



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Language Studies International (NZ)  
Limited

Date of report: 5 March 2024

# About Language Studies International (NZ) Limited

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*Language Studies International (NZ) Limited (LSI) is one of a network of language schools operating globally as LSI Education. LSI provides general English learning to international students from a wide range of countries. The campus is located in central Auckland. Programmes include general English and a variety of exam preparation courses.*

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Type of organisation:	Private training establishment
Location:	Level 1, 10-12 Scotia Place, Auckland
Eligible to enrol intl students:	Yes
Number of students:	International: 137 students from 21 countries (as at September 2023)
Number of staff:	Five full-time, 13 part-time (12.5 full-time equivalents)
TEO profile:	<a href="#">Language Studies International (NZ) Limited</a>  LSI is a member of English New Zealand ( <a href="http://www.englishnewzealand.co.nz">http://www.englishnewzealand.co.nz</a> ). NZQA recognises the English New Zealand standards and audit process as an important input to the external evaluation and review. <sup>1</sup>
Last EER outcome:	At the last EER in 2019, NZQA was Highly Confident in the educational performance of LSI and in the organisation's capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>• Intensive Standard English (Training Scheme) ID:100594-1</li><li>• International student support and wellbeing</li></ul>
MoE number:	8963

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<sup>1</sup> This EER report draws on findings and evidence from the latest English New Zealand audit of LSI and the resulting report dated 4 September 2023.

NZQA reference: C52473  
Dates of EER visit: 17 and 18 October 2023

# Summary of results

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*Students consistently improve their English language skills and meet their goals. LSI has effective local management supported by strong governance, and management from LSI Education. Systematic self-assessment processes are integrated into business as usual across the organisation to maintain strong educational performance.*

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## **Highly Confident in educational performance**

- LSI has an excellent understanding of achievement and continues to explore additional sources of evidence of valued outcomes for students. Students achieve well, gain confidence with English language, and pass tests and exams. Student satisfaction is high, evidenced by many students extending their study periods, and high rates of recommendation of LSI as a place of study.

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

- Learning environments are engaging and effective. Well-qualified and experienced staff who are well resourced support the quality and consistency of teaching. Effective assessment and moderation supports confidence in the consistency of results.
- The LSI leadership effectively supports educational achievement and drives continuous improvement through a strong, systematic culture of self-review that encourages innovation and improvement. Benchmarking with other language schools within LSI Education contributes to and strengthens the quality of educational provision.
- LSI has a strong culture that supports students to succeed in their learning and to engage fully with life in New Zealand. The organisation collects student feedback, contributing in a meaningful way to decision-making and ensuring that student needs are well met.
- LSI proactively and effectively manages its compliance accountabilities. Processes are subject to regular review and improvement.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students achieve well, with most students confirming that they are more confident using English at the end of their study. The most common student goal is to improve their speaking and listening skills. Ninety-four per cent of students in 2023<sup>3</sup> said they improved their speaking skills, and 70 per cent noted improved listening skills.</p> <p>Students' pass rates for Cambridge and IELTS<sup>4</sup> exams are strong, although enrolment numbers have been low since Covid-19.</p> <p>Attendance is directly linked to progress, and averaged 92 per cent in term 1, 2023, with term 2 dropping to 87 per cent overall. Attendance patterns are well understood; students who are working or on visitor visas have lower attendance. On average, students move up a level every 10-12 weeks, although this varies depending on entry level and the length of the course.</p> <p>Systematic analysis of student achievement data has been in place since 2018, with the dual purpose of measuring student progress and making improvements to assist students to succeed. LSI analyses progress and attendance tracking – showing start levels, course duration and finish levels – to understand achievement. The tracking is linked to action plans where LSI identifies any issues. Achievement is also benchmarked against other LSI schools using shared student management system data.</p>

<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>3</sup> Covid has interrupted the sequence of data collected by LSI, with data for 2020-22 unavailable. This report focuses on current year data.

