

Report of External Evaluation and Review

Linguis International Institute of
Language and Culture Limited
trading as Linguis International
Institute

Not Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 7 November 2016

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Final

Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	Linguis International Institute of Language and Culture Limited trading as Linguis International Institute
Type:	Private training establishment (PTE)
Location:	71 Beresford Street, New Brighton, Christchurch
Delivery sites:	As above, plus: 300 Queen Street, Auckland 115 Queen Street, Auckland
First registered:	1 July 1997
Courses currently delivered:	<ul style="list-style-type: none">• National Diploma in Business (Level 5)• National Diploma in Business (Level 6)• Diploma in Business (Level 7)• General English• Preparation for International English Language Testing System (IELTS) examination
Code of Practice for the Pastoral Care of International Students signatory:	Yes
Number of students:	Domestic: nil International: approximately 1,000 students at the time of the external evaluation and review (EER).

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The majority of students are Indian or Chinese, aged between 18 and 30 years of age (in Auckland, 95 per cent of all learners are Indian). There were nine students under 18 years of age at the time of the EER.

Number of staff:	32 full-time equivalents (20 full-time and 13 part-time staff)
Scope of active accreditation:	As delivered above
Distinctive characteristics:	<p>Linguis International Institute (Linguis) operates in two cities and has four delivery sites; approximately three-quarters of enrolled students attend the Auckland campuses. Most students enrol in business programmes. At the time of the EER there were fewer than 10 students enrolled for an English programme.</p> <p>Most business students attend 20 hours of classes over two and a half days per week, although two groups are currently attending classes for two 10-hour days. In Christchurch, classes are delivered Monday to Friday. In Auckland, classes are also timetabled during the weekends.</p>
Recent significant changes:	<p>At the time of the 2011 earthquakes, Linguis was a small provider located in central Christchurch. The PTE relocated its head office to temporary premises and established an Auckland campus. Linguis has changed its focus from English language provision to business programmes.</p> <p>Linguis has experienced very rapid and significant growth in enrolments (158 students in 2012, 293 students in 2013, approximately 1,000 students at the time of the EER).</p> <p>On 26 June 2014, Linguis revised its English entry requirements (to the required overall IELTS band score for the programme or with at least five years of secondary education – that is, the equivalent of New Zealand Forms 3-7 or years 9-13) using English as the language of instruction, in response to concerns about the English language ability of some students admitted on the basis of the Linguis English language proficiency test administered off-shore and as part of its strategy for dealing with</p>

growth. From 1 August 2014, Linguis further restricted entry to those applicants with the required IELTS score. In mid-December 2014, Linguis advised NZQA that it had decided to reintroduce English as the language of instruction (in prior studies) for establishing English language levels, although Linguis withdrew this requirement on 16 April 2015. Subsequently, Linguis has agreed to the imposition of a condition by NZQA (with effect from 7 May 2015) which limits the offer of places to students in India to those who have achieved, within the previous two years, at least one of the internationally recognised English proficiency outcomes (such as IELTS).

In 2013, Linguis reduced its scope of consent to assess against NCEA standards. NZQA had earlier identified some assessment quality issues in relation to NCEA achievement standards.

Linguis has submitted programme applications with NZQA for:

- Diploma in Business and Marketing (Level 7) (approved in 2011)
- Diploma in Health Services Management (Level 7) (application withdrawn in February 2015)

Previous quality assurance history:

In January 2015, NZQA identified that Linguis had failed to undertake mandatory reporting of credits for a significant number of students. Linguis was required to make changes to the student handbook and to report outstanding credits.

As a result of a visit to Linguis' Christchurch site on 3 March 2015, NZQA required Linguis to audit all student files for actual start dates, compared to the offer of place and Public Trust records. This process identified a shortfall in funds held by the Public Trust which has since been repaid.

