland and Wellington campuses over a period of two and a half days. Interviews were conducted with the directors, management, and teaching and support staff from both campuses. Students, graduates of the programmes and a range of external stakeholders were also interviewed.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **New Zealand Language Centres Limited, trading as NZLC Auckland and NZLC Wellington**.

NZLC is performing strongly and is meeting the needs of the students and other key stakeholders. Evidence for this includes:

- High success rates in the CELTA course (95-97 per cent over the past three years), validated by external Cambridge examiners
- Comprehensively tracked student information showing that the vast majority of General English students progress up at least one language level after 10 weeks of study
- High student satisfaction survey rates; consistently between 94 and 98 per cent on both campuses
- Collated data showing 90 to 95 per cent of students would recommend NZLC to someone considering English language study
- Complimentary reports from the July 2013 audits of each of the NZLC campuses undertaken by English New Zealand
- NZLC being one of only two New Zealand PTEs shortlisted as finalists for the Star Award from Study Travel Magazine industry award for the southern hemisphere.

Under its current management team, NZLC has clearly improved as an educational provider since the last EER, and has provided sound evidence of these improvements. These have included:

- The recruitment of new academic leadership
- The development of stronger teaching and learning practices
- The standardisation of policies and practices across campuses
- The investment in the Auckland campus facility
- The active encouragement of an evaluative approach to English language teaching and learning.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **New Zealand Language Centres limited, trading as NZLC Auckland and NZLC Wellington**.

A comprehensive variety of tools and processes for measuring, monitoring and understanding educational and organisational performance are in use at NZLC. These range from pre-assessment and progression tests, through student satisfaction surveys, to exit and graduate surveys.

Key performance information around recruitment, attendance, achievement and how well students' needs are met is effectively captured and shared appropriately to strengthen organisational performance.

The evaluators found strong evidence of responsiveness to student needs and other issues identified by these self-assessment processes, with numerous useful changes and wide-ranging initiatives being effectively implemented as a result.

External feedback from, for example, English New Zealand auditors or Cambridge moderators is responded to promptly and constructively. These responses are recorded and monitored by management.

NZLC demonstrates numerous characteristics of an organisation that sets clear goals and gathers comprehensive information around their achievement; this information is used reflectively across the organisation in order to make comprehensive and ongoing improvements which benefit students and other stakeholders.



# Findings1

## 1.1 How well do learners achieve?

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

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

NZLC has a clear understanding of student achievement across the organisation; this information is closely monitored, aggregated and reported at the individual, class, programme and campus levels. A significant cross-organisational effort is made to ensure capture, analysis and reporting of valid and high-quality performance information.

Across all NZLC programmes, a target course completion rate of 95 per cent has been set, and in 2012 and 2013 NZLC data records 99 and 98 per cent completion respectively.

In the General English/IELTS focus area, students' week 5 and week 9 progress tests are used as key points to monitor performance. This progress is appropriately gauged using end-of-cycle tests aligned with course books and course levels. NZLC aims to have 90 per cent of its students progress to the next course level after each cycle; both campuses are exceeding this target by around 5 per cent. Where applicable, practice IELTS tests are used at key points to evaluate student achievement towards their goals, and to provide detailed feedback to students.

While the new IELTS department at NZLC has set a target of students gaining a 0.5 increase in their band scores after five weeks of study, and has developed a course designed to achieve that, the sample cohort is still too small to substantiate this ambitious goal. Nevertheless, their initial bank of test scores does show strong progress by students. As with other providers, NZLC faces challenges in obtaining access to the external IELTS results of its graduates. However, where those results are known, NZLC graduates have usually achieved their desired outcome.

Other indicators of participation and achievement being measured include: attendance data, overall programme satisfaction and to what extent graduates would refer other students to NZLC. Participation and satisfaction rates across these indicators compare favourably between both Wellington and Auckland campuses and are consistently high (over 90 per cent).

The CELTA course has a good record of qualification achievement year-on-year (see table below). This course and the exams are monitored by a Cambridge

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

moderator, whose summaries confirm the reliability of these results. Across the range of grades from 'Pass A' to 'Pass', the results achieved are comparable with and are relatively consistent with national and international achievement trends, particularly when NZLC's small cohort sizes are considered. Where students did not pass, the teachers were also able to provide comprehensive information on their specific circumstances.

