



Report of External Evaluation and Review

Language Schools New Zealand

Date of report: 25 May 2010

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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.

Brief description of TEO

Location: Queenstown (Head Office) and Christchurch
Type: Private Training Establishment (PTE)
Size: Christchurch 64 students, Queenstown 29 students.
Sites: As above

Language Schools New Zealand (LSNZ) has two sites and has been registered as a PTE with NZQA since 1995. It offers one course that has been quality assured and approved by NZQA:

- Certificate in General English for Speakers of Other Languages (Level 3).

Most students enrol on the Certificate in General English for Speakers of Other Languages. This runs continuously, with new enrolments starting each Monday. This programme is individualised for each student, with some enrolling for one week and others for several weeks up to at least 13 weeks, and others for even longer.

LSNZ students can also prepare for and sit the International English Language Testing System (IELTS) and/or the Cambridge NZ (FCE or Advanced). The student numbers shown above include eight IELTS and six Cambridge students at Christchurch and at least one exam student at Queenstown at the time of the external evaluation and review.

The most recent quality assurance appraisal of LSNZ by NZQA was conducted in 2006 under the previous audit regime. The organisation met all requirements of the standard then in force, Quality Assurance Standard One, as well as the requirements of the Code of Practice for the Pastoral Care of International Students (Code of Practice).

Executive Summary

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Language Schools New Zealand**. Key reasons for this are as follows.

- Students enrol to learn or to improve their knowledge, understanding, and use of English language. This evaluation confirmed that students achieve significant individual improvement from when they start and that this has been occurring over a number of years. These outcomes are evidenced by detailed ongoing data for each individual student. Students and their teachers were highly satisfied with this improvement.
- Six-weekly course assessments show that students' achievements are at or above the expected progress rate as based on the Common European Framework (CEFR)¹.
- A small proportion of students enrol to improve their English language in order to achieve an IELTS or Cambridge score. The IELTS and Cambridge test results sighted showed that the majority of these self-selecting students make significant progress, with most students gaining scores between 5.5 and 7.0. These scores enable students to apply for entry to higher study and/or open up employment opportunities.
- LSNZ focuses on personal, social, and cultural outcomes as well as academic. Students and teachers showed a high level of satisfaction with these social and cultural outcomes. Teacher and student interviews conducted by the evaluation team confirmed how this aspect of the learning environment contributes to academic achievement.
- Students, as well as teachers and management, were interviewed at both sites and their comments were consistent with LSNZ evaluations. Students were clear that their most important needs were being met, and that they were being challenged and extended.
- Students and teachers were highly satisfied that clear teaching, learning, and student support processes contributed to high student motivation which in turn supported how much students learned and how well they progressed.
- Governance, management, and teaching are focused on achieving students' learning outcomes. This is not limited to progress with English language, but includes social and cultural outcomes.

¹ The Common European Framework of Reference for Languages (CEFR) is used to set clear targets for achievements within language learning. It has become accepted as a way of benchmarking language ability, and for evaluating outcomes in an internationally comparable manner. Source: www.coe.int and www.cambridgeesol.org 8 October 2009.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Language Schools New Zealand**. Key reasons for this are as follows.

- LSNZ maintains detailed, ongoing achievement data for each individual student. The use of the CEFR levels and IELTS and Cambridge international testing enables LSNZ, and its student and teachers, to benchmark progress and achievement against external measures. Despite the small size of LSNZ and the variables in the students' motivations and abilities, obtaining greater understanding of not only individual student achievement but the aggregated achievement of all students at an organisational level (rate of progression between levels and time taken to achieve this, between cohorts/across years and levels of study), could identify opportunities for further improvement. The evaluation team is confident that in the future both sites of LSNZ will have a common strategic plan.
- LSNZ has policies and procedures appropriate for the small size of the organisation and which are generally carried out consistently at both sites. This is increasingly contributing to robust and ongoing improvement while maintaining continuity for students' learning.
- Teaching staff maintained that staff openness, frank discussion, and the willingness among all staff to share good practice, and to support each other in problem solving, contributed to the effectiveness of LSNZ.
- The evaluation team noted LSNZ has recently been developing its self-assessment practices as a whole organisation. These include weekly reports by managers to the owner/director which focus on current and forecast activity. It is confident that LSNZ is developing more systematic, organisation-wide self-assessment which will further benefit it in the very near future. This confidence is based on the commitment of all staff at both sites to their students, their achievements, and to ongoing improvement; the appointment of a new director of studies (DoS) in Christchurch and a new manager in Queenstown; and the intention for both directors of studies and managers to share their experiences for the benefit of both sites and their students, which is planned to start in April 2010.