NZQA requested action plans following poor national external moderation results in 2011, 2012 and 2013 in which the majority of assessor judgements were not confirmed. The action plan accepted by NZQA in May 2014 noted the

following key actions:

- An extensive professional development plan for all teaching staff and arrangements for performance evaluations
- The creation of an in-house assessor guide
- The allocation of responsibility for internal moderation to two staff and the appointment of an external moderator

At the time of the EER, Linguis received notification that it had met the standards of national external moderation (NEMR) for five of the standards submitted in 2014.¹

NZQA undertook a compliance visit to the Christchurch site in July 2014 and identified overcrowding and inadequate facilities. Concerns were raised about the impact on student wellbeing and the learning experience. Linguis has obtained additional premises in Auckland and Christchurch and has revised its teaching timetable in order to comply with minimum space requirements.

At the previous EER in 2010, NZQA was Highly Confident in the educational performance and capability in self-assessment of Linguis.

Other:

The owners also operate an immigration agency, which provides immigration and employment services.

2. Scope of external evaluation and review

The following focus areas were agreed for inclusion in the EER:

- Governance, management and strategy – this is a mandatory focus area
- International student support – all learners are international students
- National Diploma in Business (Level 5) – this is the largest programme at Linguis

¹ Subsequently it has been confirmed that Linguis has met the standards of NEMR for seven out of nine unit standards.

- Diploma in Business (Level 7) – this programme was developed by Linguis and has recently experienced very rapid growth.

3. Conduct of external evaluation and review

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

The evaluation was conducted over three days by three evaluators (one day at Christchurch head office and two days at 300 Queen Street, Auckland). The evaluators conducted interviews with the owners/directors, directors of studies (both sites), principal (Auckland), programme leader (Christchurch), marketing managers (both sites), administration managers (both sites), and pastoral care and student welfare staff (both sites).

Interviews were also conducted with 15 tutorial staff and 41 currently enrolled students. The evaluators had telephone interviews with one member of the business advisory group, two external moderators and a representative of a tertiary education organisation which has an agreement with Linguis for graduates to enter higher-level programmes with cross-credits.

The evaluators reviewed a variety of documents, including:

- Management and academic documentation and meeting minutes
- Student enrolment and orientation information
- Achievement information
- Graduate destination and alumni data.

The evaluators also reviewed a sample of student assessments, student files, lesson plans and attendance registers.

A further visit was conducted by NZQA on 8 May 2015 to Linguis' Auckland campus. Linguis provided NZQA with additional information on organisational and other changes made since the date of the original site visit. In the interests of consistency, however, NZQA considered only information relating to achievement in 2013 and 2014 when preparing this report

Summary of Results

Statement of confidence on educational performance

NZQA is **Not Confident** in the educational performance of **Linguis International Institute of Language and Culture Limited**.

The reasons for this judgement are as follows:

- Over the past four years, many Linguis students have gained valued business qualifications which are relevant to the New Zealand work environment, and allow its students to apply for full-time employment. A smaller number has progressed to further study, including entry into degree courses.
- However these positive outcomes are significantly undermined by shortcomings in a number of key areas.
- Linguis has had poor national external moderation results for three years. To address this problem, Linguis has sought to increase staff capability in assessment practice, and there have been some recent improvements in national external moderation.
- There is also widespread evidence of systemic plagiarism among students enrolled in the business programmes. NZQA found evidence of high rates of reported plagiarism (gathered through interviews and document reviews) and high rates of undetected plagiarism (based on sampling of marked assessments).
- The scale of this plagiarism brings into question the reliability of the reported figures on educational achievement, and the processes leading to them. Some Linguis academic staff seemed unclear about what constitutes plagiarism, which in itself is likely to limit Linguis' ability to resolve the problem fully and satisfactorily.
- English language levels remain a significant barrier to learner achievement for some currently enrolled students, despite changes to entry requirements having been introduced midway through 2014.
- Linguis has experienced high rates of growth over recent years. This growth has not been well-managed, at least during 2014, resulting in large classes, overcrowding and inadequate physical and staff. The poor quality of the environment has negatively affected teaching and learning, as well as being non-compliant with the PTE's own quality management system.
- New delivery sites have now been established and additional staff recruited. Timetabling changes have improved the management of class sizes, although they have also resulted in a compressed teaching timetable which includes 10-hour days for a small number of students and teachers.

