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Report of External Evaluation and Review

Mount Maunganui Language Centre

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 13 March 2017

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Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	Mount Maunganui Language Centre (MMLC)
Type:	Private training establishment (PTE)
First registered:	1 April 1991
Location:	17 Totara Street, Mount Maunganui
Delivery sites:	As above
Courses currently delivered:	General English
Code of Practice signatory:	Yes
Number of students:	International: 173 (26 equivalent full-time students in 2015) Countries of origin (percentages): Switzerland (27), Brazil (13), Germany (11), Japan (11), Saudi Arabia (nine), New Caledonia (seven), Other (21) In 2015, 48 per cent of students were enrolled for 12 weeks or less on a visitor visa, 27 per cent were enrolled for 13 weeks or more on a student visa. The remainder were part-time students.
Number of staff:	Nine full-time equivalents at the time of external evaluation and review (EER) visit.
Scope of active accreditation:	General English
Distinctive characteristics:	MMLC is a 'pure' English language school offering mostly General English and a range of English

examination preparation classes (maximum of 12 students). The school is situated in a beach resort location in a regional city. The school promotes packages of studying English combined with recreational activities (such as learning to surf or play golf). Enrolments therefore fluctuate with the seasons, rising during the spring and summer (January 2015 = 88), and falling during the autumn and winter (June 2015 = 40). Nineteen students were enrolled as demipairs in 2015, that is residing with a local family and providing childcare and attending English classes part-time.

MMLC is a member of English New Zealand, an approved TOEIC¹ testing centre, a Tertiary Education Commission (TEC) English for Migrants contractor, and a member of the Education Tauranga network.

Recent significant changes: New office and operations managers were appointed in 2015 who manage the day-to-day non-academic activities. The director of studies and many of the permanent teachers are unchanged since the last EER. The director of MMLC, who lives in both Tauranga and Japan, provides overarching management and looks after marketing and key stakeholder relationships, including meeting any regulatory requirements.

Previous quality assurance history: The first (and most recent) EER of MMLC took place in November 2012; NZQA was Highly Confident in both the educational performance and the capability in self-assessment of the school.

The most recent English New Zealand audit² of MMLC took place in April 2015, 18 months before the EER site visit. NZQA and English New Zealand have agreed aspects of quality assurance for schools teaching English as a Foreign Language.³ MMLC met all the quality standards and was seen to have the following strengths:

¹ Test of English for International Communication

² <https://www.englishnewzealand.co.nz/about-us/quality-english-language-in-new-zealand.php>

³ <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/english-language-schools-quality-assurance/>

- An experienced and stable staff, who are very supportive of each other and who are also happy to go the extra mile to support learners
- A good mix of nationalities and a friendly, relaxed school atmosphere
- A strong focus on activities and links to the local context
- Sound policies and procedures to manage the day-to-day running of the school
- The sharing of ideas and expertise with another English language school, Auckland Institute of Studies, to improve assessment practices and for professional development
- The amount of feedback sought from a range of sources to ensure ongoing improvements in the school.

The recommendations that MMLC addressed to be compliant with all the English New Zealand standards were:

- Develop curriculum documents for the afternoon programme and for any specialist classes offered
- The wording of the leaving certificate be amended to explicitly state that 'the student did not meet the English New Zealand minimum attendance requirement of 80%'.

MMLC has developed a moderation cluster with three English as a Foreign Language providers: Auckland Institute of Studies, Taupo Language and Outdoor Education Centre, and Toyo University, Japan.

2. Scope of external evaluation and review

The lead evaluator reviewed documents submitted by MMLC, including a summary of self-assessment, recent English New Zealand audit reports, and NZQA-held data. A scoping meeting took place with the director via a video call. The two focus areas selected and the rationale for their selection were:

- General English – this remains the main programme taken by most students. A minority enrol in classes preparing for external English examinations.

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- International students – this a mandatory focus area for PTEs delivering education to international students and includes reviewing the compliance of MMLC with the Education (Pastoral Care of International Students) Code of Practice 2016 which came into effect on 1 July 2016. The EER site visit took place during the transition period when the previous Code of Practice applied to the students enrolled before 1 July 2016, and the new code to those enrolled after this date.