<b>Table: CELTA course results 2011-2013<sup>2</sup></b>					
<b>Year</b>		<b>% 'Pass A'</b>	<b>% 'Pass B'</b>	<b>% 'Pass'</b>	<b>% 'Withdraw'/'Fail'</b>
2011	NZLC (31 students)	3%	29%	65%	3%
	New Zealand	6%	18%	71%	4.5%
	International	5%	24%	67%	5%
2012	NZLC (23 students)	0	17%	78%	4%
	New Zealand	4%	24%	68%	4%
	International	5%	25%	66%	5%
2013*	NZLC (50 students)	3%	25%	68%	5%
	New Zealand	-	-	-	-
	International	-	-	-	-

## 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 **Good**.

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

NZLC monitors two primary indicators to gauge the value the students derive from their study. First, student satisfaction surveys completed by almost all students capture an overall satisfaction rate across a range of indicators, with 94-98 per cent of students reporting a positive experience. Very few are not satisfied, and the complaints register contained only one recent case, which has been resolved.

The other parameter, with similarly high scores, relates to the question: 'Would you recommend the school to others?' For the data collated for 2013, almost all

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<sup>2</sup> Information available at the time of the EER, using data supplied by NZLC (2013 benchmark data was not yet available). All numbers have been 'rounded half up' for simplicity and clarity of presentation.

students answer yes to this question.<sup>3</sup> High levels of student satisfaction have been identified as ‘essential for a robust international education industry’ by New Zealand Education<sup>4</sup>, and NZLC considers this to be a particularly important indicator.

Students enrol at NZLC for a number of reasons, but most aim simply to raise their English language skills for practical purposes. The November 2013 exit surveys, for instance, showed that over 50 per cent wanted to improve their English for employment, travel or other purposes. Some hoped to progress to higher-level studies. NZLC has started to gather some information on the tertiary study destinations of its graduates, but this is a work in progress.

Exit and satisfaction survey data corroborated students’ comments to evaluators that they had gained language competence and confidence, as well as knowledge about New Zealand to facilitate independent travel during or after their studies.

By contrast, students studying towards the internationally recognised CELTA qualification intend to teach English as a second language. NZLC surveys consistently show that over 60 per cent of contactable graduates are teaching English, many internationally. In 2013, graduates were teaching in more than eight countries across both hemispheres. A group of very recent graduates interviewed by the evaluators expressed a high level of confidence that the programme had appropriately prepared them to enter the classroom and commence a career in English language teaching. In particular, the substantial component of supervised teaching practice at NZLC was highly valued.

The other key stakeholders identified by NZLC are: the many hundreds of education agents who refer students from over 25 countries to the school (particularly China, Japan, Korea and Latin America); the parents of students, in particular of young students (under 18 years old); and the homestay hosts who accommodate students. NZLC gathers and maintains detailed information about each of these stakeholder groups, and reports to them regularly by, for example, monthly e-newsletters (to agents) and by providing ‘student progress reports’ to agents and students’ families for those in the ‘young students’ category. In 2013, NZLC was one of two New Zealand language schools that reached the finals of the London-based Study Travel Magazine industry STAR awards (Southern

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<sup>3</sup> NZLC results are slightly higher than upper-level, comparable national level survey results: ‘80% of international students would recommend their institution to others thinking of applying. This is 1% above the global benchmark groups average and a 4% increase since 2008. Large variations exist between institutions with a reported range between 48% and 97%, although the majority scored above 80%’. Source: i-graduate survey of international students, Ministry of Education October 2012

<sup>4</sup> New Zealand Education. (2012). *Strategic roadmap development for international education in the English language sector.*

Hemisphere Category), and votes by education agents enabled this achievement.<sup>5</sup> NZLC's knowledge of the value of the outcomes for its stakeholders is good.

Exit surveys have only recently been relaunched, and graduate survey responses in Wellington and Auckland campus were relatively low. Nevertheless, NZLC monitors closely how effective it is in maintaining and developing key stakeholder relationships, and robust qualitative and quantitative data gathered by the PTE indicates that the organisation has a sound understanding of the value added.

### 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**.

NZLC has good mechanisms in place to understand the needs of each student, determine their initial language capability and match that with an appropriate programme of study. As well as pre-arrival information, an orientation and induction is conducted every Monday (this includes a written and oral language assessment), and a check is made in the first week of study to gauge how effectively this process has met the needs of each student. These placement processes contribute to consistently high levels of student satisfaction and achievement.

Both prospective and current students at NZLC benefit from a wide range of course options, levels and other opportunities depending on their needs and preferences. Despite the differences in scale between the large Auckland campus and the much smaller Wellington campus, students can access short and long-term English language classes, with rolling weekly intakes and an enrolment system that is evidently very effective in placing them at their correct level. For those seeking to gain a particular IELTS, TOEIC or TOEFL (Test of English as a Foreign Language) score, there are specific classes. In addition, NZLC offers students the opportunity of a free transfer between campuses so that students can experience the two cities; two students on the Wellington campus had taken up this option, and described it as both 'easy' and 'worthwhile'. NZLC also offers programmes for young students and 'linked' English language programmes, with au pair, internship and paid work or volunteering options, although these were not directly evaluated within this EER.

