



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

LSNZ Limited

Date of report: 18 December 2023

About LSNZ Limited trading as Language Schools New Zealand

LSNZ provides training in English language for general purposes. Students come from a wide range of nationalities and want to improve their language skills for personal reasons.

Type of organisation:	Private training establishment
Location:	Language Schools New Zealand, L2 Dart House, 11 Hawthorne Drive, Remarkables Park, Queenstown
Eligible to enrol intl students:	Yes
Number of students:	International: 80 students at the time of the EER visit from a wide range of countries
Number of staff:	11 full-time two part-time
TEO profile:	See: LSNZ on NZQA website On 24 October 2020, LSNZ elected to go into hibernation because of border closures. The organisation was reactivated in May 2022, with students returning in September.
Last EER outcome:	At the last external evaluation and review in 2018, LSNZ was found to be Highly Confident in educational performance and Confident in capability in self-assessment. NZQA recognises the TESOL-specific English New Zealand (ENZ) standards and audit process as an important input to this EER.
Scope of evaluation:	<ul style="list-style-type: none">• General English Training Scheme [102342]• International students: support and wellbeing
MoE number:	9950
NZQA reference:	C47787
Dates of EER visit:	16 and 17 August 2023 online EER

Summary of results

LSNZ has improved its processes and invested wisely in resources since the last EER. Students are highly satisfied with their experience at LSNZ, and student outcomes are very positive.

Highly Confident in educational performance

- Strong processes and support contribute to students' progress and achievement in language skills. Students make measurable gains through formative and summative assessments. A clear system of academic oversight validates assessment and moderation decisions.
- Learning outcomes for students are highly positive. Student satisfaction rates and feedback show that students are gaining confidence to use English, both in the classroom and in the community.

Highly Confident in capability in self-assessment

- LSNZ has enhanced programme design and delivery with interactive technology. There is a clear and cohesive curriculum and methodology which supports teaching and learning.
- Student support extends beyond the school building. LSNZ has clear processes to manage and respond to students' needs. Staff are well informed and responsive.
- Management has invested in upgrading LSNZ's resources. Staff and students say the resources improve their efficiency and effectiveness. LSNZ has also strengthened its quality management processes which is having a positive impact on staff and students.
- LSNZ manages its compliance responsibilities well. Staff are aware of the rights of students and their responsibilities in managing compliance.

Key evaluation question findings¹

1.1 How well do students achieve?

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students are achieving well, growing in confidence and skill in using the English language. LSNZ has a robust system of formative and summative assessment to show that students are progressing in their learning. In general, students acquire the skills and confidence to use their English at expected levels.² Students progress through the levels when they are consistently achieving above 80 per cent in their formative tests. All test results are recorded in the organisation's student management system, and the results are evaluated during weekly teacher meetings.</p> <p>LSNZ has clear and consistent academic oversight of results. The director of studies oversees and analyses all results, and responds where academic intervention is needed. Students who may not excel in exam or testing situations have their individual pieces of work monitored for progression. This helps to ensure an equitable approach to learning and acquisition of language.</p> <p>LSNZ uses one CEFR³-aligned textbook series over all the levels. As a result, there is consistency in format, testing process and teacher/assessor knowledge.</p> <p>The quality of reporting and analysis of data shows a significant improvement since the last EER. The new</p>

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

² ENZ audit report page 6: 'students achieve their learning outcomes within time periods stated in the curriculum document (approximately 12-14 weeks)'.

³ Common European Framework of Reference for Languages

	<p>student management system records attendance, scanned assessments and results, and aggregated student satisfaction rates. Results are passed on to staff for discussion at weekly meetings. There is convincing evidence that the gathering and use of data drives change and improvements.</p> <p>The value of outcomes for students is as varied as the student demographic. Students interviewed cited examples such as having gained the confidence to use English on the phone, or in the community as opposed to within the classroom. Some graduates are now part of the resident community, working and raising families.</p> <p>Students noted the number of nationalities represented at LSNZ, and the opportunity to learn about and enjoy meeting people from different cultural backgrounds. Accommodation options give students a New Zealand experience and enduring friendships.</p>
Conclusion:	<p>LSNZ provides students with valuable learning opportunities. Students are working towards and achieving their personal goals of learning English. LSNZ has a strong system of self-assessment which clearly supports students to achieve well.</p>

1.3 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:	Good
Findings and supporting evidence	<p>LSNZ delivers a carefully planned and cohesive curriculum, drawing on textbook assessments linked to the CEFR. The ENZ audit attests to curriculum documents clearly outlining performance criteria and learning outcomes. Lesson plans are detailed and of a high standard. LSNZ's choice of text allows for flexible teaching and offers a wide range of learning tools accessed through either self-directed study or teacher-led via interactive whiteboards.</p> <p>The ENZ audit confirms, and NZQA agrees, that the teachers are skilled at using technology and that observations conducted during the audit showed teachers to be proficient at using technology to enhance the</p>