3. Conduct of external evaluation and review

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

The team of two evaluators visited MMLC for one and a half days. One team member has a background in the instruction of English as a Foreign Language. The evaluators first toured the facility. The team then met with the director, the director of studies, the office manager, the operations manager, seven tutors, nine current students and two graduates, a homestay provider, and the international manager of Mount Maunganui College, who is on the MMLC advisory board. Phone interviews were conducted with an English as a Foreign Language staff member from Auckland Institute of Studies and one agent.

The evaluators also reviewed a range of documents. The 2015 English New Zealand audit report assessed the school's performance against sector quality standards, and as such was primary evidence for this enquiry. Other documents included: the annual review of the Code of Practice, academic results, schedules and forms showing how students and classes were organised, minutes of meetings, stakeholder feedback, material from agents and homestay providers, and other related documentation provided. The provider's website was also reviewed.

Summary of Results

Statement of confidence on educational performance

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

Mount Maunganui Language Centre is a small English language school that consistently meets all the key needs of its students. The students achieve their two main purposes: improving their English and gaining high satisfaction from participating in various social and sporting activities. A minority of students enrol and succeed in passing external English examinations. The key points are:

- Detailed and robust assessments clearly measured against class-level learning outcomes show the General English students in the period since the last EER consistently becoming more language-proficient.⁴ All examination students for the past three years passed their external examinations. For example, all 32 students in 2015 achieved a pass rate for the Cambridge examination. The 2015 grades gained exceeded the average results for the Auckland region.
- A range of evidence showed high or very high levels of student satisfaction with the language and activities packages that MMLC offers. For instance, 97 per cent of both the 2014 and 2015 students expressed overall satisfaction as 4 or 5 on a 5-point scale. This well exceeds the average international i-Graduate Barometer ratings of around 85 per cent. Student, graduate and stakeholder interviews supported this conclusion. Students participate in the popular non-academic activities the school offers. There is repeat business from long-term agents, and agent feedback sighted was consistently complimentary about MMLC meeting their students' needs.
- The MMLC programmes are coherent and well organised to meet the needs of the students. The school provides fit-for-purpose facilities and equipment and up-to-date learning materials. MMLC has highly experienced and helpful staff with the expertise to effectively deliver their educational programmes. Assessment and practices are clear, reliable and well suited to the teaching and learning outcomes; moderation practices are outstanding. Support and guidance is a core part of the school's identity, and MMLC students consistently stay engaged and complete their studies.
- The small leadership team is capable and well organised, supporting high levels of educational performance over an extended period. MMLC has well-established, robust and detailed academic and non-academic processes. A systematic approach to compliance has been mostly effective, although a few gaps have been identified and addressed.

⁴ Students are enrolled in short-term and for some part-time classes. See 'TEO in context' for details.

Statement of confidence on capability in self-assessment

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

The key reasons for this judgement are detailed below.

- MMLC has a reflective culture with a strong focus on innovating and improving performance to better meet the needs of students and their agents. The 2015 English New Zealand audit commended MMLC for the thoroughness of their annual reviews of the seven dimensions⁵ of a language school. Reviews of performance data are regularly conducted across all key areas of the organisation. A key measure showing the impact of these changes has been the significant increasing student satisfaction rate over the past five years; 82 per cent of students in 2011 selected 4 or 5 on a 5-point scale of overall satisfaction, and this rose to 97 per cent in both 2014 and 2015.
- MMLC has a rich understanding of achievement, which is used to effectively support individual language development. A well-developed internal assessment programme has evolved which is systematically moderated, both internally and externally. The school has trialled a more robust approach to demonstrate language acquisition. Other key improvements include adopting different approaches to professional development, and a local advisory group providing guidance on strategic issues such as the long lease of facilities.
- The most significant and innovative initiative has been the establishment and evolution of a cluster with three other English as a Foreign Language providers. Initially the cluster moderated internally developed written student assessments including creating quality rubrics. The cluster has progressed to reviewing non-academic processes, such as marketing material and agent contracts. In addition, a cluster member provided professional observation in 2016, which the MMLC teachers valued.
- The quality of the self-assessment information was typically high. However, there were a few gaps in the review of regulatory requirements: the evidence provided did not confirm that more than one person was directly involved in the last two Code of Practice reviews, and the review of 2015 was of modest quality; and a requirement for an additional NZQA attestation had not been identified.