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The governance and management of Linguis have affirmed their commitment to positive outcomes for students. Linguis is meeting some student needs and some graduates are achieving valued outcomes. However, the evaluation team identified serious failures in key aspects of educational practice which are itemised above. The plans which have been put in place to address these weaknesses have not, as yet, led to significant and demonstrable improvements.

For these reasons, NZQA is not confident in Linguis' overall educational performance.

Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **Linguis International Institute of Language and Culture Limited**.

The reasons for this judgement are as follows:

- Linguis has developed suitable processes for regularly gathering and sharing information on key aspects of its performance and activities across delivery sites. This information is available at governance and management level.
- The PTE's governance and management receive information on qualification completion and graduate outcomes on a monthly basis, and there is some recent evidence of data being collated, analysed and disseminated, although outputs are largely descriptive rather than insightful. However, it is not evident that Linguis has used its understanding of achievement data across the organisation as a whole to develop effective strategies for improving educational performance, including addressing important weaknesses in contributing processes.
- Linguis has evidence of how student feedback is analysed and used to identify areas for improvement, for example in programme delivery, classroom resources and social activities.
- Two recent reviews demonstrate Linguis' commitment to improvement. Linguis has developed new processes for monitoring application and enrolment numbers in response to a review of the impact of rapid growth (primarily focused on space requirements). The PTE has also developed a crisis management policy and process in response to a recent serious incident.

Overall, Linguis has established self-assessment processes that are providing some useful information on which to base planning and decision-making, although the quality and analysis of achievement data requires strengthening. Self-assessment is not yet sufficiently comprehensive to address priority areas, including important weaknesses in academic and administrative processes. Nor is self-assessment fully understood or integrated at all levels of the organisation. Further evidence of how self-assessment information is being used to improve educational performance (and the impact of any changes on outcomes for

stakeholders, including students) is required for NZQA to have confidence in Linguis' capability in self-assessment.

Findings²

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Poor**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Linguis reports consistently high rates of overall qualification completion for the business programmes (refer Table 1). Achievement rates at the Auckland campus have improved each year since it was established in 2012. In Christchurch there is some variation in completion rates, which is attributed in part to the impact of the Christchurch earthquakes in 2011, although this explanation does not address the particularly low rates of completion of the level 6 diploma in 2011 and 2012.

Table 1. Qualification completion rates for the business diplomas at Linguis, by campus, from 2011 to end term 3 (September) 2014

	2011		2012		2013		2014 (Sep)	
	Auck	Chch	Auck	Chch	Auck	Chch	Auck	Chch
National Diploma in Business (Level 5)	N/A	96%	86%	87%	90%	95%	95%	95%
National Diploma in Business (Level 6)	N/A	33%	81%	30%	96%	94%	98%	94%
Diploma in Business (Level 7)	N/A	N/A	91%	94%	91%	89%	99%	89%
All programmes	N/A	80%	86%	83%	92%	94%	97%	94%

Although the reported rates of achievement overall are quite strong, the evaluation team finds that these rates are questionable. Many interviewees and Linguis documents identified very high plagiarism rates as an issue, particularly in the level 5 diploma. This was confirmed by a sampling of assessments.³ Rates of plagiarism quoted in interviews and documents varied between 20 and 50 per cent. NZQA notes that most assessments are submitted in hard copy and Linguis largely

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

³ Evidence of plagiarism and lack of APA referencing was found in 23 out of 24, 2014 student assignments over seven unit standards. In addition, five papers for another unit standard were found to have almost identical written answers.

relies on manual identification of plagiarised material, which is less reliable than the use of specialised software. Assignments sighted by the evaluation team did not comply with Linguis' own policy on the use of APA referencing and yet they did not contain any assessor comments on referencing or plagiarism. There is no data available to substantiate the assurances from Linguis that steps taken to raise awareness among students and to increase staff ability to detect incidences of cheating and plagiarism have been effective.

