

# Report of External Evaluation and Review

Mount Maunganui Language Centre

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 27 February 2013

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	6
3. Conduct of external evaluation and review.....	7
Summary of Results .....	8
Findings .....	11
Recommendations .....	21
Appendix .....	22

MoE Number: 8582  
NZQA Reference: C08966  
Date of EER visit: 21 and 22 November 2012

# 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:	Mount Maunganui Language Centre (MMLC)
Type:	Private training establishment
Location:	17 Totara Street, Mount Maunganui
First registered:	1 April 1991
Courses currently delivered	<ul style="list-style-type: none"><li>• General English</li><li>• Cambridge First Certificate in English (CFCE)</li><li>• International English Language Testing System (IELTS)</li><li>• Test of English for International Communication (TOEIC)</li></ul>
Code of Practice signatory?	Yes, for students 14 years and over
Number of students:	Domestic: nil  International: 38 students at the time of the external evaluation and review (EER)
Number of staff:	Seven full-time equivalents at time of EER; four part-time
Scope of active accreditation:	General English
Distinctive characteristics:	All students are international. At the time of the EER, there were students from Brazil, China, the Czech Republic, Germany, Japan, Korea, New Caledonia, and Switzerland. This is fairly typical of

the diversity MMLC does its best to maintain. Although there are seasonal fluctuations, MMLC applies a cap on the numbers from each nationality to ensure such diversity.

Most students are aged in their early 20s. Around 70 per cent are on visitor visas, the remainder on student visas or working holiday visas. The gender ratio is approximately 60 per cent female, 40 per cent male.

Over 70 per cent of students are considered 'premium price' clientele. This definition refers to clients for whom price or discounts are not the prime consideration. Such students choose language schools and courses on the basis of reputation, perceived quality, referrals from advisors/agents who have personally visited the school and/or who continue to meet with MMLC staff regularly, and former students. Such students are used to getting what they pay for and are vocal when they feel they are not getting good value. Agents in this market all retrieve detailed data from graduates via a post-course questionnaire, and if the response falls below a certain predetermined level, the school is contacted and asked to provide an explanation. Only one such case has eventuated for MMLC, and proved to be invalid.

MMLC is a full member of English New Zealand, an approved TOEIC testing centre, a Tertiary Education Commission (TEC) English for Migrants contractor, an approved Saudi Arabian Cultural Mission English language provider (the only one in the region), and a member of Education Tauranga and the Tauranga Regional Ethnic Council.

Recent significant changes: There are no recent significant changes.

Previous quality assurance history: At MMLC's most recent English New Zealand audit in 2011, the TEO was found to be to standard in all areas. The conditions on this finding noted the following strengths and recommendations:

**'Strengths**

*It should be noted the teaching staff have a wealth of experience and training and are able to teach*

*any course offered to a very high level.*

### **Suggestions**

**Standard 2.1** *The afternoon skills-based syllabus needs further detail and documentation regarding goals and learning outcomes. While this is clearly evident in the morning syllabus, it is not so clearly defined in the afternoon syllabus and needs further expansion.*

**Standard 3.2** *That the monthly reports record the students' academic achievement and attendance in addition to the more general comments.*

**Standard 4.2** *That the curriculum framework which teachers are using, and which has clear learning outcomes and level descriptors, be bound into a booklet or folder which students can be given so that they feel more secure in the direction their course is taking, and they have a concrete framework into which their photocopied materials fit.*

### **Standard 5**

- 1. That the complaints procedure notices include the English New Zealand process.*
- 2. That the complaints procedures be posted in other places as well as the student lounge e.g. classrooms and/or kitchen.*
- 3. That the complaints register be signed off more consistently by management.'*

At its previous NZQA quality assurance visit, an audit in 2008, MMLC met all but two requirements of the then standard. The two requirements not met related to governance and management, and physical and learning resources. Both requirements were findings resulting from the implementation of a new teaching site. While MMLC signalled a proposed change of premises, it did not seek NZQA recognition of the new premises once the arrangement had been confirmed and prior to occupation. The new premises were purpose-built and refurbished to provide spacious and pleasant teaching and recreational spaces. MMLC did not have the

relevant building compliances at the 2008 audit. Applications to obtain the compliances were in progress. The application for code compliance had been delayed due to errors on the part of both the architects and the city council. Health and safety systems have been incorporated into the new premises. Additional facilities recommended by the local council have been installed.