<sup>4</sup> International English Language Testing System

Conclusion:	Most students improve their speaking and other language skills to become more confident using English and to achieve their goals. LSI understands student progress well through effective use of a range of data points, including detailed attendance and progress monitoring aligned with levels on the Common European Framework of Reference for Languages (CEFR). Support is available for students when areas of additional need are identified in assessment.
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## 1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students enrol with LSI to improve their English for various reasons, with most travelling and working and then returning to their home countries. Final-week questionnaires capture student perceptions about their progress and achievements. Students rated their achievement of goals at 8.6 out of 10 in the most recent data.</p> <p>Students value the opportunity to improve their English skills while travelling, working and making friends in New Zealand. Most students use their improved spoken English for work on return to their home countries. Examples include a tour guide sharpening their English after a break from work, and a doctor seeking employment in English-speaking countries.</p> <p>Graduates who stay in New Zealand often return to LSI when they have completed their study, for help with job applications. A recent example was a graduate seeking advice on an employment dispute. Students also return for further study; during 2023, 45 students extended their study beyond their initial enrolment period.</p> <p>Student satisfaction is consistently high. Students reported that their expectations had been met or exceeded. LSI has a strong reputation in Auckland, supported by long-standing relationships with key retail agents and a high rate of 'would recommend' from students in the final week questionnaire.</p>

	LSI continues to review and reflect on opportunities to enhance their understanding of valued outcomes. Recent initiatives include capturing student farewell comments and aggregating anecdotal information received from graduates after they have returned home. LSI is planning surveys of students who return to their home countries to ask 'what are you doing with your language now?' to provide additional evidence of value.
Conclusion:	LSI understands the valued outcomes for students and continues to explore ways to gather additional evidence of value. Professional membership with English New Zealand, and benchmarking with other language schools within LSI Education contribute to and strengthen the quality of education and provide evidence of value to stakeholders.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>LSI met all standards at the most recent English New Zealand audit in August 2023. The organisation was commended for their systematic approach to ongoing review and improvement, and for the comprehensive collection of feedback from students and staff, used to make changes to teaching, learning and resources.</p> <p>Activities and resources effectively engage students in the learning. Continuous review and improvements to learning and teaching are supported by collaborative projects and benchmarking with other international LSI schools. Te reo and te ao Māori are included as topics for learning and are highly valued by the students.</p> <p>Assessment is regular and effectively provides feedback to students about their progress and areas for improvement. Individual student progress in listening, reading, writing and speaking is assessed in six and 12-weekly tests, with progression benchmarked against the CEFR. Final reports provide evidence of student grades and the CEFR level achieved when students complete their study with LSI.</p>

	Moderation is ongoing and fit for purpose, with the outcomes used to refine marking rubrics and improve assessment practice. Moderation provides confidence in the consistency of assessment judgements. Internal moderation also informs ongoing professional development sessions for staff.
Conclusion:	Learning environments are engaging and effective. The quality and consistency of teaching is evident, with well-qualified and experienced staff who are well resourced. Effective assessment and moderation supports confidence in the consistency of results.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students are very well supported. LSI has a strong culture of care, underpinned by clear and open communication between students and staff to ensure student needs are met. An online messaging group provides immediate connection and support at any time. LSI identifies student health and wellbeing and learning needs early, and provides effective wrap-around support. All teaching and administration staff undertake ongoing professional development about student wellbeing.</p> <p>The student handbook provided to students prior to arrival is thorough and continually updated, based on feedback. Orientation covers key information and is followed up by group meetings to provide welfare checks and answer any questions. This enables the support staff to check on new students as they settle into life in New Zealand.</p> <p>Social programmes include a range of activities and outings like rugby, sailing, art classes and a music club. These are rated highly in student feedback and are promoted by staff in class and in school notices. Academic support is also offered through study clubs after class, and students with specific learning needs are catered for (with an example being the use of special fonts for those with dyslexia).</p>

