External Evaluation and Review Report

Mount Maunganui Language Centre (NZ) Limited

Date of report: 20 February 2024

About Mount Maunganui Language Centre (NZ) Limited

Mount Maunganui Language Centre (MMLC) is an English language school offering General English language classes and examination preparation courses. The school is situated near the beach at Mt Maunganui and promotes the study of English combined with recreational activities.

Type of organisation:	Private training establishment (PTE)
Location:	463 Maunganui Road, Mt Maunganui
Eligible to enrol intl students:	Yes
Number of students:	International: 135 students (15 equivalent full-time students) from 24 countries
Number of staff:	Six full-time and three part-time
TEO profile:	[Mount Maunganui Language Centre (NZ) Limited](#) MMLC is a member of [English New Zealand](#). NZQA recognises the English New Zealand standards and audit process as important inputs to the external evaluation and review.[1]
Last EER outcome:	At the last EER in 2019, NZQA was Highly Confident in the educational performance of MMLC and Confident in the organisation's capability in self-assessment.
Scope of evaluation:	• General English (Training Scheme) (levels 1-5) ID:100248-1 • International student support and wellbeing
MoE number:	8582
NZQA reference:	C45354
Dates of EER visit:	27 and 28 September 2023

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[1] This EER report draws on findings and evidence from the latest English New Zealand audit of MMLC and report dated 4 September 2023.

Summary of results

Students consistently meet their goals to improve their English language skills and to make social connections with other students in a friendly and social environment. MMLC has strong governance and management, a clear purpose and strategy, and effective processes to maintain strong educational performance.

Highly Confident in educational performance

Highly Confident in capability in self-assessment

- MMLC has an established reputation as a successful English language school with a clear understanding of its purpose and future direction. MMLC is well positioned to maintain high levels of educational performance through effective leadership.

- Strong achievement is evident with students consistently meeting their stated goals and improving their English language capability. Progress monitoring is regular and effective and is aligned with CEFR[2] levels. MMLC brings economic and social value to the local community.

- MMLC uses data and information well to understand performance and inform strategic planning, decision-making and improvement. A reflective culture is embedded throughout the organisation to support improvement and innovation. Self-review leads to meaningful change.

- MMLC involves and supports the students to take lead roles in their learning and social connections. Experienced support staff contribute to an inclusive learning environment that meets students' social, cultural and individual needs well.

- MMLC has effective compliance management processes. The planned implementation of a new student management system will support more effective student administration and document management.

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[2] Common European Framework of Reference for Languages

Key evaluation question findings[3]

1.1 How well do students achieve?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	MMLC students improve their English language skills, build confidence and make progress towards their individual goals. All students who completed their courses in the period since the previous EER[4] have shown improvement in their English Language capability. Teachers document student achievement in a handover folder as part of the two-weekly teacher rotation that sees student progress monitored by multiple staff in a short time. Procedures are in place to support learners not progressing satisfactorily, or to promote students who need additional challenges to a higher-level class. Individual student progress in listening, reading, writing and speaking is assessed in four-weekly tests. Progression is benchmarked against the CEFR. MMLC monitors and analyses progress through the achievement levels. The same test is used for placement and at exit to provide a clear measurement of levels of improvement. A leaving document details study dates and the final leaving level of English, and uses CEFR descriptors[5] to explain students' language skills.
Conclusion:	MMLC has a clear understanding of achievement. Strong achievement is evident, with students consistently meeting their stated goals and improving their English language capability. Progress monitoring is regular and effective and is aligned with CEFR levels.

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

[4] MMLC went into hibernation during the Covid period while borders were closed, so data for this period includes 2019 and 2023 only.