All suggestions have been implemented apart from posting complaints procedures around the school because MMLC centralises the public display of student notices.

MMLC recently passed a copyright licensing audit which showed MMLC was compliant with the requirements of copyright practice relating to the rights gained by payment of an annual fee.

## 2. Scope of external evaluation and review

The scope of the EER of MMLC included the following focus areas:

- Governance, management, and strategy. This is a mandatory focus area.
- General English. This is the main programme taken by most students, about 98 per cent of them in a typical year. A much smaller number take CFCE, IELTS, or TOEIC.
- International students. Initially proposed and agreed as another focus area, MMLC and the EER team agreed at the time of the visit that since all students were international, this area would be covered within key evaluation question five, *How well are learners guided and supported?*

### 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.*

Two NZQA lead evaluators conducted the EER at the PTE's Mount Maunganui head office and sole delivery site, over two days. The evaluators met and interviewed the managing director, director, and assistant director of studies, office manager, teachers, learners, and representatives of stakeholders such as Mount Maunganui College, homestay hosts, and the PTE's advisory board. The EER team also contacted a representative of the local migrants organisation.

Documents and information sighted included: self-assessment information; English New Zealand 2007 and 2011 audit reports; learner information; evaluations and feedback; results, achievement data, and analysis; student resources, teaching, and assessment materials; entrance tests, progress and attendance reports, and exit surveys; General English curriculum, target and skills target outcomes, afternoon class outcomes; governance and management documents; quality management system manual; and the MMLC website.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Mount Maunganui Language Centre**.

Most MMLC students attend to study for a relatively short time of a few weeks (full-time students, 7.6-9.4 weeks and part-time students, 5.02-6.25 weeks) and to improve their English with people from a wide range of nationalities. The education and training that students undertake is only part of a first or once-in-a-lifetime experience of enjoyment, fun, and well-being in New Zealand. Students wish to enjoy themselves rather than to gain a qualification. MMLC provides programmes and activities and supports students to also organise their own activities to achieve their social as well as academic goals.

Feedback from MMLC's surveys and the evaluation team's interviews indicate that MMLC is matching the needs of its students by managing the different expectations of mainly young, short-term students but also a few young and older adult learners preparing for CFCE examinations or IELTS. Graduate exit surveys report a high level of satisfaction with the classes, teaching methods, and learning in general.

Data from the MMLC's points system indicate that MMLC teaches non-native English speakers effectively. The points system is based on regular weekly tests and averaging students' progress from one level to the next by cohort. Averaged overall, MMLC students achieved improvement in General English achievement in 2009 (a total of 125 students), 2010 (114 students), and 2011 and 2012 (119 students).

MMLC provides CFCE, IELTS, and TOEIC opportunities to those students who wish to undertake them. Of the 13 students who took the CFCE examination in 2011, 100 per cent of them achieved a pass grade in what MMLC regards as an international benchmark of success. Benchmarking 2011 scores against 2010 was difficult as only two students attempted the exam in 2010. However, MMLC showed that its CFCE students score significantly higher than all students nationally. Although fewer in number, IELTS students achieve similar but variable relative success against time and students' entry levels. Their results enable them to go on to further education and training and employment in New Zealand or their own or other countries.

Such quantitative data indicates highly successful educational performance. Importantly, qualitative data such as observations and comments of students and their teachers on their learning and improved confidence and functionality also confirms that students achieve significant English language development and progress. This enables students to participate more fully in various activities and to travel effectively in New Zealand and elsewhere.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Mount Maunganui Language Centre**.

MMLC has successfully transitioned from an audit quality assurance approach to an evaluative one. This change is reflected in its annual self-evaluation reports since 2009. These reports comprise a summary and commentary based on analysis and evaluation of both quantitative and qualitative information which shows that MMLC has a clear picture of how well the organisation and its learners are performing. The reports also contribute to the introduction of changes or reflect on the evaluation of previous changes and their effectiveness.