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<sup>5</sup> STM Star awards are peer-voted awards in the international education industry. Education organisations vote for their preferred agent partners and vice versa. The STM Star awards acknowledge the important mutual links between those organisations that offer education and work experience to international students and those organisations sending students overseas for an international study experience. Source [Study Travel Magazine](#)

NZLC responds effectively to emergent educational needs, such as additional pronunciation courses for some students, or business-specific courses in Wellington. In addition, NZLC ensures that its students are given many opportunities to gain a broader experience of New Zealand while they are studying. Trips, free conversational classes and extra-curricular activities are offered every week. Feedback from student surveys and gained directly from current students indicates that these experiences are valued by students, supporting them to make new friends while providing opportunities for developing speaking and listening skills. NZLC uses a variety of informal and formal documented processes to capture rich information describing the variations in needs between students, and how well these have been matched. Evidence that this responsiveness meets needs was also provided by graduates directly to the evaluators and in the PTE's surveys.

#### 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**.

Teaching at NZLC is effective. Teaching staff are suitably qualified and motivated to ensure that all students achieve to their ability, and all teachers participate in regular review and have critical oversight of their teaching. This was also recently confirmed by the two English New Zealand audits.

Teachers support well the progress and achievement of individuals as well as cohorts. This is particularly evident on the larger Auckland campus. Well-chosen teaching materials, careful lesson planning and records, as well as varied teaching styles underpin effective classroom practice. Academic management responds quickly when resource gaps emerge. For example, staff and students recently proposed a change of textbook. After a trial period, new texts were selected and distributed, and internal review indicates that the change has been positive.

The evaluators viewed both raw survey data and aggregated reports which showed consistent rates of progress between course levels and consistently high survey scores by students around teacher performance – for example, 'clear explanations', 'useful lessons' and 'helpfulness'. Satisfaction scores were 88-98 per cent in Wellington across all respondents in 2013, with overall satisfaction regarding both the teaching and materials rated at 97 per cent in both 2012 and 2013.

Teacher performance is closely monitored by the principals, directors of studies and heads of departments at both campuses, using both student feedback and in-class observation as mechanisms. Teachers characterised this process as 'supportive', and valued the opportunity for personalised feedback following classroom observations. Teachers also observe each other teaching using a structured approach which is relatively consistent across sites. NZLC has a culture where teachers are provided with regular opportunities to reflect on and critique

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their own, and their peers', teaching practices. Oversight of teaching and feedback from management are both clear and timely.

Likewise, teachers and the structure of the teaching programmes are subject to critique, and approaches are modified as required. Examples discussed with the evaluators included the effort to clearly differentiate between morning and afternoon lessons, and the updated textbooks. Innovations to support teaching include the open-access computer suites with a wide range of supplementary learning materials. An innovation utilising a mobile application by the Auckland IELTS department enables teachers to provide students with carefully selected, level-appropriate, appealing reading and video material from a wide range of sources at no cost. Changes and refinements to teaching are carefully considered, and decisions are based on what will best support student achievement. Regular communication, both by email and in formally minuted meetings, support these ongoing conversations.

A significant initiative that has occurred since the last EER has been the development of a comprehensive professional development policy. This policy is being progressively implemented and has clearly enhanced the links between management's staff development objectives and teaching performance. Teachers described the identification of their own 'development plan objectives' and how these had already had an impact on their teaching. Some historical examples of 'performance management' of poor teaching performance were also noted by the evaluators. Although a relatively new policy, it clearly reflects the directors' stated intentions to maintain or improve educational achievement, and the various examples of NZLC-supported professional development that are occurring (up to and including postgraduate study) support this.

Discussion, evaluation and analysis of English language teaching and learning – and what is most effective with particular student cohorts – are clearly central features of the NZLC culture. These debates are ably led by well-qualified, experienced and motivated staff. Engagement of a director of studies position on each campus, a head teacher trainer and an IELTS department manager, as well as information technology and textbooks, reflects investment in this organisational goal.

## 1.5 How well are learners guided and supported?

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

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

NZLC uses standard English language school practices to introduce students to its school and support them after arrival. Students are provided with full information before they leave their home country, given an orientation on arrival, tested (for

language competence and needs), and then placed in class. These procedures appear to be effective and consistently implemented.

New students are also routinely surveyed during their first week about all aspects of their experience, including how they find the level of their class, accommodation and socialisation matters. If a student believes their needs are not being met in some way, this is responded to. Student folders capture the relevant information from these processes, and this serves to inform teachers on individual student goals and needs. These processes ensure that students are supported to settle into their class and homestay in their first week of joining NZLC. NZLC employs numerous staff who are speakers of the languages spoken by the majority of the student body, and these language resources are utilised by students as required.