	<p>LSI uses student feedback to inform decisions. Students have opportunities to provide feedback about the teachers, accommodation, facilities and services, and working in New Zealand. Changes are made in response to feedback, including providing more microwaves and sporting equipment, and changes to the way homestay information is provided pre-arrival.</p> <p>The organisation’s Working in New Zealand annual survey checks that students are meeting visa requirements, records where students are employed, invites questions about working in New Zealand, and identifies any issues or concerns for follow-up.</p> <p>LSI incorporates its annual and ongoing self-review of the Code of Practice<sup>5</sup> into its comprehensive self-assessment and continuous improvement cycle. Key staff are involved in conversations and development of the review document, which includes a focused short-term action plan to address important gaps. Identified actions are incorporated into the overall LSI action plan which is reviewed monthly by the principal and the director of studies.</p> <p>Monitoring of critical incidents and complaints is effective, and responses are appropriate. Communication between teams balances privacy of student information with the need to discuss matters to support the timely resolution of student issues.</p>
<p>Conclusion:</p>	<p>LSI has a strong culture that supports students to succeed in their learning and to engage fully with life in New Zealand. Students have multiple opportunities to provide feedback about their experiences. Student feedback is used effectively to inform decision-making. Self-review is comprehensive and used to drive improvement.</p>

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<sup>5</sup> The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>LSI has a clear purpose and direction. This is guided by the strategy of LSI Education, a group of international language schools using shared IT systems and curriculum resources. LSI works on a direct ownership model, which facilitates regular, effective communication and decision-making from governance to management and operational levels.</p> <p>Strong international and local leadership has enabled LSI to endure and recover well following the impact of the Covid border closures. Management used this period to strengthen relationships with LSI Education and to upskill with technology. This will enable future expansion, possibly in the provision of student accommodation.</p> <p>LSI has created a culture that encourages innovation and improvement while maintaining a consistent focus on the students, their progress and wellbeing. Clear values and strategy guide all operations and activities. LSI has balanced innovation with sustainability to ensure optimum service to stakeholders. The school is well resourced in terms of infrastructure, staffing, and teaching and learning materials.</p> <p>Academic leadership is effective, with responsibilities shared between experienced and more recently recruited managers. Staff and students feel valued, and their feedback is used to inform decision-making.</p> <p>The quality of teaching is closely monitored, with regular observations in place. Student feedback on teachers in the 2023 final week questionnaires gave an average rating of 9.5 out of 10 for professionalism and punctuality. Feedback is analysed and development activities introduced where needed to provide support for teacher improvement.</p> <p>Self-assessment is effective and embedded across the whole organisation. Systematic self-review is ongoing, reflective, informed by effective data analysis and aligned with English New Zealand audit standards, NZQA evaluation questions and Code of Practice requirements.</p>

	Collated action plans and the impact of improvements are regularly monitored and reviewed.
Conclusion:	The leadership of LSI effectively supports educational achievement, creates a positive organisational culture, and drives continuous improvement through a strong, systematic culture of self-review.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>LSI has sound processes to effectively manage its compliance activities. LSI Auckland reports regularly to LSI Education on matters of compliance. LSI Education supports business activity requirements, including guidance on policies and practices.</p> <p>There is good evidence of consistent application of rules and regular processes for checking and ensuring compliance, in particular those applying to international education providers. These include:</p> <ul style="list-style-type: none"> <li>• Self-review and attestation for the Code of Practice.</li> <li>• Well-documented procedures and practices for ensuring the safety and wellbeing of students, including those under 18 years, and students in homestay and other accommodation.</li> <li>• Well-managed student files with all the required information.</li> </ul> <p>Appropriate processes for managing course delivery and compliance with NZQA rules include:</p> <ul style="list-style-type: none"> <li>• A comprehensive and long-standing annual planner which includes all management and compliance requirements, with monitoring of activities and changes through the years.</li> <li>• Sound assessment and internal moderation processes.</li> <li>• Ongoing programme review.</li> </ul>

	LSI complies with all aspects of English New Zealand membership and constitutional requirements, including self-review against the English New Zealand standards and regular audits. This includes compliance with New Zealand legislation relating to building requirements, health and safety, employment practices, data protection and copyright.
Conclusion:	LSI is proactively managing its compliance accountabilities effectively. Processes are subject to regular review and improvement.

## Focus areas

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

### 2.1 Intensive Standard English (Training Scheme)

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

### 2.2 International student support and wellbeing

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

## Recommendations

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

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<sup>6</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>6</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

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

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

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

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

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

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

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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