MMLC's self-assessment enables it to make worthwhile changes and improvements. For example, it became aware both internally (through student evaluations) and externally (through the 2011 English New Zealand audit report) that topic and activity-based afternoon classes were not fully understood or appreciated or valued as much as they might be by some students, and possibly by some teachers. MMLC addressed this issue by clarifying the purpose and learning outcomes of these classes and activities as part of the curriculum for teachers and students. MMLC self-assessment and the evaluation team confirmed that the students and teachers are now fully aware of how the afternoon classes and activities relate to their English language development as well as their interests, enjoyment, and fun. (Another example of MMLC's responsiveness to feedback is its addition of a map showing the proximity of the school to walking, cycling, or public transport to get to MMLC each day because this is important to students and important for agents to know).

MMLC benchmarks General English student performance internally over time, (and the CFCE exam and IELTS externally). MMLC considers any variations, the reasons for them, and any improvements it can make. The points system is a simple but effective indicator of teacher effectiveness and learner achievement which has been in use since 2009. It indicates encouraging progress overall from year to year and confirms the intuitive expectation that, overall, students who stay longer achieve more and better. However, MMLC agrees that use of the points system could be further developed to look more closely at performance (and possible reasons for it) through a wider range of cohorts, for example by age, gender, ethnicity, and possible improvements.

Self-assessment enables MMLC to understand both educational performance and achievement of other, broader outcomes, and it uses self-assessment to make changes which are then evaluated to determine whether they are worthwhile improvements. MMLC's self-assessment has contributed to some important initiatives in a number of aspects of its performance. These initiatives range from continuing to consider the value of belonging to English New Zealand or participating in Education New Zealand-sponsored recruitment events, through to the formalisation of its own advisory arrangements, and how it organises its resources.

MMLC's self-assessment also includes continuing to develop the quality of the information it gathers as part of self-assessment. Consistent with addressing student needs, MMLC is developing its entry and exit surveys to better align with student and MMLC goals and objectives. This should provide even better data from student evaluations which MMLC can use to make further improvements as necessary or appropriate. The alignment of teacher evaluations to the student evaluations currently under development would also benefit the quality and value of self-assessment. This may lead to further improvements to the high level of achievement already attained. For longer-stay students, formal reporting at 12 weeks is being better aligned with what is being assessed to help further develop and improve the quality of the reporting to these students.

Self-assessment is ongoing and continuous. It is inclusive and involves all staff in all levels of governance, management, delivery, and operations. This supports the implementation of changes, which are more successful because all staff have been involved at all stages.

# Findings<sup>1</sup>

## 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**.

Learners undertake a wide range of programmes and activities inside and outside the classroom as a means of improving their English language competency within a learning environment of enjoyment, fun, and well-being. In doing so, learners improve how well they listen, speak, read, and write. Within this wide context of learning, MMLC's information shows that students achieve well individually and collectively.

Individual achievement and progress are tracked and monitored based on weekly testing, teacher observation, and student self-assessment. Collective achievement and progress are collated according to whether students are part-time or full-time and how long they attend MMLC. MMLC's points system introduced in 2009 for the purpose of internal benchmarking of students' progress allows for simple analysis and shows an overall average improvement of 0.72 in 2011, compared with 0.64 in 2010 and 0.62 in 2009. MMLC agrees that it could develop its data analysis further and consider trends within cohorts in addition to across cohorts, the possible reasons for different trends, and possible changes and improvements.

MMLC student Cambridge exam scores are recorded and benchmarked against national collated results. MMLC showed that the 2011 student scores rank well against national results. For example, 25 per cent of the March 2011 cohort achieved a B grade, compared with 17 per cent of total candidates nationally, and 75 per cent achieved a C grade compared with 56 per cent nationally. Fifty per cent of the June cohort achieved a B grade and 50 per cent achieved a C grade, compared with national rates of 26 per cent and 50 per cent respectively. The September 2011 cohort was not as successful and only one student achieved a passing grade. (MMLC did not think the students were up to the standard required but allowed them to sit anyway.)