The high qualification completion rates are not consistent with some other evidence of student progress. The evaluators sighted evidence of very low credit achievement by some students (many of whom have been at Linguis for some months), and heard about the barriers to achievement posed by low English language levels among many students at the Auckland campus. During the last year, Linguis has focused on improving assessment practice, and NZQA notes improved results in recent national external moderation.⁴ However, taking all the evidence together, the evaluators did not find compelling evidence of strong student achievement at Linguis.

Linguis monitors and reports the number of students who withdraw or whose enrolments are terminated for poor performance or attendance reasons. Linguis reports that they are working to understand and reduce the number of withdrawals.⁵ The PTE did not provide consolidated achievement data for the whole organisation to the evaluators. Processes have recently been established for regular monitoring of credits achieved at an individual level and unit standard achievement by class. However, neither this information nor data on the number of resubmissions is currently aggregated or analysed at an organisational level, which would allow Linguis to identify trends in relation to particular modules, unit standard achievement or tutors, and develop improvement strategies.

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 **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Many students are studying at Linguis in order to gain employment and for immigration purposes. They value the opportunity to gain entry-level positions, and in some cases to progress to management roles, that the business diplomas offer them. A small number of students progress to further study at other New Zealand

⁴ Although it is noted that no assessment materials from Christchurch were submitted for external moderation in 2014.

⁵ Withdrawal and termination rates vary, but the majority are reported as withdrawals due to personal and family reasons.

tertiary education organisations. In 2013, approximately 10 per cent of graduates progressed to further study. One tertiary education organisation that accepts Linguis graduates into higher study with cross-credits confirms that the academic progress of Linguis graduates is broadly comparable with that of other international students, although no data is available.

Linguis collects graduate destination data through exit surveys and follow-up calls approximately three months after graduation. This data is recorded on spreadsheets and was recently collated for dissemination in the Linguis newsletter.⁶ Approximately 58 per cent of 2013 graduates gained employment. NZQA notes that most Linguis students work part-time (in hospitality, retail and service industries) and that in many cases this employment continues on graduation. It is not apparent that Linguis is monitoring medium-term outcomes, which would provide stronger evidence of the value of the qualification for delivering desired immigration outcomes.

Taken together, this evidence suggests that many Linguis graduates are achieving valued outcomes.

Linguis has an advisory committee for the business programmes which meets four times a year. Committee members have strong industry connections, which has contributed to securing work placements and part-time work for students. Positive feedback was given about graduates' skills and knowledge and their readiness for employment.

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 **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The business diplomas are applied programmes which enable students to gain an understanding of New Zealand business practice. They provide a learning pathway for students, depending on their educational background and English language levels, and prepare them for entry-level positions in New Zealand organisations or progression to further study. There are opportunities to engage with local business people and issues through guest speakers and a work-based project (in the level 7 programme only). The course and assessment materials are managed at the Auckland site to maintain consistency across the organisation. Tutors undertake thorough regular reviews at unit standard level; these reviews are useful for identifying areas for improvement to teaching materials. While there is evidence of regular engagement with stakeholders through advisory groups, Linguis does not

⁶ June and July/August 2014 issues

currently undertake comprehensive reviews of its programmes by bringing together information from a variety of sources to monitor learning outcomes and evaluate the overall effectiveness of the programmes in matching student and stakeholder needs.

Rapid and significant growth has had a negative impact on the learning environment for students at Linguis during 2014. This is reflected in the evidence of very large classes during a period of several months⁷ and overcrowded classrooms, which contributed to some issues emerging with classroom management and inadequate learning resources. Linguis has now addressed the space issues⁸ and tutors confirm that class sizes generally comply with the quality management system.⁹ Additional resources have been purchased and are now adequate at all sites. Following a review, Linguis has established processes to monitor enrolment numbers and class sizes to prevent a reoccurrence of these circumstances.