⁵ <https://www.englishnewzealand.co.nz/about-us/quality-english-language-in-new-zealand.php>

Findings⁶

1.1 How well do students 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**.

There is a range of strong evidence that all General English students become more language-proficient and all the examination students consistently pass their examinations.⁷ Weekly, fortnightly and monthly assessments show the detailed progress of the General English students towards achieving the class-level learning outcomes for speaking, listening, reading and writing English. Exit certificates describe the language proficiency of the graduate based on the Common European Framework of Reference for Languages. An internal benchmark point system MMLC developed shows the progression of students from one class level to the next. This measure shows that average progression rates have increased over the past three years, indicating students are moving to higher-level classes sooner. However, MMLC's own analysis also concluded the measure had some limitations and these favourable results should be used with some caution. The school has therefore trialled using the current recognised placement test as an exit assessment for students. This approach has the merit of showing progression over time using a reputable external assessment tool that can be converted into a point system. For the 2015 examination preparation students, all 32 passed their Cambridge examinations. External benchmarking showed that the March 2015 cohort achieved grades that were higher than those in the Auckland region. Similarly, all 2014 students passed.

Exit surveys in 2015 showed that over 90 per cent of all students when rating the 'usefulness' of their classes selected the highest or second-highest satisfaction rating on a five-point scale. This exit survey⁸, while generally sound, would be enhanced by adopting accepted good practice for research tools or statistical analysis and rating the most important and meaningful measures. The school has begun to include clear response rates. Perhaps students might rate a key outcome – such as the progress made and/or satisfaction with their achievement – when exiting, as well as the key process, the effectiveness of the teaching.

MMLC has a rich understanding of individual and overall student achievement. This understanding is comprehensively and consistently used to support achievement. There is range of evidence – from class achievement records, student feedback and interviews

⁶ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁷ Three-quarters of the 2015 students studied General English for less than 12 weeks and one in five enrolled in examination preparation classes.

⁸ This finding applies to a varying extent to all data MMLC has collected and analysed.

undertaken with tutors and students, and the recent English New Zealand audit – that individual results are effectively used to target and support learning. MMLC compares overall results with previous years, analyses achievement by nationality and duration, and benchmarks against external measures where able. The school has robust assessment and internal and external moderation processes which give confidence in the results being achieved. The 2015 English New Zealand audit concluded that the school's 'assessment methods are fair, valid and appropriate'.

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

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 delivering outcomes of clear, significant and increasing value to its primary stakeholders, the students and their agents. Students come to the school to improve their English (a minority to pass examinations) and participate in social and sporting activities and develop friendships. There is a range of strong evidence that these most important needs are consistently met for nearly all the students. The agent feedback reviewed similarly stated that the students they referred were well satisfied with the service being provided.

Student satisfaction is consistently high and has significantly improved over the past four years; from 82 per cent of students expressing overall satisfaction as 4 or 5 on a 5-point scale in 2011, rising to 97 per cent in both 2014 and 2015. These rates well exceed the satisfaction rate of the i-Graduate English Language Barometer survey (2014) world average of 85.5 per cent and 85.9 per cent for English New Zealand members. The levels of satisfaction remained high for students (95 per cent for 2015) even during the peak season when enrolments double. The students that the evaluators interviewed echoed this high level of overall satisfaction with the school meeting their needs.

MMLC students gain valued outcomes in addition to learning English. Students, predominately in their twenties, also enrol at MMLC for other activities. Students highly value the experiences they have, including participating in social, travel and sporting activities such as learning how to surf. They also value meeting students from other places and developing friendships. MMLC typically facilitates, coordinates and supports these activities, such as paying for registration of the school for a social volleyball and football competition. Evidence gathered of these outcomes being highly valued include oversubscribed activities, long-term relationships (repeat business) with agents, evidence of positive feedback from visiting agents, and the students' satisfaction with the activities on offer. An occasional English as a Foreign Language graduate (three out of 173 students in 2015) went on to further study in New Zealand or to Mount Maunganui College.