Three students took IELTS exams in 2011 and enjoyed similar success to those in 2010, achieving a range of 5.5-7.5 from elementary to upper intermediate level entry starts respectively. Such results enable those students to go on to further education and training and employment in New Zealand or in their own or other countries.

---

<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.

External data, individual student results, collated analysed points system results, together with initial needs assessments and the observations, comments and exit evaluations of students and their teachers, show and confirm that MMLC students improve their confidence and proficiency in their use of English so that they participate more fully in activities and travel in New Zealand and elsewhere.

## 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 **Good**.

Most MMLC students do not attend to gain a qualification. More of a priority is to have an enjoyable experience with others in New Zealand. Studying and improving their English with other like-minded people is part of this experience. Students value learning and mixing with people from a wide range of nationalities. Enjoyment, fun, a sense of well-being, as well as improved confidence in the use of the English language and generally, are all important outcomes for MMLC's learners and stakeholders.

To enable students to achieve this wide range of outcomes, MMLC provides programmes and out-of-school hours activities which are organised by both the school and students themselves. These activities help build student and staff relationships and help improve English language and general confidence. MMLC facilitates attendance and participation in the programmes and activities. In these ways MMLC enables students to achieve both their social and academic goals.

MMLC's nationality mix reflects the effort the organisation puts into recruiting students from many countries. This effort provides a better cultural experience for learners and more opportunities for them to communicate and form relationships with people outside of their own culture. This includes interactions with the local community through homestays and team sports. Such experiences contribute to developing confidence and competence using English. One Chinese student shared that they had learned more and their English language use had improved more in two weeks in the MMLC environment than two months at another provider, where a disproportionately high proportion of Chinese students meant less English was used, which stunted English language development.

The few students who pass CFCE or IELTS exams can go on to further education and training and employment in New Zealand or in their own or other countries. A small number of graduates went on to further study in 2011. Five students went on to Mount Maunganui Community College. Through contact from ex-students and monitoring social media, MMLC identified a number of students who progressed to other higher education tertiary institutions: one to the University of Waikato, another one to the University of Kentucky, and yet another to a university in Boston. A number of Saudi Arabian scholarship students intended to go on to further education in New Zealand, although because Saudi students' plans often change, it

was not possible to verify whether every student had followed through with their stated aims. It is MMLC's goal from 2012 to gain more concrete evidence of graduates' study plans and whether these eventuate.

The number of students going on to Mount Maunganui College, while small, remains relatively constant. Regular meetings are held with international managers at Mount Maunganui College and collaborative marketing is undertaken, with joint visits to agents' offices. MMLC also previously sent small numbers of its students to Bay of Plenty Polytechnic, which gave them direct open entry to mainly lower-level programmes, but since the polytechnic introduced its own English language programme in 2011, this option is no longer available.

Thirty-six per cent of MMLC students are recommended to MMLC by either a friend or family member. MMLC regards these word-of-mouth referrals from former students as indicative of the success of the school and the value of its outcomes. From the graduate surveys received in 2011, 82 per cent of the 48 per cent who responded rated MMLC at the highest or second highest grade of satisfaction in all areas. (This was a slight increase on 2010, when 80 per cent of the 45 per cent who responded gave the highest or second highest rating.) MMLC's development of better alignment of student goals and objectives with questions and responses in graduate exit surveys will further develop the quality of the feedback MMLC gathers and uses about the value of the outcomes, especially when considered along with alumni, Facebook, and other social media feedback.

### 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 **Good**.

MMLC provides a wide range of programmes from General English to CFCE examination to IELTS and TOEIC, depending on the demands and needs of its learners. MMLC is flexible and responsive to these needs, whether they are clear at the start or change later. The purpose, content, and assessment of the General English morning classes are clearly defined in the curriculum based on specific structure, grammar target outcomes, and skills target outcomes level descriptors. These are based, respectively, on NZQA English language unit standard and qualification descriptors, and the Common European Framework guidelines for language achievement. Afternoon classes are topic-based and emphasise conversation skills, vocabulary development, and fluency through a wide range of activities with clearly defined learning outcomes.