Student feedback is collected regularly through programme and tutor surveys and an annual satisfaction survey. Linguis uses this feedback to identify improvements, for example to programme activities and resources. Overall survey scores are monitored against the target of 80 per cent for each quality statement. Findings are collated and discussed by staff and management. There is reasonable evidence of Linguis being responsive to feedback and making worthwhile changes to better meet student needs.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

The quality of teaching practice at Linguis is variable. On the one hand, delivery methods are flexible. Most tutors are experienced in the sector, well qualified academically and have, or are currently studying towards, a qualification in adult teaching. Students confirm that they relate well to their teachers and are well supported in the classroom. Overall, tutors engage well with the students, assist them to adjust to a new learning environment, and respond appropriately to requests for additional assistance.

⁷ The evaluators found evidence of classes as large as 64, a shortage of classroom furniture and, at one site, inadequate washroom facilities.

⁸ Linguis addressed these issues as a result of NZQA's intervention rather than as a result of its own self-assessment.

⁹ The Linguis quality management system prescribes a maximum class size of 35 students.

On the other hand, there are some indicators of less than robust teaching and learning practices.. Lesson planning is inconsistent in quality. Students often submit assessments late (sometimes long after the delivery of relevant course material). Students sometimes repeat tests to which they have already been exposed. In some instances classroom teaching strongly focuses on supervising the completion of assessments rather than on providing students with the necessary knowledge through teaching and learning. The low English language levels of some current students also present a significant challenge for teachers, and although additional English language assistance is available, very few students take up the opportunity.

A significant challenge facing Linguis is plagiarism. Assessment practice has been a development focus throughout the last year for the teachers at Linguis. Staff report that they are confident that they are successful in detecting plagiarism through a variety of largely manual methods, including their knowledge of their students' capability and the use of verbal testing. However, variable practices in reporting incidences of plagiarism and the lack of consolidated data means there is no reliable evidence to substantiate these claims or the effectiveness of efforts to raise awareness among students. Furthermore, a sampling by NZQA of marked assignments showed extensive plagiarism and non-compliance with APA referencing which was not identified by Linguis staff. The evaluation team finds that further professional development for staff and more sophisticated methods of detection are warranted.

Initiatives to improve assessment and moderation policies, practices and processes include several professional development sessions, regular internal moderation meetings and external moderation by a representative from an external agency. These appear to have contributed to improved assessment tools and more consistency in assessor judgements, as indicated by recent national external moderation outcomes, although Christchurch assessment materials were omitted from the sample.

Appropriate processes are in place to provide teachers with feedback and support for their professional development. These include collation of student evaluations, manager observations and performance appraisals, and funded professional development. There is evidence that performance issues are appropriately managed. Regular tutor meetings provide opportunities for sharing information and ideas. A mid-year planning meeting for Auckland tutors provided an additional opportunity for reflection on teaching practice and the identification of priorities. While this appeared to be a useful initiative, closer attention is required to identifying and monitoring indicators of teaching effectiveness.

1.5 How well are learners guided and supported?

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**.

While Linguis has clear policies and guidelines for guidance and support of students, the application of these is inconsistent. A review of a random sample of student files indicates that changes to English language entry requirements have not been consistently implemented.¹⁰ It also appears that processes for monitoring and reporting attendance are inconsistently followed¹¹, and that some records are unreliable.¹² Also, the evaluators are not confident that Linguis is consistently and accurately calculating attendance rates or that warning letters are being dispatched according to the criteria and timelines set out in Linguis' policies. This important process, which supports students' academic success and ensures compliance with Immigration New Zealand requirements, requires further attention.

Student progress is being monitored, although there is limited evidence of effective interventions to provide additional support for poor performing students. In Auckland, weekly reports are generated for the director of studies and include credit achievement and attendance rates for each student. This information is used to compile an at-risk register. The size of the register (estimated at approximately 20 per cent of currently enrolled students in Auckland) is significant in the context of concerns regarding the effectiveness of teaching, implementation of changed entry requirements and processes for monitoring attendance.