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

Programme design and delivery matches the needs of students and other stakeholders well. MMLC met all the quality standards of English New Zealand for these activities; the evaluators' conclusions strongly align with these findings. The school has established and detailed programme design and delivery processes that are robustly reviewed on an ongoing basis, producing improvements in a number of areas.

The MMLC programmes are coherent and well organised to meet the needs of the students. Each General English class has a curriculum with distinct learning outcomes. Language and skills are the focus in the mornings, and in the afternoons there is a topic focus. The learning outcomes of the examination class directly prepare students for mock tests. Students are placed in a class based on a recognised test and interview. Individual needs (such as dyslexia) are identified on the class list that the teachers receive each week. Detailed weekly records are kept of teaching activity, individual academic progress, attendance and matters affecting learning. The director of studies develops and manages individual learning plans for students who are not progressing.

The school provides physical and learning resources and staffing with the expertise to effectively deliver its educational programmes. The evaluators agreed with the 2015 English New Zealand audit which noted, 'the staff at MMLC are highly experienced and most have relevant qualifications ... the core staff are very stable, having worked at MMLC for an average of around 10 years'. The English New Zealand audit, student feedback sighted, and the students the evaluators interviewed expressed a high degree of satisfaction with the teaching. Evidence sighted showed that any concerns relating to teaching were systematically addressed. Learning resources for the morning are mostly drawn from a selection of up-to-date, recognised English as a Foreign Language texts, and results are benchmarked against the European Framework. Teachers have progressively developed a significant library of thematic resources for the afternoon classes. The facilities and equipment are suitable for language classes and meet the appropriate English New Zealand quality standards. Ongoing improvements include the building being renovated and re-carpeted, better suited classroom desks provided, and faster Wi-Fi installed, the latter addressing a concern identified in student feedback.

There are well-tested processes to ensure sufficient resourcing and capability to meet the needs of significantly increased enrolments during the peak season. Reviews are conducted after each peak season. It is significant that student levels of satisfaction have remained high and very close to the overall annual average over multiple years; although comparing the rating during the peak with the non-peak period would be a more useful measure. The English New Zealand audit also noted that the induction and support of new and less experienced teachers was a strength of MMLC. This finding was confirmed during this EER.

MMLC has a range of robust processes to support effective learning and ongoing improvements, and to avoid any decline in teaching standards. Teachers rotate every two weeks⁹ to different classes to support consistent and transparent assessment and vibrant teaching practice. The records kept are detailed, showing attendance, lessons and texts used, individual test results and commentary and individual needs. There are clear recorded procedures for assessment, and moderated samples are kept on file for teachers to view. The school has an active collegial relationship with Auckland Institute of Studies which has expanded to include Taupo Language and Outdoor Education Centre and a Japanese university. MMLC conducts internal moderation of rubrics and assessments which are sent to external partners (and vice versa). The activities of this educational cluster have recently expanded. MMLC had noticed the diminishing impact over time of teacher observations conducted by the director of studies and subsequently peer-to-peer observations. An Auckland Institute of Studies teacher trainer therefore observed teachers in 2016 and brought fresh learning and different perspectives for all parties. The cluster has reviewed non-academic activities, developing shared quality rubrics to review prospectus materials, agent contracts and critical incident plans.

MMLC provides ongoing and evolving professional development to its teaching staff. Staff meetings have a professional development focus. MMLC has supported some staff to complete qualifications, and the director of studies to attend conferences. MMLC is trialling the funding of four professional development sessions in 2017 by MMLC staff who have specialist expertise, and a few staff have been enrolled for online courses. Regular performance appraisals are undertaken and the director of studies addresses key issues identified.