TEO response

Language Schools New Zealand has confirmed the factual accuracy of this report.

Basis for External Evaluation and Review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

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 courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITPQuality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria 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).

Findings

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

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/for-providers/keydocs/index.html>

Outline of scope

The agreed scope of the external evaluation and review of LSNZ included the following mandatory focus areas:

- Governance, management, and strategy
- Student support including international students.

The following programme was selected as a focus area as it represents the majority of student enrolments:

- General English.

Part 1: Answers to Key Evaluation Questions across the organisation

This section provides a picture of the TEO's performance in terms of the outcomes achieved and the key contributing processes. Performance judgements are based on the answers to key evaluation questions across the focus areas sampled. This section also provides a judgement about the extent to which the organisation uses self-assessment information to understand its own performance and bring about improvements, i.e. capability in self-assessment.

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**.

Context

LSNZ runs small classes with a maximum of 14 students and deliberately maintains a cross-section of nationalities in LSNZ and in each class as much as possible. Students and staff were very well satisfied with academic progress.

Explanation

LSNZ establishes the level of English that students have on arrival using the Oxford Placement Test, and tracks their progress every day, week, and every six weeks. The new

DoS in Christchurch is developing a new placement and ongoing test based on the levels, own experience, and feedback from teachers. When the test is fully developed it is intended that it will be used at both sites once LSNZ is confident that it is consistent with internationally accepted levels and placement tests.

LSNZ students have made highly significant improvements in their knowledge, understanding, and use of the English language. This is confirmed by comprehensive LSNZ individual student tracking and monitoring and feedback. Teachers and students affirmed their high satisfaction with the rate of improvement.

The progress of LSNZ's students appears to be above the rates expected when benchmarked against the CEFR, and student files support this outcome. However, it would benefit LSNZ to verify this result for itself for its whole student population. This could be done with similar or partner organisations. This would further confirm the excellent individual progress which students make and indicate if progress could be even further improved within particular timeframes. Despite the small size of LSNZ and the variables in the students' motivations and abilities, obtaining greater understanding of not only individual student achievement but the aggregated achievement of all students at an organisational level (rate of progression between levels and time taken to achieve this, between cohorts/across years and levels of study, across sites, across teachers), could identify opportunities for further improvement.

A few students enrol for one week of tuition, some for quite extended periods, and LSNZ is able to show they all make significant measurable improvements.

LSNZ's focus on social and cultural as well as academic outcomes is monitored by formal student surveys, informal comments, and staff observations. Analysis of student surveys shows a high level of satisfaction with these social and cultural outcomes. Teacher and student interviews conducted by the evaluation team showed that LSNZ believes that this aspect of the learning environment contributes to the high academic achievement that has been occurring over a number of years.

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 **Excellent**.

Context

LSNZ monitors its adult students' satisfaction, and occasionally, as appropriate, parents' satisfaction, as well as that of recruitment agents. Regular assessments of progress, along with satisfaction surveys, are analysed, collated, and acted on to make improvements. LSNZ also maintains a file of unsolicited feedback from ex-students, parents, agents, and other local stakeholders such as homestay parents and tourism operators.

The organisation uses its own social networking website on Facebook, as well as students' own Facebook pages, to stay in contact with graduates and to monitor student satisfaction.

However, use of the organisation's Facebook page is limited, partly because quite a high proportion of LSNZ students are travelling in New Zealand and abroad.

Explanation

The learning experience offered at LSNZ and the actual improvements in English are highly valued by all involved. The organisation has confirmed this via a wide range of formal and informal sources, including surveys and meetings with students, staff, recruitment agents, unsolicited feedback, and through maintaining its Facebook page and accessing individual students' Facebook pages. The parties spoken to by the external evaluation and review team – mainly students, teachers, and staff – confirmed the information that LSNZ had collected.

Students valued highly the progress they made in their English and were able to articulate this very well, whether the subject was conversational competency or confidence in their achieving longer-term employment, educational, or residency objectives. This ability to articulate their achievements using English was in itself evidence of the progress students had made. Students also valued the personal, social, and cultural benefits of a diverse international community even, they said, to the point of breaking down their own personal prejudices in some cases. LSNZ is committed to maintaining this diversity, and this is reflected in its marketing and enrolment practices.

Students also valued the opportunity to maintain links with their own communities including through conversation clubs. This particularly applied to Brazilian students in Queenstown. Homestay families valued the mutual benefits of their cultural exchange, especially for their children, and the way in which international students enriched their lives, experience, and understanding. Employers in Christchurch and Queenstown valued LSNZ because it provided them with short and longer-term staff with a reasonable standard of English to the benefit of the hospitality and tourism sectors.