Overall, Linguis is responding appropriately to the wellbeing needs of the students. Students receive comprehensive information, and key rules and expectations are explained at orientation. Staff are available to provide additional guidance in academic or personal matters (including a 24-hour contact). From time to time guest speakers provide additional information and advice on living in New Zealand. Students report that they feel supported and know where to go for help and advice. Records indicate that there is appropriate monitoring of the progress and wellbeing of the small number of students under 18 years of age. Linguis provided evidence of annual reviews of compliance with the Code of Practice for the Pastoral Care of

¹⁰ Five out of a sample of eight student files were found to have been provided with offers of a place without evidence of meeting the relevant English language entry requirements in place at the time of the offer.

¹¹ Meeting notes indicate at least one period when attendance was not being monitored. The evaluators heard that rolls were being taken either five or seven times a day (in Christchurch) and twice a day (in Auckland). Management has determined that rolls should be called three times a day.

¹² It is acknowledged that the implementation of the new student management system has contributed to current difficulties.

International Students, including several action plans arising from the review process.

Linguis understands that many international students need assistance to gain employment in New Zealand, so offers additional sessions on the job search process, including curriculum vitae preparation. Some tutors reported that they also provide assistance and advice about employment from time to time.

Linguis is, for the most part, responsive to student feedback. Recently the activities programme in Auckland has been enhanced to provide greater variety and to support social interaction among the student body. However, information is not generally being used to evaluate the effectiveness of guidance and support. Further attention is also required to ensure Linguis complies with its own quality systems and meets the expectations of key external agencies (i.e. Immigration New Zealand and NZQA).

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

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Linguis has grown significantly over recent years, and in particular during 2014. A rapid influx of students overwhelmed Linguis' processes for maintaining minimum standards and compliance with its own quality management systems. The resulting overcrowding and large class sizes placed staff and facilities under considerable pressure and put the quality of the learning experience at risk.

When alerted to the seriousness of the situation, governance and management responded by establishing new premises, recruiting additional staff, introducing new English entry requirements (expecting that this would slow down the rate of growth) and extending the timetabling of classes into the evening and the weekend.

Linguis has recently completed a comprehensive review of the circumstances and established a new system for managing student numbers. Despite these efforts, the evaluators noted evidence of the impact on the quality of teaching and learning during 2014 and ongoing organisational disruption. Contributing factors include the recruitment and integration of a large number of new teachers and the poor English language levels of some students admitted under the previous entry requirements. In this context, key indicators of the quality of education provision, monitoring of key academic and administrative processes, and ongoing provision of targeted resources to build staff capability and support for students warrant closer attention.

One of Linguis' owners/directors is actively involved in the organisation on a day-to-day basis and communicates regularly with management and staff at both locations. A suitable framework has been established for regularly gathering and

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sharing information on key aspects of the PTE's performance, including qualification completion and graduate destinations. More recently, Linguis has begun to consolidate and analyse this data, although there is limited evidence of how this understanding is being used to inform strategies to improve educational performance. A greater focus on building evaluative capability through reflective processes is required across all levels of the organisation.

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 **Adequate**.

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

2.2 Focus area: International student support

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

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

2.3 Focus area: National Diploma in Business (Level 5)

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

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

2.4 Focus area: Diploma in Business (Level 7)

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

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

Recommendations

NZQA recommends that Linguis:

- Ensure staff at all levels are actively involved in self-assessment activities, including systematically reflecting on the effectiveness of teaching and support activities and identifying strategies for improvement.
- Review options for strengthening the detection of academic misconduct, in particular plagiarism, and implement improved processes as a high priority.
- Extend the collation and analysis of student achievement data to increase Linguis' understanding of contributing factors and inform strategies for improvement and subsequent monitoring of related actions.
- Implement management and administrative processes to ensure compliance with Linguis' own quality management systems and the requirements of Immigration New Zealand, particularly in relation to admission criteria and requirements for monitoring attendance.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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