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	<p>delivery of the lesson. The permanent teachers are well qualified and experienced and have thrived with consistent professional development on the new resources.</p> <p>Temporary teachers have the ENZ-required minimum acceptable profile of a temporary teacher. Teacher performance is carefully monitored and supported. Student feedback on teachers is well analysed. Any drop in performance is addressed by academic leader observations. Based on the subsequent student feedback, this is effective at improving teaching.</p> <p>Consistent and useful academic oversight also features in internal moderation processes. The director of studies chooses one class level to moderate every month. Any differences in marking results in professional discussions with all teaching staff. As a professional development exercise, all speaking assessments were double-marked during early stages of the new curriculum. This was to ensure consistency in assessment decisions and to refine these skills. Teachers also gain clear guidance on assessing decisions from the rubrics in the teacher's handbook.</p> <p>A robust system of ongoing programme review evaluates the new curriculum. All academic staff are involved in discussions on how effectively the curriculum addresses student needs. LSNZ reviews the effectiveness of the programme delivery every cycle and makes adjustments as needed. Pausing to evaluate the overall programme, and the effectiveness of the changes made to date, may contribute to the quality assurance process.</p>
<p>Conclusion:</p>	<p>LSNZ delivers a sound programme of study which clearly meets the needs of students. Changes to the programme design and delivery have been a significant improvement since the last EER. LSNZ's investment in new resources and in the professional development of teaching staff has led to a significant improvement in delivery.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>LSNZ provides exemplary support for its students. This is clearly reflected in the quality and uptake of numerous services. The ENZ audit gave LSNZ a commendation for their easily accessible index of local support services. All LSNZ courses contain relevant New Zealand material as well as daily opportunities to engage with the locality and community. All learning outside the classroom is overseen by a sound safety process which includes academic oversight of both purpose and risk.</p> <p>Attendance is closely monitored, with support provided to any student whose attendance drops below the required 80 per cent attendance rate. Students under the age of 18 follow a more rigorous policy and procedure of oversight to ensure their safety, and this is well managed.</p> <p>LSNZ organises homestays or provides student houses for adult students. Accommodation rules are clearly described and there is a well thought-out process to manage students' living arrangements. There is a clear line of staff responsibility and reporting which is beneficial for the students. Staff assigned know the students and their circumstances and are available and committed to supporting them.</p> <p>Student satisfaction rates are analysed and responded to promptly. Students are surveyed every six weeks, and some of the longer-term students interviewed during the EER noted the responsiveness of LSNZ staff to survey feedback. Students also attested to the professionalism of the teachers and how the technology and academic support enabled easy access to further self-study. Students who are unable to attend due to illness can access classroom learning with technology.</p> <p>LSNZ has a highly visible QR scanning system which students can use to self-refer for further support. As the system has become more familiar, student uptake rates provide evidence that this system of support is valued. Pastoral support is overseen by a member of staff with</p>

	appropriate qualifications and experience in psychology and counselling services. External support services provide additional help if needed.
Conclusion:	LSNZ supports its students well. Processes are well managed and there is convincing evidence of improved outcomes for students.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>LSNZ elected to hibernate during border closures. This provided an opportunity for reflection and a reset of the business. Management chose to invest in interactive technology, ongoing professional development for teachers, a student management system with range and scope for reporting, a refit of the premises, and a move towards operating in a more digital, environmentally sustainable way.</p> <p>In addition to upgrading physical resources, LSNZ directors hired management staff with strong capability in academic leadership. All staff are valued at LSNZ, and their input to the effective running of the school is evident in system upgrades and changes.</p> <p>Discussions with staff confirmed that changes to the school have resulted in greatly improved outcomes. Meetings are more regular (weekly teacher and admin staff meetings) and are structured to allow meaningful discussions on student performance, sharing best good practice, and items of professional development. Academic leadership oversight is supportive and develops staff capability.</p> <p>Teaching staff value the improvements in technology and the support from management in upskilling. Both staff and students agree the technology supports the delivery of engaging lessons. Time management has strengthened, and staff commented on the school's efficient running. Management holds an annual general meeting which reviews performance and sets next step goals to guide the organisation. Performance review is supported by clearly</p>

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	presented and analysed reporting, both quantitative and qualitative.
Conclusion:	LSNZ has responded positively to challenging circumstances, and the investments made support staff and students in their teaching and learning journey. LSNZ directors are astute at managing and maintaining a quality business.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>LSNZ is a member of English New Zealand and therefore must adhere to membership rules. This includes academic standards that must be met and monitored. Membership also requires annually scheduled self-assessment. LSNZ received three commendations for performance and one suggestion in their recent audit report.</p> <p>LSNZ has a quality assurance manual and a policy and procedures manual to guide effective compliance accountabilities. The manuals are updated through annual self-review. Managing compliance accountabilities in a timely and accurate manner is supported by calendar reminders.</p> <p>A complaints register is kept on the school's shared drive; full details and the response is recorded. At the time of the EER, no complaints had been noted.</p> <p>LSNZ is a signatory to the Code of Practice and submits annual attestations and self-review documents to NZQA. LSNZ is currently developing a mapping document to guide and support all students and staff to fully understand their rights and responsibilities under the Code. Staff and students spoken to during the EER were well informed and aware of reporting responsibilities, guidance, support and compliance. Management of the few under 18-year-old students followed company process and Code guidelines.</p>

	<p>Documents and NZQA requirements to ensure continued registration as a private training establishment are well managed and no issues have arisen since the last EER.</p> <p>Student files examined during the EER were well kept, with no issues noted. LSNZ reported not having any students with disabilities.</p>
Conclusion:	<p>LSNZ has highly effective systems to manage compliance. Management and staff are well informed of their responsibilities and deliver them well.</p>

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 students: 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 fraud⁴*
- *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.*

⁴ 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 2021, 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 including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 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, training schemes 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 2021. 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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