LSNZ has a significant number of students who extend their planned time of study, or who subsequently return for further study. LSNZ has enrolments which are referrals from friends and ex-students. Management interprets this as due to its reputation built over some 15 years based on its performance and marketing, which includes its own website. However, LSNZ has found it difficult to collect long-term outcome data for its students because they are international and very mobile and most often leave New Zealand at the end of their study to return to their home country. Nevertheless, LSNZ and the external team's feedback show widespread satisfaction with the outcomes of LSNZ.

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 **Excellent**.

Context

LSNZ uses the Oxford test to place students in the appropriate level class at entry, but students are assessed weekly after placement and are able to progress into higher-level

classes as soon as they are ready. Christchurch is trialling its own placement test based on teacher feedback, and when everyone is satisfied with the assessment tool it will be shared with Queenstown with an intention of adopting it. Students complete a survey each six weeks and on leaving, to determine their satisfaction with their training.

Explanation

Students enrol with LSNZ primarily to improve their English, and a small proportion enrolls to obtain or improve their IELTS or Cambridge scores. LSNZ takes care to place students in the appropriate level to best meet their needs and learning objectives.

Students' individual goals and needs are established early and taken into account as much as possible. If LSNZ knows of these in advance and cannot meet them as well as another provider, it will inform the agent and student accordingly.

Each day is carefully structured with an emphasis on reading and writing, vocabulary, and grammar, with some speaking and listening in the morning, and in the afternoon speaking, conversation, and discussion activities through specific situations, games, tapes, videos, and DVDs. At the time of the external evaluation and review, the Christchurch site was developing a series of topics and resources, including New Zealand ones, for students and staff to choose from. Christchurch can use the topics and adapt the local resource materials already developed in Queenstown.

Students' satisfaction survey results and students' comments to the evaluation team confirmed that their academic needs were in fact being very well met. Further to this, students and staff interviewed confirmed that students' personal, social, and cultural needs were also well met. Both groups talked of the family feeling and close personal attention students receive at LSNZ. Students commented on the warmth of their welcome and in almost all cases being looked after beyond what they expected. They commented that LSNZ exceeded the high expectations they had when they enrolled.

Students can spread their study over up to four different locations at LSNZ's two sites and partner schools in Auckland and Napier, which provides flexibility and added value for the 20 per cent of students who have enrolled on the organisation's Combo and Super Combo schemes. The evaluation team noted that the level of support met, and often exceeded, what is required by the Code of Practice, including for Combo and Super Combo students.

LSNZ receives feedback from agents as well as students which, in addition to return business, confirms the value of the outcomes achieved by LSNZ and how well its programmes and activities match the needs of all parties, including the students. LSNZ has very few student withdrawals, indicating both a high level of satisfaction and the fact that students' needs are being met. Further confirmation of these judgements was provided by the students' positive and purposeful enthusiasm and their interactions with each other and their teachers and staff. Students' academic, social, and cultural needs are being well met.

1.4 How effective is the teaching?

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**.

Context

All teachers are required to hold or complete a recognised qualification for teaching English to speakers of other languages. Teachers have some opportunity for professional development beyond their own colleagues, but this is limited by cost and accessibility from Queenstown.

Teachers and students relate very well to one another and active student-teacher engagement was very apparent at both sites. Student progress is highly detailed in individual student files which reflect effective teaching and assessment practices, and this was confirmed by student and teacher comments. A significant number of permanent and contracted teaching staff has been with LSNZ for many years.

Explanation

Both sites' DoS are experienced teachers. LSNZ has a very experienced DoS in Queenstown and a much more recent appointment in Christchurch. Each DoS has responsibility for the programme overview, teaching effectiveness, resources, and professional development and appraisal of teaching staff.

With student enrolment numbers rising again in Christchurch and stable in Queenstown, both sites are still subject to seasonal changes and changes in the market including those related to the international economic recession. Nevertheless the organisation generally meets the challenge of finding well trained and qualified staff. Teachers would like more opportunities for professional development beyond their own colleagues, but appreciate that this is limited by accessibility, particularly in Queenstown, and cost which is related to the number of students at each site and the international English student market.

New staff are buddied with another experienced and qualified teacher. Staff interviewed commented that this provided an effective mechanism for new staff to develop their teaching skills, and to adopt and develop the LSNZ staff culture. The evaluation team observed staff interactions and was generally impressed by the open and frank discussions, and the high level of trust and mutual support apparent in the organisation, as well as the relationships between management and all staff.