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

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 students are consistently well guided and supported to stay engaged and complete their studies. There were no early withdrawals in 2015. As previously noted, nearly all the 2015 students (97 per cent) were satisfied with their overall experience at MMLC, and this rate has significantly increased from 2011 (82 per cent). The recorded complaints sighted were occasional and well addressed. Support of students is a core part of the school's identity and everyday business. When asked to describe MMLC in just two words, the students and graduates the evaluators interviewed most commonly chose 'friendly' and 'helpful'; the interviewed tutors chose 'friendly' and 'family'. Another indication of contented students was consistent positive feedback from agents that the school met the needs of the students. This was backed up by 24 per cent of the agents

⁹ The examination classes have rotation but it is a different routine.

providing referrals (repeat business) in 2015, and having done so for more than 10 years.¹⁰

Student feedback and interviews undertaken with the EER team, the English New Zealand audit and the Code of Practice reviews confirmed that MMLC has dedicated and helpful staff who effectively arrange homestays, visas and insurance. Indications of effective immigration processes are that MMLC has a 100 per cent visa application success rate and MMLC students have pathway visa rights.¹¹

Feedback on the homestay service shows that the needs of students have been consistently met or exceeded. The homestay manager meets with new students in their first week and they complete an accommodation questionnaire, while longer-term students are surveyed every six weeks and all students upon exit. The feedback sighted was often detailed, regularly positive and informs decisions being made. MMLC also effectively supports its homestay providers. Seventy per cent of them attended a hosted event in May 2016 where they completed a survey. Eighty per cent of the attendees said they were satisfied with the support provided by MMLC. The school was also clearly familiar with and responsive to issues such as: matching students and homestays; pre-arrival communication; students and homestays having differing expectations.

The 2016 annual review of the Code of Practice covered all key outcomes, identifying a few areas for ongoing improvement (see Findings 1.6 for details). MMLC has responded to some emerging wellbeing issues; for instance, after a cycle accident, a police officer was invited to speak about road safety issues with the students.

Support and guidance is purposeful, well-established and well organised. For instance, the school building has a large and lively communal space and is fitted out in a relaxed 'beach' style. The teachers and office areas are adjacent and visible through glass walls, which supports an open atmosphere. Classes are offered during the peak season in an activity centre just two doors down the road. Teachers interact with a wide range of students due to rotating classes every fortnight. Social activities are well organised and monitored. Activities the school arranges are often oversubscribed and students said the school is responsive to their suggestions for new activities. The school has formal relationships with a surf school and golf club and provides a van for transporting students to outside events. There are memoranda of understanding with the local polytechnic and college supporting the occasional student who wants to progress to further study.

¹⁰ It was not clear what proportion of students came from the long-term agents.

¹¹ Students can transfer from MMLC, without amending their visa, to a range of registered secondary and tertiary education providers – <https://www.immigration.govt.nz/new-zealand-visas/apply-for-a-visa/tools-and-information/education-quals-study/pathway-education-providers>

1.5 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 governance and management of MMLC is and has been effective in supporting high levels of educational achievement over an extended period. The school has a clear purpose of providing high-quality language tuition along with social and sporting activities in a supportive environment. One stakeholder described what MMLC offered as being 'Beach English'. The small leadership team is well organised with capable personnel. The managing director has overall responsibility for the school, agent relations and compliance, while the director of studies is responsible for academic matters and managing the teachers. The office manager deals with financial matters and enrolments, and the operations manager looks after the homestays and the facility. An advisory board provides useful biannual input on matters, most recently the long-term property lease.

The school has developed detailed and typically robust processes to support educational performance. Instances of often evolving processes are outlined in this report. Other critical processes include the successful long-term retention of capable staff and a robust recruitment process for additional staff to meet demand in the peak seasons. Resources have been invested in a range of areas to maintain and improve services including renovated premises, new furnishings, up-to-date language texts, and professional development.

