



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

New Zealand Language Centres  
Limited

Date of report: 23 January 2024

# About New Zealand Language Centres Limited

---

*New Zealand Language Centres Limited (NZLC) is an English language provider delivering a range of General English classes, examination preparation courses, and teacher training for adults and high school preparation and tour groups for young learners.*

---

Type of organisation:	Private training establishment (PTE)
Location:	238-242 Queen St, Auckland
Eligible to enrol intl students:	Yes
Number of students:	Domestic: nine – recent residents International: 496, from a wide range of countries including Japan, Thailand, Korea, Brazil, Colombia, Chile and others; seven students under 18 years of age
Number of staff:	41 full-time and 21 part-time
TEO profile:	<a href="#">New Zealand Language Centres</a> NZLC is a member of <a href="#">English New Zealand</a> . NZQA recognises the English New Zealand standards and audit process as an important input to the external evaluation and review. <sup>1</sup>
Last EER outcome:	In 2017, NZQA was Highly Confident in NZLC’s educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>• Training Scheme General English (levels 1-5) ID:100075-1</li><li>• International student support and wellbeing</li></ul>
MoE number:	8532

---

<sup>1</sup> This EER report draws on findings and evidence from the latest English New Zealand audit of NZLC and report dated 15 October 2023.

NZQA reference: C45436

Dates of EER visit: 31 October and 1 November 2023

# Summary of results

---

*Students are very satisfied with their learning experience at NZLC and consistently meet their goals for English language acquisition. NZLC has highly effective processes for maintaining very strong educational performance, including a comprehensive and embedded self-assessment framework.*

---

## **Highly Confident in educational performance**

- NZLC has an excellent understanding of achievement and the value of outcomes for students. Long-term records show consistently strong performance against regularly reviewed targets.
- NZLC has highly effective processes for supporting students to achieve their goals. Academic and student services staff work closely together to ensure student success and wellbeing.

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

- High quality curriculum documentation and teaching and learning resources, and highly effective teaching practice, ensure education delivery is engaging and relevant to students.
- NZLC has effective processes for maintaining academic quality, including a focus on teacher professional development and strengthening moderation practice.
- The PTE's self-assessment framework is closely integrated with strategic planning and day-to-day management processes. Data capture and analysis is ongoing and insightful, leading to meaningful improvements.
- Highly effective, long-standing leadership has ensured the continuity of NZLC, its mission and values, and continued strong outcomes for students throughout the period covered by the EER. A managed approach to growth and ongoing investment in staff and facilities, together with a long history of high performance, support high confidence in NZLC moving forward.

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

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>NZLC students are developing their English language proficiency, building confidence and improving their language learning skills. Qualification rates for teacher training programmes are very high and students are consistently achieving satisfactory outcomes in external examinations such as IELTS.<sup>3</sup></p> <p>NZLC tracks student progress against starting levels of proficiency, measured in placement tests and a regular testing regime, benchmarked against the CEFR.<sup>4</sup> The NZLC proficiency tool captures individual student progress in listening, reading, writing, speaking and use of English, at the end of every 12-week cycle. Progression rates to the next level in General English are monitored and analysed by level and first language group. Procedures are in place to support learners not progressing satisfactorily.</p> <p>NZLC uses student surveys at multiple points in the learning journey to capture students' subjective reporting of progress and achievement, and analyses and reports outcomes against regularly reviewed targets. Data presented from 2023 surveys indicates average rates of more than 90 per cent for student satisfaction with their progress across a range of indicators. This is consistent with historic data.</p>
Conclusion:	Credible approaches to understanding student achievement are well established at NZLC. Consistently strong performance is evident in student perception and satisfaction with their own progress, and objective

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

<sup>3</sup> International English Language Testing System

<sup>4</sup> Common European Framework of Reference for Languages

	measures in line with internal targets and sector progression rate averages.
--	--