Christchurch management and staff were aware that the recently appointed DoS is still settling into his role after a period when a highly experienced senior teacher was in an acting role. Queenstown has recently appointed a new manager who replaces a very experienced predecessor but who has started well. The review team commends the owner/director and management for getting the two directors of studies in particular together so they can share their experience and resources for the mutual benefit of their teachers and students.

LSNZ uses the standard English language course texts Headway and Cutting Edge. However, students are also provided with a range of supplementary learning material to support the standard texts. This provides the students with local context for their English

language development. The evaluation team was impressed by the bank of resources developed and used on site and locally in Queenstown for various activities including viewing movies.

Students complete satisfaction surveys at six-weekly intervals which enables them to comment on their academic progress as well as other social and support processes. Staff discuss individual students' progress based on this information.

The internationally representative small classes provide a personalised and culturally stimulating learning environment which motivates all students. This was confirmed by LSNZ's own feedback and the evaluation team's interviews with the owner/director, management, teachers, and students.

Students interviewed by the evaluation team confirmed LSNZ student feedback that teachers were very approachable and available. Students are enjoying the pleasant learning and recreational environment of LSNZ's new architect-designed, purpose-built school in central Christchurch. They enjoy using the existing computers, DVD resources and graded readers along with the ability to borrow them to take home at night. They look forward to resources being increased in the future, including digital resources. Queenstown students confirmed that they enjoyed the homely atmosphere of their site and the additional resources resulting from a recent internal review and which they can also borrow.

Attendance and English-only speaking on site are important contributions to the development of students' English and are monitored and generally managed effectively at both sites. Individual student progress is assessed weekly and student satisfaction is formally obtained six-weekly and acted on regularly. LSNZ and the review team consider high attendance and English-only speaking as positive indicators of the learning environment and the effectiveness of the teachers and their teaching.

Peer observations are carried out by other teachers and teacher appraisal by the DoS in Queenstown. This enables teachers to have feedback on their effectiveness in the classroom and to stay current with industry trends. The lack of a DoS meant that there was a gap in these processes until the new DoS was appointed. The DoS in Christchurch has chosen a similar face-to-face observation approach in Christchurch as at Queenstown after trialing the use of video for appraisal and professional development purposes. However, the evaluation team noted at the time of the review that Christchurch was still at an early stage in the process of implementing a consistent performance appraisal and professional development programme outlined in its academic plan.

LSNZ obtains quality feedback from its students which it acts on. Students were very complimentary about the knowledge, skills, experience, and ability of teachers to interest and engage them so that they progressed well. Students preparing for IELTS and Cambridge were similarly very positive, although two students in Christchurch wanted more feedback and assurance about their chances of success than they were currently getting.

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**.

Context

LSNZ students are international students either visiting New Zealand as tourists or specifically on student visas. The organisation is a signatory to the Code of Practice, a requirement for enrolling international students. Students interviewed said they were very well looked after and had easy access to full information about life and study in New Zealand. LSNZ offers a significant after-school activities programme, which student comments confirmed was very much appreciated.

Explanation

LSNZ provides students with detailed but accessible information when they arrive in addition to the information on the LSNZ website and which meets and exceeds Code of Practice requirements. Fronted by LSNZ's mission statement, "Enhancing lives through world-class education," the welcome pack includes school information and policies, homestay information, and information about how students can spend their free time. Students have access to help and support 24 hours a day, seven days a week. As noted in other sections of this report, students commented on the extent to which they are supported to achieve academically. There was a clear sense of family and caring expressed quite freely by students, teachers, and support staff as well as by homestay providers during this evaluation.

LSNZ is very aware of the importance of the personal, social, and cultural contributions to a total learning environment which enables students to achieve academically. Its management, teaching, homestay coordination, homestay providers, and administration are all well integrated to serve the students. Students who used homestays spoke very highly of the quality of their experience and the support they received.

Students were extremely positive about how welcome they felt from the time of their arrival at LSNZ and the support they received from all staff. Teachers themselves have quite a variety of languages in which they are proficient, but LSNZ also has students' same-language counsellors available if required.

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

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**.

Context

LSNZ is a relatively small organisation with one owner/director based in Queenstown. LSNZ has a board of directors which includes the manager in Christchurch. The owner/director and the board are supported by separate managers, DoS, homestay coordinators, admissions administrators, and teaching staff at its Christchurch and Queenstown sites. The organisation has a common set of policies and procedures which

guide and support consistent operations at each site, including the enrolment of international students. The organisation has a common website with separate sections containing information specific to each site. There are a number of supporting documents with common content such as the welcome pack for students, the 100 per cent Guarantee, and the Fast Track programme, adapted for each site as appropriate.