The delivery of the programmes and activities is based on matching the goals and activities students identify when they start (minimising barriers to learning), assessment which supports learning, and monitoring attendance and reviewing students' experience through an exit survey. Initial written and oral placement tests are used to place students in appropriate classes and levels, although the

placements are reviewed during the first two weeks and students may shift levels as a consequence. Thereafter, students are tested weekly, and this may lead to progression to a higher level, but only if the student wishes to. Learner satisfaction for MMLC sometimes means letting students remain at a level that is comfortable for them – not all students want to push themselves hard. MMLC continues to consult with such students on a case-by-case basis with the aim of matching their needs, even if that means not progressing to the next class level.

Two-weekly rotation of teachers means students are exposed to a great variety of teaching and learning approaches and resources from MMLC's item bank rather than working page by page through a single textbook. Students and teachers alike agree that this kind of rotation is managed well, keeps everyone interested, and enhances how well the programmes and activities match the needs of the learners.

The aim of providing two to three after-school activities per week is being met. This is consistent with activity frequency at other similar-sized schools that are members of English New Zealand. MMLC continues to fund entry into the summer weekly social beach volleyball league, and in winter funds weekly indoor soccer, while additional activities are provided on a rotational basis. Barbecues remain the most popular summer activity, and the purchase of a new school barbecue in 2011 was met with great enthusiasm from students. In addition to activities arranged by the school, students are active in arranging their own extracurricular activities, with assistance from staff when requested. All these activities are important because they facilitate socialising and match students' social goals while also contributing to English language development and students' academic goals.

Participation in activities organised by the school and students themselves is high. All staff are aware of and take a personal interest beyond their job descriptions in enhancing the students' experiences. For example, one teacher sings during break and teaches guitar, another drives students to Auckland when visiting family, and another has students home for dinner. An annual farm dinner involves the whole school and the managing director's extended family.

Where possible, student feedback is documented. This sometimes includes verbal feedback and comments on social media which are also valuable sources of feedback. Responses to surveys about how welcome students feel and about friendships made are very positive. Six-weekly checks provide a valuable insight into students' satisfaction and progress. The checks are reviewed by staff as they are received and any issues raised are discussed with the relevant people and/or the student if necessary. The evaluation team's interviews and feedback from MMLC's surveys indicate that the language centre is matching the needs of students and managing their expectations, including for General English, CFCE, IELTS, or TOEIC.

MMLC also regards continued support from agents, positive feedback from agents' visits, and referral of friends and family by former students as indicators that its programmes and activities are matching the full range of students' needs, including learning outcomes. Study extensions are another positive indicator. Four former

students returned for an additional course in 2011. For the future, MMLC has identified that it should add to its data whether or not students extend their course – currently only the total number of weeks studied is recorded. The self-identified and actioned improved alignment of student goals and objectives in student evaluations, along with teacher evaluations aligned to MMLC goals and objectives, will improve the quality of the self-assessment of matching needs.

#### 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**.

Teachers are appropriately and highly qualified and experienced and most of them are full-time teachers. Their collegiality is clearly evident. They are well supported with fortnightly internal professional development where teachers share good practice. Teachers less often undertake external professional development supported by MMLC, but as appropriate and practicable. Teachers feel valued and compare working at MMLC very favourably with other teaching experiences nationally and internationally.

Consequently, most teachers have been at MMLC for some years, but they are also open to innovation. For example, teachers do not work their way through set texts but use their own resources which they share as well as using parts of textbooks. In addition, they rotate every two weeks so that they are teaching different classes at different levels. This is challenging, but resources and the exchange of information about individual students and classes are well managed and administered. Students and teachers like the variety of approaches and commented that it keeps the learning and the teaching fresh and helps ensure that the learning resources and activities engage learners all the time. Such initiatives, and the variety of morning and afternoon class activities, reflect learning environments that are planned and structured for the benefit and needs of the learners and give them a wide and deep range of opportunities to both learn and practise and apply their growing knowledge and skills in a variety of contexts.

