



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Southern Cross Language Institute

Date of report: 20 August 2024

# About Southern Cross Language Institute

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*Southern Cross Language Institute (SCLI) was established in 1987 and provides a one-year study abroad programme for female Japanese high school students. Students learn English and stay in homestay accommodation.*

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| Type of organisation:                     | Private training establishment (PTE)  |
| Location:                                 | 55 Papanui Road, Christchurch   |
| Eligible to enrol international students: | Yes   |
| Number of students:                       | International: 25 equivalent full-time students in 2024   |
| Number of staff:                          | Two full-time and two part-time staff   |
| TEO profile:                              | See <a href="#">Southern Cross Language Institute</a> on the NZQA website.<br><br>SCLI went into hibernation and had no intakes between April 2020 and March 2023 during the Covid-19 border closures.<br><br>Female students aged 16-18 years from high schools in Japan attend from April to March for a one-year study abroad programme. |
| Last EER outcome:                         | In 2016, NZQA was Highly Confident in Southern Cross Language Institute's educational performance and capability in self-assessment.  |
| Scope of evaluation:                      | <ul style="list-style-type: none"><li>• International Students: Support and Wellbeing</li><li>• English as a Foreign Language Course (Training Scheme ID: 124525-1) (levels 1-3)</li></ul>  |
| MoE number:                               | 8554  |
| NZQA reference:                           | C56517  |
| Dates of EER enquiry:                     | 22 and 23 May 2024  |

# Summary of results

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*SCLI is a small language school that effectively supports young Japanese students to gain confidence and improve their English language skills. SCLI has a strong focus on student safety and wellbeing. Self-assessment systematically incorporates review and feedback to ensure ongoing improvement in all aspects of provision.*

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## **Highly Confident in educational performance**

- Students successfully develop language skills and meet self-identified study and personal goals. Robust internal assessment processes and external examinations validate reported achievement.
- Highly positive outcomes for students and their parents include growth in self-confidence and independence, improved English language skills, and enhanced further study opportunities on students' return to Japan.

## **Highly Confident in capability in self-assessment**

- The PTE has excellent systems in place to maintain student safety and wellbeing. Students are well supported to integrate into their homestay families and the broader community. Communication with families and schools in Japan is well managed.
- Self-assessment is effective, embedded and ongoing. Reflection, feedback and systematic review inform improvements in teaching and learning, student support and organisational operations.
- The PTE has a clear strategy and direction: to continue the strong relationships with Japanese sister schools to deliver an excellent study abroad programme for young Japanese women. Management of the programme, campus, resources and relationships is well led by the directors/principal.
- SCLI effectively manages its compliance accountabilities using manual paper-based systems. However, implementation of a digital

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approach would future-proof the system and reduce potential risk of non-compliance. Processes and policies are subject to regular review and improvement.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

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|-----------------------------------|---|
| Performance:                      | <b>Excellent</b>  |
| Self-assessment:                  | <b>Excellent</b>  |
| Findings and supporting evidence: | <p>Students meet personal, family and school expectations, improve their confidence to use English, and successfully progress through levels of English language skill development.</p> <p>Academic achievement is high. Students from the main contributing school have maintained 100 per cent pass rates since the April 2017 intake. During the same period<sup>2</sup>, only two students out of 156 did not successfully complete their study programme. One student returned home for personal reasons; the other did not complete the academic requirements.</p> <p>Students complete an initial internal placement test to assess their language skill levels and learning needs so that they can be assigned to the appropriate class. SCLI has recently begun to re-test the students at the end of the programme to determine student progress against their initial language levels. This will provide a new source of student progress data in addition to current grade-based assessment results.</p> <p>SCLI understands individual and cohort progress through sound data analysis and ongoing tailored tracking and academic support.</p> <p>Students undertake the internationally recognised EIKEN test in practical English proficiency<sup>3</sup> when they return to Japan. These results provide external validation of student achievement.</p> |

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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.

<sup>2</sup> SCLI had no intakes between April 2020 and March 2023 during the Covid-19 border closures.

<sup>3</sup> <https://www.eiken.or.jp/eiken/en/eiken-tests/overview/>

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| Conclusion: | <p>Students gain excellent academic results while also enhancing their skills and confidence in English. Goals are set and progress against these is monitored.</p> <p>Internationally accepted external assessment provides a benchmark for students' English language skill development.</p> |
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## 1.2 What is the value of the outcomes for key stakeholders, including students?