[5] CEFR descriptors - Common European Framework of Reference for Languages (CEFR)

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Students enrolling with MMLC are highly motivated, self-reliant, mature adults with clear goals and aspirations.[6] Students' three consistently stated goals are: improving their English (a minority to pass examinations), participating in social and sporting activities, and developing friendships in a multicultural context.
	MMLC focuses on integrating English language learning with social and leisure activities. Small class sizes, personalised learning and new premises designed to promote greater social interaction combine to support students to meet their goals. English is the main language spoken on campus, and this supports students to improve their confidence to use English in daily life while in New Zealand.
	Through entry and exit surveys, MMLC measures students' progress against their goals. Seventy-five per cent of students in 2023 identified improved confidence and making friends as their primary goals. Ninety per cent of students noted that they had achieved these goals.
	MMLC brings economic and social value to the Mount Maunganui region, with some students undertaking part-time work with local businesses, living in homestay settings, and increasing the diversity of cultures represented in the community.
	Student satisfaction is consistently high. MMLC has enduring relationships with key agents[7] and a clear niche market with consistent demand and return business. Many students extend their study and recommend the courses to friends and family members.
Conclusion:	MMLC understands the valued outcomes for key stakeholders, including learners. Professional affiliations,

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[6] During 2019 and 2023, between 21 and 24 countries were represented in the student body.

[7] MMLC uses agents they have been working with for between 10 and 30 years.

	such as membership of English New Zealand, contribute to and strengthen the quality of educational provision.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Learning environments are planned and structured for the benefit and needs of students. Activities and resources are effective in engaging students. Recently introduced course books were positively described by teachers and students, with an emphasis on the value of the additional supplementary online materials available. New Zealand content is integrated into classes, with a bank of teaching resources available for teachers to use.
	MMLC uses an innovative two-weekly teacher rotation system that uses detailed records to ensure continuity of course delivery for students and teachers. There are benefits for the student learning experience and teacher development while also providing assurance of consistency and quality. An additional benefit is that students learn with different teachers, with varied approaches and accents. Students feel confident in giving feedback to teachers in class, and to ask for changes and improvements.
	Lesson records, team meetings and individual feedback from teachers inform a constant reflection and review approach that results in changes such as the trial and implementation of the new course books. Changes and improvements are tracked through time in an improvement log.
	Assessment provides students with useful feedback on their progress, which is recorded on weekly plans and on individual student records. MMLC uses pre-assessment moderation to get feedback from other teachers; the PTE recently changed its rubrics for speaking and writing tests. An external moderation cluster provides long-standing support for academic practice review and improvement, and post-assessment moderation opportunities.

	At the most recent English New Zealand audit in August 2023, MMLC met all English New Zealand standards. As a result, NZQA is assured that MMLC has appropriately qualified academic managers and teaching staff.
Conclusion:	Ongoing reflective practice by teaching staff ensures that MMLC programmes and activities meet existing and emerging needs. Two-weekly rotation of teachers supports consistency of practice and an open and collaborative approach to teaching and learning.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	The recent English New Zealand audit commendation noted that: *'MMLC's successful integration of their vision through all aspects of the school, such as teaching systems and premises, enables learners to bond across levels and classes, with a very high degree of support and satisfaction. Learners expressed happiness and comfort in the school environment and felt very-well supported not only in their English language studies but in their wider experience of New Zealand'.*
	MMLC creates an inclusive and welcoming learning environment. Useful information is made available prior to enrolment, generally in the student's first language via quality agents. Comprehensive orientation provides key information and supports new students to meet each other. Students join existing classes where staff actively encourage peers to support new learners to settle in and engage socially.
	There is a strong sense of collegiality within the school, and students are empowered and encouraged to actively manage their own learning and social experiences. Students, teachers, support staff and management engage frequently and communicate openly to discuss their experiences, check on each other or raise concerns or discuss issues. Examples of effective student voice include changes made