With seven full-time teachers and 38-50 students at any one time, the maximum teacher ratio is often lower than 1:12 and usually more around 1:7. This contributes to inclusive learning environments where teachers and students relate effectively and well to one another and support each other. It enables appropriate responses to the well-being needs of students and plenty of opportunities for one-to-one learning support.

All students are assessed weekly, and MMLC student evaluations and EER interviews confirmed that the assessment feedback to students is helpful and supports learning. In addition, the assistant director of studies oversees weekly test results which can be used to promote students to a higher level. Related to this, the school is developing the General English assessments teachers use with

the intention of further developing their consistency and reliability. MMLC has been developing its relationship with another language school, and the mutual checking and feedback about their respective resources – and particularly assessments – will also support their quality. The development of internal moderation of assessments and this external moderation will contribute to the value of the weekly assessments as well as the consistency, appropriateness, effectiveness, reliability, and use of the assessment information.

Results are one indicator of teaching effectiveness, whether in General English, CFCE, IELTS, or TOEIC, and have been referred to earlier in this report. Graduate exit surveys report a high level of satisfaction with classes, teaching methods, and learning in general. However, use of improved staff and teacher evaluations, in addition to student perceptions being better aligned to their goals and objectives as well as agents' feedback, would further develop the quality of self-assessment on teaching effectiveness. Internal and external feedback on afternoon classes has been largely addressed as have the advantages of flexible use of a range of resources rather than single textbooks, especially given rolling enrolments and mainly short-stay students. MMLC has addressed student punctuality by ringing a large Swiss cowbell gifted to the school many years ago, which is a humorous reminder to students of class time, without undermining the pleasant learning environment MMLC maintains.

### 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**.

All learners are international students and are well guided and supported. This begins with the initial information obtained from the MMLC website and agents. Further comprehensive information is available to all students when they arrive for their airport pickup to their homestay. The information exceeds the minimum requirements of the Ministry of Education's Code Office, which monitors all signatories to the Code of Practice for the Pastoral Care of International Students. For example, information that all students need to understand and sign off has been translated into Arabic for students from Saudi Arabia rather than relying on oral translation by a first language speaker. (MMLC is a Saudi Arabian Cultural Mission English language preferred provider as well as for migrants from all countries whose English language education is funded through New Zealand government agencies.) First language speakers and other services such as counselling are available to all students.

MMLC is responsive to the guidance and support international students need. For example, it has recently added a map and information about the proximity of homestays to MMLC and whether students can walk to the centre or need to use public transport. Such matters are important to students, and therefore the agents

who advise them. Following problems with airport transfers, MMLC reviewed and improved its practices and those of its contracted providers to help avoid recurrences in the future, and this has been successful. Consistent with maintaining the international mix, where there is more than one student at a homestay (most students use homestays as an essential part of their total experience), MMLC places together students of different nationalities. MMLC homestays are exclusive to MMLC, apart from one or two exceptions which are shared with Mount Maunganui College. Students appreciate and enjoy this, and MMLC and students interviewed by the EER team confirmed the rich friendships that often developed.

MMLC and students regard attendance and punctuality as essential to academic success and the centre monitors and follows this up closely at all times. MMLC also writes separate detailed attendance reports for all students who stay more than six weeks. It subsidises some activities, passes on discounts it obtains from service providers, and provides all students with a student card which enables them to access a range of discounts. Each week there is a different student speaker of the week. When students complete their stay and depart, the MMLC students and staff celebrate their academic success together.

Although the goals and objectives and length of stay vary considerably, MMLC facilitates learning pathways by providing comprehensive and timely study information and advice to help learners pursue further learning opportunities. Mount Maunganui College uses MMLC as its preferred language provider for students who need additional English language support, and some of these students return to MMLC for further study after they have completed studying at the college. The relationship between MMLC and Bay of Plenty Polytechnic was similar until the polytechnic started providing its own English language courses, but MMLC still provides information about polytechnic courses to students on request. MMLC arranges and funds travel for CFCE students who currently have to go to Auckland to sit the exam, and has applied to become an exam centre from next year.