The owner/director is based at the Queenstown site but maintains an appropriate distance from day-to-day management, administration, operations, and teaching. He is responsible for marketing and interactions with agents and also shares these responsibilities with the Christchurch manager.

The Christchurch and Queenstown managers report weekly to the owner/director.

Explanation

LSNZ has a well informed and forward-looking marketing plan. LSNZ is well led and guided by its management, staff, and teachers, all of whom enjoy an open and trusting work environment, where staff are consulted and involved in the decisions over strategic and operational direction as necessary and appropriate.

The evaluation team noted a strong coherence of purpose and direction as well as collegiality among all staff, including management and the owner/director whose distance from day-to-day management and operations was appreciated. LSNZ student feedback and the student interviews conducted by the evaluation team confirmed how much students appreciated the support of all staff and teachers, homestay providers where applicable, and everyone's friendliness and willingness to help them achieve their learning goals.

Staff and teachers interviewed said they were clear about the organisation's purpose and direction, what it can and cannot do, and how its resources are related to the number of students and the international English-language student market. They value their communications with each other, management, and the owner/director. At their frequent informal interactions and meetings, as well as at weekly formal meetings, management and staff discuss and resolve issues of teaching practice and resources, individual students' progress, and other relevant issues. Recently appointed staff and teachers confirmed this and the support they received from day one from the owner/director, manager, DoS, and all teachers including their buddy teacher. Staff appreciated and valued the fact that management was consultative and open to listening and sharing information and ideas about teaching, student support, and contingencies when student numbers fluctuate.

LSNZ is a member of English New Zealand, which represents many English language schools in New Zealand and conducts periodic quality audits of the Christchurch and Queenstown sites separately. The audits contribute to the governance and management of LSNZ because they provide further external checks of its own performance and ongoing self-assessment. LSNZ has been responsive to the 2009 audit of the Christchurch site. The most recent external audit resulted in the development of an academic action plan at one site, effectively a strategic plan with goals and objectives and consequent improvements. The evaluation team noted that this was not the case for the other site which had a much more positive English New Zealand audit outcome. With the appointment of a DoS in Christchurch in late 2009, both sites now have the same management structure.

Governance, management, and teaching are all focused on achieving students' learning outcomes. This is not limited to progress with English language, but includes social and cultural outcomes. This wider focus is reflected in students feeling welcome on arrival and having a positive experience with students from diverse nationalities, which contributes to students making excellent academic progress. These outcomes were confirmed by the six-weekly surveys and interviews by the evaluation team of students, teachers, directors of studies, managers, and the owner/director.

The two managers' weekly reports focus on reporting current and forecast student numbers rather than current and booked student weeks which reflect the variable length of study of General English students. As noted above in section 1.4, resources are being further developed, particularly in Christchurch, and teachers would like more opportunities for professional development. The key to such ongoing investment in areas such as resources and professional development is the number of students, the length of time they attend, the quality of what they receive, and governance and management commitment. LSNZ governance and management is aware of this and so are the staff.

However, the evaluation team observed the very positive results of the significant investment in a purpose-built English language school in Christchurch with further English teaching and learning resourcing to take place, and the fruits of the Queenstown resource review in 2008.

The evaluation team noted key new appointments in both Christchurch and Queenstown. Based on the self-assessment that took place in response to the English New Zealand audit of the Christchurch site, the self-assessment specifically for the external evaluation and review, current performance, and immediate and longer-term plans, the evaluation team is confident that in the future both sites of LSNZ will share even more strongly than at present a common strategic plan and practices, and share the considerable respective experience of the managers, directors of studies, and teachers at both sites.

Part 2: Performance in 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 **Good**.

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

See section 1.6 *How effective are governance and management in supporting educational achievement?*

2.2 Focus area: International students

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

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

See in particular section 1.5 *How well are learners supported?*

2.3 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**.

See in particular sections 1.1-1.4.

Statements of Confidence

The statements of confidence are derived from the findings within and across the focus areas. A four-step scale is used: highly confident, confident, not yet confident, not confident.

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Language Schools New Zealand**.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Language Schools New Zealand**.

Actions Required and Recommendations

Further actions

The next external evaluation and review will take place in accordance with NZQA's regular scheduling policy and is likely to occur within four years of the date of this report.

Recommendations

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

NZQA

Ph 0800 697 296

E eeradmin@nzqa.govt.nz

www.nzqa.govt.nz