	promptly in response to student concerns about levels of difficulty in class, poor lighting and small classrooms.
	Thorough self-review against the Code of Practice has been completed with input from all relevant staff. MMLC is performing well against the key outcomes.
	Homestay is well managed, although 75 per cent of students stay in their own accommodation as they are generally mature adults travelling independently or with family. A long-term host said that comprehensive information, support, monitoring and feedback processes ensure positive experiences for students and homestay hosts.
	MMLC regularly seeks feedback from students through surveys, informal conversation, teacher progress reporting and six weekly check-ins. Close social connections are formed between students and with staff. The physical design of the school premises enables these inclusive and supportive relationships and creates a context in which issues are quickly identified and addressed.
Conclusion:	Students are effectively involved and supported in their learning and social connections. Experienced support staff contribute to an inclusive learning environment that meets students' social, cultural and individual needs well.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	MMLC has been operating sustainably as a boutique language school for many years, with strong and effective leadership. The school encompasses education, tourist experiences, integration with kiwi culture, and plays an important part in its community. An advisory board provides guidance on strategic issues.
	MMLC is rebuilding after the significant challenges of border closures during Covid-19 led to a year of hibernation in 2022. New premises have been refitted to support social

	and educational activities.[8] Planned and carefully managed growth ensures the students are supported in their learning. Highly effective recruitment of staff is also a key element of this rebuild strategy. Staff interviewed during the EER felt valued and demonstrated an understanding of MMLC values and organisational purpose.
	Academic leadership is effective, with expertise at director, manager and assistant manager levels. This model supports innovation informed by long-standing organisational experience and knowledge. Effective day-to-day management supports the reflective and collegial culture focused on the student experience and using ongoing review to inform change and improvement.
	Data and information are used effectively to support decision-making and to understand performance. A changes and improvement log documents effective review processes and improvements made to academic matters, operations, management and student wellbeing through time.[9] The planned introduction of a new student management system will provide opportunities to enhance reporting and to streamline processes for student administration and reporting on achievement.
Conclusion:	MMLC is well positioned to maintain high levels of educational performance. Effective leadership has a clear vision and strategies to continue to provide quality English language provision within a supportive social learning environment. MMLC continues to use reflective processes, which are embedded throughout the organisation, to support improvement and innovation.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Good**

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[8] English New Zealand visited the site during its audit, with the report giving a positive review of facilities.

[9] MMLC started recording improvements in 2007, with improvement to the format in 2017.

Findings and supporting evidence:	MMLC has sound processes for managing its compliance activities.
	There is evidence of consistent application of rules and regular processes for checking and ensuring compliance, in particular those applying to international education providers. These include:
	• Self-review and attestation for the Code of Practice
	• Well-documented procedures and practices for ensuring the safety and wellbeing of learners
	• Effective processes to monitor the performance of agents.
	Appropriate processes for managing course delivery and compliance with NZQA rules include:
	• A compliance calendar which notes significant compliance requirements along with operational reviews
	• Sound assessment and internal moderation processes
	• Documentation and review of the quality management system; key policies and procedures are included in the teacher handbook and operational manuals.
	Minor visa and insurance inconsistencies were found in a check of student files. The planned implementation of a new student management system will provide opportunities to automate processes that will ensure compliance with Immigration New Zealand and Code requirements such as visas, insurance and student attendance.
	MMLC complies in all aspects with English New Zealand membership and constitutional requirements, including self-reviews against the English New Zealand standards and regular audits.[10] These include compliance with New Zealand legislation relating to building requirements, health and safety, employment practices, data protection and copyright.
Conclusion:	MMLC has effective compliance management processes. The PTE complies with relevant legislation, rules and regulations. The planned implementation of a new student

[10] The English New Zealand audit of MMLC (10 August 2023) found MMLC met all standards and received one commendation and a number of improvement suggestions.

Final	management system will support more effective student administration and document management through automation of some key processes.

Focus areas

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

2.1 General English (Training Scheme)

Performance:	**Excellent**
Self-assessment:	**Excellent**

2.2 International student support and wellbeing

Performance:	**Excellent**
Self-assessment:	**Excellent**

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.

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

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

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[11]*

- *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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[11] 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.

Final

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). 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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