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| Performance:                      | <b>Excellent</b>  |
| Self-assessment:                  | <b>Excellent</b>  |
| Findings and supporting evidence: | <p>The 16-18-year-old Japanese students live independently with host families for a year on this study abroad programme, learning English, developing life skills and cross-cultural understanding. The strong focus on positive wellbeing is key to the value students gain through personal development. Students have found the study abroad experience helpful on their return to Japan, enhancing their academic opportunities and supporting successful applications to highly ranked universities.</p> <p>Students improve their confidence to speak, listen, write and read English. Growth in confidence is observed inside and outside the classroom. Students rate their level of confidence in four-weekly surveys. SCLI recognises the key role of parents as investors in their daughters' study abroad experience, and maintains clear and regular communication with families and schools in Japan.</p> <p>Students integrate into the local community, building relationships with people outside SCLI through community groups and sporting activities. Examples like youth groups and sports clubs enable students to practise speaking English in community contexts.</p> <p>Connections with community are a feature of SCLI, bringing economic, cultural and personal value to families within the area. Homestay families provide important feedback to SCLI about students' social development, wellbeing and confidence in using English.</p> <p>SCLI maintains contact with past students, their families and schools to follow their successes and monitor their</p> |

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|             | outcomes. SCLI uses this information to understand the long-term value of the programme.   |
| Conclusion: | SCLI delivers high value for partner schools, students and their families. Outcomes include improved language skills, personal development and enhanced opportunities for students when they return to Japan. Students gain cross-cultural understanding through engagement in community activities and cultural experiences in New Zealand. |

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

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| Performance:                      | <b>Excellent</b>   |
| Self-assessment:                  | <b>Excellent</b>   |
| Findings and supporting evidence: | <p>The programme is well designed to meet the expectations of the students and the partner schools in Japan. Innovative teaching approaches paired with current topics and resources engage students in learning. Staff reviews and regular feedback from students and staff inform continual improvement of teaching and relevance of the topics.</p> <p>Teachers are experienced and well qualified, with a strong focus on matching teaching with the needs of their student cohorts. SCLI observes student engagement as a basis for thoughtful and conscious reflection and improvement. Along with regular feedback from students, this has improved teaching materials and enhanced teaching practice.</p> <p>Students' academic and personal goals are integrated into the teaching and are monitored. The programme encourages students to use English every day in a range of contexts, including with host families and in community clubs and activities. External activities such as social and sports clubs are a key component of education outside the classroom.</p> <p>There is strong evidence of student feedback being used to make immediate improvements to teaching and learning. An example is the alignment of afternoon topics to the</p> |

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|             | <p>EIKEN exam topics to better prepare students for external assessment.</p> <p>Staff report regularly to students on progress while also indicating where improvement is needed. Reporting also goes to students' parents and their schools. This keeps students engaged and motivated.</p> <p>Validity of achievement is confirmed by ongoing assessment and effective internal and external moderation. The small teaching team works collaboratively to ensure teaching and assessment are continually reviewed and improved where needed. Fit-for-purpose processes provide assurance of teaching and assessment quality.</p> |
| Conclusion: | <p>The programme design is informed by current language teaching approaches. Relevant topics and resources ensure students are engaged and supported to achieve their language and personal goals. Delivery is well informed by student feedback combined with thoughtful reflection and review by expert teaching staff to ensure the needs of all stakeholders are met.</p>  |

#### 1.4 How effectively are students supported and involved in their learning?

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| Performance:                      | <b>Excellent</b>   |
| Self-assessment:                  | <b>Excellent</b>   |
| Findings and supporting evidence: | <p>Students are effectively supported and involved in learning and social activities that enhance their wellbeing. Staff, students and homestay host families describe SCLI as a family. The learning environment is homely and engaging.</p> <p>Classroom activities include high levels of social interaction to support students to actively participate in their learning while advancing their language skills. Students are encouraged to become independent and to take responsibility for themselves.</p> <p>Student orientation is comprehensive and delivered in Japanese. The student handbook and other key documents are provided in Japanese before students arrive at SCLI. Orientation is followed up with regular sessions run by the principal throughout the year to remind and update students about rules and expectations.</p> |



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|             | <p>Safety is a priority, and homestay hosts are aware of the rules and protocols in place. For example, in the interests of safety, all students must be home before dark. A New Zealand SIM card is provided to the students so they are contactable at any time. Clear lines of communication ensure expectations are explicit and rules are adhered to. Any complaints are dealt with quickly and appropriately.</p> <p>The homestay manager uses information collected during the application process to match students to suitable homestay hosts. Homestay hosts are well supported with regular events and newsletters.</p> <p>Effective feedback loops include students, staff, homestay hosts and parents when needed. One-to-one check-ins and regular feedback processes in class and with the Japanese-speaking student advisor give students a strong voice that is used to make improvements where needed.</p> |
| Conclusion: | Students are well supported in their learning and home lives by a three-point approach involving SCLI academic staff, pastoral support and host families. Communication between students, SCLI, host families and students' families in Japan is clear and effective.  |