NZLC recognises that student attendance is an indicator of student engagement linked to the likely language gains a student will achieve on their course, and they monitor this very effectively. For example, registers are taken in each class, and where there are absences there are clear protocols followed to contact individual students and/or their homestays. Attendance rates are tracked, and average attendance has increased from 91 per cent in 2010, to 93 per cent in Auckland and 94 per cent in Wellington this year. A goal has been set to increase attendance by a percentage point in 2014, which exceeds an earlier target of 90 per cent attendance.

NZLC offers homestay and other accommodation options. Satisfaction is generally high. However, based on some comments made to the evaluators during the on-site visit, and comments noted in evaluation forms, it was suggested to the principal that closer attention could be given to understanding the background of occasional expressions of student dissatisfaction.

Support staff are knowledgeable about the legal requirements for compliance with the Code of Practice for the Pastoral Care of International Students, and had been involved in the PTE's self-review process and were able to offer specific examples of how they have responded to specific needs and issues that have arisen in the course of their work. A particularly effective example was the response of the school to one student who 'suffered an episode of mental illness' and needed specialised support as a result. Teachers described this as an effective process, and one in which confidentiality was also maintained. On both campuses, the evaluators found that teaching and support services were well integrated and coordinated.

Both campuses offer a diverse array of education outside the classroom, as well as social, cultural or sporting activities. Participation in these is high, and students comment on how valuable they are in providing contexts in which to practice English. Risk management policies for these activities are in place, and the PTE follows its stated process for gathering information from the companies involved as to how the organisation will ensure student safety. These processes were found to be well documented and no serious incidents have occurred.

## 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**.

The directors of NZLC both have backgrounds in English language teaching and second language learning, and they bring this knowledge to their active engagement with management and staff at both campuses. Staff described them as operating in a 'supportive' and 'constructive' manner. There has been significant standardisation of policy and process between sites, and teaching staff gave examples of how these policy changes have been successfully implemented or guide decisions in their day-to-day work.

The leadership by the directors and principals, and the responsiveness by other managers and staff to the challenges posed by, for example, the Christchurch earthquake, have been particularly effective. Lessons learned from this have been applied on both of the campuses currently operating, and when Wellington was more recently similarly affected by earthquakes, the various drills and protocols were tested and found effective. The move to a bright, modern Auckland campus was also well managed and has opened up new potential for expansion. Staff across both campuses interviewed by the evaluators commented on the regular visits by the directors, the value these visits have added and the consultative management style. Universally, staff described the organisation as 'better' or 'stronger' than it has been in the past.

NZCL engages in a range of opportunities to receive feedback from external stakeholders and responds proactively to feedback. Examples are the issues identified in the 2010 NZQA EER report, and, more recently, the suggestions arising from the 2013 English New Zealand audits. In the latter case, the auditor's comments related to improvements and enhancements and were not issues of major concern but have nevertheless been acted on, as alluded to in this report. NZLC's responsiveness is effectively captured and tracked in action plans, and this was evident in changes to policy and practice throughout this evaluation.

The range of well-qualified and effectively engaged staff across the two campuses lends weight to the PTE's plans for growth, particularly in IELTS and young student classes. Recent performance is supplemented by a range of current and planned educational and infrastructural initiatives, which look likely to further advance NZLC. The NZLC strategic plan, the current roll-out of the IELTS department and the engagement by the PTE with English New Zealand and the New Zealand Education strategic roadmap are all indicators of an organisation with a clear purpose and direction.



The self-assessment processes and activities referenced in this EER report, along with the broader scale activities using key evaluation questions, are comprehensive and well documented. A distinctive feature within NZLC's approach are the range of supplementary 'stakeholder questions' which have been developed to focus their own enquiry process, for example, 'how well do we listen to students through regular evaluations?' Actions and improvements are recorded, referencing responsibility as well as supporting documents and data. The evaluators found these to be comprehensive, although in some cases attention could be paid to a clearer 'review' step, particularly for more in-depth analysis of significant changes such as the textbooks or the launch of new departments (i.e. the 'measuring' of the actual improvements and their impacts).

NZLC is a well-run organisation which has good evidence of managing and responding to change, and demonstrates a clear focus on continuous improvement using self-assessment and stakeholder feedback. The organisation is student-focused and very evidently directs resources and self-assessment efforts to ensuring that students are well supported to achieve well.

## 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: Pastoral care of international students

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

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

### 2.3 Focus area: General English (including IELTS)

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

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

### 2.4 Focus area: Teaching ESOL (CELTA)

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

NZQA recommends that NZLC continue to closely monitor and assess the diverse range of surveys and other data gathering measures in place. NZLC will need to ensure that these measures are being utilised effectively – and are cost-efficient – providing useful and actionable insights, to understand where and how ‘value’ is being added, and ultimately for making comprehensive improvements.

# Appendix

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

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

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.*

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

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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