A reflective culture is embedded across MMLC, focused on reviewing performance and producing ongoing quality improvements. This report has already noted some of these review processes. The English New Zealand audit commended MMLC for the thoroughness of their annual reviews of the seven dimensions of a language school. The academic cluster is an active, substantial and innovative initiative to support quality in academic activity and has evolved to address a range of non-academic matters. A robust and systematic process is used to assess performance and identify areas for improvement. The school maintains a 'changes and improvements' record which demonstrates a range of actions taken to address issues over time. There are a few areas where MMLC could still build on this work. Categorising the school activities (e.g. facilities, pastoral care, academic) where changes and improvements are being made may provide insight into where change is occurring. This could involve more systematically identifying the problem or need, the evidence that it exists, the objective of the action taken, and an explicit assessment of the impact of the changes made. MMLC conducts various self-review processes, often mandated by external quality assurance bodies. These processes overlap to varying degrees. Exploring how to better integrate these processes would support a simpler and more unified approach to quality improvement that more fully engages key stakeholders, particularly staff and students.

1.6 How effectively are important compliance accountabilities managed?

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**.

MMLC has a coherent and organised approach to managing its compliance accountabilities. The school has systems in place to ensure compliance with external regulatory requirements as well as its internal procedures. There are clear schedules, agent agreements, agent and student handbooks, and evidence of them being reviewed and revised. A recently developed annual calendar of compliance requirements brings together these various processes. MMLC actively reviews changes taking place in the regulatory environment. The organisation has clear and defined roles and responsibilities for managing compliance. The experienced managing director has overall responsibility for compliance. EER interviews with various parties demonstrated they had a good understanding of their areas of responsibility.

The key findings of significance for NZQA¹² were:

- The EER enquiry found that the regulatory requirements for General English, the NZQA-approved programme, were met.¹³
- NZQA records show that MMLC has regularly submitted annual documentation, mostly on time. The directors had submitted conflict of interest declarations. However, MMLC had not identified that fit and proper person declarations were also required for directors and senior managers.¹⁴
- MMLC has reviewed its compliance with the current and previous Code of Practice. MMLC's 2015 review showed an established language school, familiar with the pastoral care requirements, addressing the required areas with brief responses. From the evidence presented, it appears that a director conducted a basic desktop review process. The review of the new 2016 code¹⁵, taking place in the transition to the new code, was much stronger. MMLC developed a thoughtful matrix to review the 10 outcomes, considering a broad range of relevant evidence. Actions relating to the code outcomes were identified. The review identified that highly effective pastoral care was taking place (see Findings 1.4). There was no evidence of other stakeholders being directly involved in the review. However, feedback was clearly collected from students and key stakeholders and analysed (See Findings 1.4). The self-assessment of the code-related outcomes was considered and at times

¹² <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/guidance-on-external-evaluation-and-review-eer-enhancements/>

¹³ The specified requirements were minimal as individual students attend for often short and varying periods. NZQA unit standards or qualifications are not used.

¹⁴ Declarations have been submitted subsequently.

¹⁵ This EER took place in the transition to the new code. NZQA resources were not available on the NZQA website.

innovative. For instance, the school's English as a Foreign Language academic cluster moderated MMLC critical incident plans, student handbooks, student satisfaction surveys and the school prospectus. NZQA views external parties reviewing pastoral care processes as good code practice. Ongoing moderation of pastoral care processes, including the annual Code of Practice review, offers further opportunities to benchmark and improve MMLC performance.

- There is some good evidence of important compliance requirements being effectively managed in other areas. Most significantly in 2015, MMLC complied with and in some areas exceeded the English New Zealand quality standards. The English New Zealand audit commended MMLC for 'thoroughly' reviewing their performance each year against their quality standards.

Overall, the gaps identified were not significant and MMLC effectively managed them most of the time.

Focus Areas

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

2.1 International students: support and wellbeing

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

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

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

NZQA recommends that Mount Maunganui Language Centre:

- Adopt evidence-based good practices for collecting and analysing data.
- Clearly identify: the problem or need, the objective of the change, and the impact of the change. Categorise the changes (for example pastoral care or academic issues) to better track patterns of change.
- Explore the overlap of various self-review processes and the benefits of integrating these processes into a more unified quality improvement system.
- Better include key stakeholder perspectives in the review of the Code of Practice.

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).

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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