### 1.5 How effective are governance and management in supporting educational achievement?

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| Performance:                      | <b>Excellent</b>   |
| Self-assessment:                  | <b>Excellent</b>   |
| Findings and supporting evidence: | <p>SCLI is a unique language school which has been successfully offering a high-quality English language programme to students from Japanese partner schools for 30 years. The small provider has a family-like culture that is fit for purpose and matched to the context of a single cohort of similar-aged learners from a single country.</p> <p>The directors are clear about their strategy to grow the annual intake to a maximum of 32 students, to maintain quality. The facilities are well managed, and resources meet the needs of staff and students. Investment in facilities and resources includes a recent enhancement to Wi-Fi for the campus. Reciprocal annual visits by the SCLI principal and Japanese school leaders help to maintain the</p> |

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|             | <p>effective, long-standing business partnerships with the Japanese schools.</p> <p>Border closures during the Covid-19 pandemic meant that SCLI went into hibernation with no student intakes in 2020, 2021 or 2022. SCLI used this time for self-review and improvement. The principal gained experience teaching online, undertook intensive professional development, and used what was learned to make changes to topics and teaching approaches.</p> <p>The two teachers are experienced and appropriately qualified, with professional development prioritised and aligned to areas noted for improvement.</p> <p>Self-assessment is effective. Thoughtful reflection and review of data and information supports continual analysis of successes and areas for improvement across all SCLI activities.</p> <p>There is some potential risk when all organisational knowledge is held by the owners/directors as it is at SCLI. This is acknowledged, and systems and processes are being developed to mitigate this risk and ensure the business operation can be sustained.</p> |
| Conclusion: | <p>There is strong evidence that SCLI's leadership will continue to support educational outcomes. They review, improve and innovate to deliver language teaching and learning that effectively engages their young students in a safe and suitable environment.</p>  |

## 1.6 How effectively are important compliance accountabilities managed?

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|-----------------------------------|---|
| Performance:                      | <b>Excellent</b>  |
| Self-assessment:                  | <b>Good</b>   |
| Findings and supporting evidence: | <p>The principal effectively manages compliance using a paper-based month-by-month process to monitor requirements.</p> <p>The Code of Practice<sup>4</sup> self-review is complete and evidenced, showing a clear understanding of how well outcomes are met and tracking actions for improvement where needed. Many students are under 18 years of age, and all expectations relating to support for young learners are well met. The complaints process is published on site, and students are supported by the Japanese-speaking student advisor.</p> <p>International student files sampled during the evaluation were complete and correct. Students' schools in Japan arrange appropriate visas and insurance policies prior to departure to ensure all requirements are met.</p> <p>Policies and practices are socialised within the small team to support the effective operation of SCLI. They are particularly strong in ensuring that effective and safe operations meet all requirements and meet expectations of Japanese families and schools. However, the current paper-based policy framework could do with some upgrading to ensure consistency and digital accessibility of information.</p> <p>Homestay requirements are comprehensively managed, with a clear registration process for homestay providers that includes home visits prior to student arrival and during the year. Welfare checks and support for health-related matters are in place. Police checking is actively managed for homestay providers.</p> <p>Self-assessment processes are fit for purpose and working well. However, processes could be strengthened to include a periodic systematic review of all compliance requirements and an upgrade of the paper-based quality management system.</p> |

<sup>4</sup> [The Tertiary and International Learners Code of Practice](#)

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|             | SCLI will need to update the current approved training scheme to meet NZQA micro-credential requirements when notified by NZQA.  |
| Conclusion: | Current compliance responsibilities are effectively managed by the principal. Self-assessment could be improved through systematic review of relevant rules and requirements, and digitisation of the paper-based quality and compliance management systems. |

## Focus areas

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

### 2.1 International Students: Support and Wellbeing

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| Performance:     | <b>Excellent</b> |
| Self-assessment: | <b>Excellent</b> |

### 2.2 English as a Foreign Language Course. Training Scheme ID: 124525-1

|                  |                  |
|------------------|------------------|
| Performance:     | <b>Excellent</b> |
| Self-assessment: | <b>Excellent</b> |

## Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that Southern Cross Language Institute:

- Review all relevant NZQA rules, requirements and guidance including the Micro-credential Approval and Accreditation Rules 2022
- Consider moving to an online quality management system and compliance management calendar to ensure ongoing effective management of compliance accountabilities.

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

There are no requirements arising from the external evaluation and review.

# Appendix 1

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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.*

## Disclaimer

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- Identify organisational fraud<sup>5</sup>*
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>5</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.*

*In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. 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)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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