Student feedback and interviews with the EER team confirmed that MMLC has dedicated and helpful staff who look after specific aspects relevant to international students such as homestays, visas, and insurance. The homestay coordinator is always available to students and homestay providers, the MMLC-assisted visa applications, including extensions, have a 100 per cent success rate, and MMLC successfully arranges insurance, especially for students from Saudi Arabia who expect this.

Teachers not only interact within the classroom with a range of students through fortnightly rotations, but are also required to spend time with the students during breaks and activities, which they willingly do. Students commented that all staff are friendly and students are comfortable in approaching any staff, including their teachers, about any matter. All staff, including teachers, share observations and information about students appropriately based on a shared focus on the well-being of students including their academic progress.

Formal student and agent evaluations and informal student and staff feedback contribute to MMLC's self-assessment of the quality and effectiveness of its guidance and support. The self-identified and actioned improved alignment of student goals and objectives in student evaluations will further develop the value of self-assessment around guidance and support. MMLC is considering the reintroduction of review meetings with homestay providers, and focus groups for other stakeholders such as education and service providers and agents. However, it already maintains continuous and ongoing communication with these vital contributors who in any case provide valuable feedback.

## 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**.

MMLC is governed by two shareholder directors and managed by a management team of three, one of whom is the managing director. This ensures that education and training receive appropriate attention compared with matters of governance and management such as financial and other considerations.

Management is fulfilled by three main responsibility holders: one is responsible for academic and teaching matters, another for student welfare outside of academic matters, and the managing director has overall responsibility for the school. Daily interactions and regular meetings between management and staff ensure that the school operates smoothly and efficiently and problems or issues arising are able to be dealt with promptly and effectively on a consensual basis. Change is implemented swiftly, assisted by the small size of the school and an essentially flat management structure.

MMLC governance and management support educational achievement very effectively in a range of ways. The organisation's purpose and direction are clear and its leadership is effective at all levels of governance and management: macro and micro, and international, national, and local, as well as operationally. MMLC provides adequate resources and maintains technologies that support learning, teaching, and self-assessment. It recruits, develops, and values staff effectively. Policies and practices are legal and ethical as far as the EER team could determine, to the extent that the organisation accepts and supports all students, not only premium price students, on an as-needs basis. Its many strengths enable MMLC to anticipate and respond to change and to balance innovation, continuity, and good practice.

This report has previously referred to some of the school's membership of associations and links with other educational institutions and other external partners. These associations provide external input into good practice, help meet student (and agent) and other stakeholder needs, and maintain MMLC's profile in the local,

national, and international environments. English New Zealand meetings provide key information and facilitate access to government ministries and Crown agencies related to the industry. Membership of Education Tauranga – a grouping of local education organisations – gives an important insight into issues relative to schools in the state sector. Links with other providers are useful for gaining a domestic PTE perspective. As a result of self-assessment and discussions with colleagues in the industry, MMLC has now formalised networks and affiliations into an advisory board, with members sourced from other educational institutes in Tauranga to provide primarily external input into governance of the organisation. The advisory board is to meet twice a year, and the first meeting was held in July 2012.

MMLC has clearly identified its stakeholders in addition to students and engages with them and their local community in an appropriate and ongoing way. Its programmes and activities maintain relevance to its stakeholders and local communities, and ongoing needs analysis informs programme planning. The delivery of programmes reflects a wide range of teaching practices and changes in pedagogies, resources, and assessments.

MMLC's self-assessment is continuous and ongoing, comprehensive, transparent, and robust. The information gathered is analysed and changes made and trialled (for example, the development of MMLC's General English assessments to make them even more consistent and reliable as referred to in section 1.4 above), and evaluates over time and implements changes that are positive and worthwhile improvements that benefit the students. MMLC's annual reports since 2009 reflect its self-assessment culture and include teaching effectiveness, outcomes, students and external stakeholder satisfaction, learner guidance and support, curriculum and staff, and governance and management. MMLC is open to identifying ways it can improve the use of the self-assessment information it gathers.

## 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: General English

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

Further to the recommendations implied or expressed within the report, NZQA recommends that Mount Maunganui Language Centre continue to develop its points system, the cohorts it uses, and the resulting analysed information to further develop its understanding of the educational performance of its students.

# 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](http://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/>*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)