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>NZLC students have a range of study and personal goals, including work, travel and social purposes. Through exit and graduate surveys (12 months post-study) NZLC measures the benefits of its courses to understand the ways the learning experience has contributed to students' lives (travel, employment, visa status, further study, etc). Nearly all students report that studying at NZLC has helped them achieve their goals, and a high proportion are using English some or all of the time. Highly valued outcomes are also reflected in NZLC's Net Promoter Score.<sup>5</sup></p> <p>NZLC uses information gathered about graduates' use of English to refine programme content and delivery. Approximately 70 per cent of students studying English at NZLC do so for 'serious purposes' (work, immigration or study) and this is purposefully reflected in curriculum content.</p> <p>NZLC has enduring relationships with key retail partners and is experiencing strong market demand. Retail partners and graduates interviewed during the evaluation confirmed the quality and high value of the range of programmes on offer and the learning experience overall.</p> <p>NZLC is currently re-establishing relationships with education pathway providers that had lapsed during the period impacted by Covid-19.</p>
Conclusion:	NZLC systematically collects and reviews information on valued outcomes for key stakeholders, including learners. Professional affiliations, such as membership of English

<sup>5</sup> NZLC bases its NPS on recommendations made (rather than intentions to recommend); based on this approach, an NPS of 80 per cent is reported for 2018 to 2022, and 86 per cent for the year to date.

	New Zealand, contribute to and strengthen the quality of educational provision.
--	---

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>At the most recent English New Zealand audit in September 2023, NZLC met all English New Zealand standards and received several commendations. As a result, NZQA is assured that the school has appropriately qualified academic managers and teaching staff and a coherent professional development programme and career progression framework.</p> <p>NZLC was commended by English New Zealand on the quality and extent of its curriculum documents. Syllabuses for each programme, which are linked to the CEFR and are supplemented by course guidelines and shared teaching resources, support consistency while also providing for flexibility to ensure learner needs are met. The integration of New Zealand content into daily lessons is supported by suitable materials.</p> <p>NZLC regularly reviews programmes and resources. In 2021, NZLC increased term lengths, reduced weekly class contact hours, and introduced class streams. Elective offerings were designed to meet student needs and interests. Course books have been changed, taking account of teacher and student feedback. NZLC has also undertaken reviews of placement and progress tests and outcomes. In each case, NZLC has monitored the impact of changes and identified next steps for improvement.</p> <p>Assessment provides students with useful feedback on their progress. During 2023, NZLC has focussed on improving consistency in marking across the newly-appointed teaching team. Suitable processes for post-assessment moderation of writing have been established and have been a focus for teacher professional development. Some practices are in place to gauge consistency around speaking assessment; NZLC plans to</p>

	<p>focus on this in 2024. NZLC reports that they are in discussions with another provider to undertake external moderation. This is a useful initiative.</p> <p>NZLC has recently moved to purpose-built facilities, which provide learning environments that are planned and structured for the benefit and needs of students. NZLC has also invested significantly in new technology.</p>
Conclusion:	Ongoing reflective practice by teaching staff, and periodic structured and comprehensive reviews ensure that NZLC's programmes and activities meet existing and emerging needs. The continued professional development of the teachers is strengthening assessment and moderation practices.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Well-documented procedures, which are regularly reviewed, underpin a coherent and comprehensive, organisation-wide approach to supporting international students' success and wellbeing.<sup>6</sup></p> <p>NZLC creates an inclusive and welcoming learning environment. Useful information is made available prior to and at enrolment and during a comprehensive orientation. This assists students to quickly settle into New Zealand and make the most of their learning experiences. Students are supported to engage, interact and make friends through well-structured learning and out-of-class activities.</p> <p>Student goals are captured on enrolment. Progress is closely monitored, and students receive regular and useful feedback including practical support for addressing areas of weakness. Students with learning needs, including</p>

<sup>6</sup> English New Zealand commended NZLC for the comprehensive, detailed guidelines for meeting the needs of students under the age of 18 years, and related compliance accountabilities.



	<p>health-related issues, are identified and records are maintained of special considerations and interventions.</p> <p>A thorough self-review against the Code of Practice was completed in 2022. Student wellbeing was subsequently identified as a key steering goal for 2023. Appropriate responses have been developed to increase support for student mental health and wellness. NZLC is performing well against the key outcomes; however, more formal engagement of teaching staff in the Code review process would further strengthen self-assessment.</p> <p>NZLC has recently moved to outsource homestay provision. There is good evidence of careful planning and monitoring of this activity which provides assurance of compliance with relevant Code accountabilities.</p> <p>NZLC regularly seeks feedback from students, largely through surveys. A student issues log is maintained for recording and responding to feedback. Student input was recently sought in a review of NZLC's 'English-only week'.</p>
Conclusion:	Academic and student services teams work closely together and share responsibility for providing highly effective student guidance and support. NZLC responds thoughtfully to student feedback and has very effective processes for review and improvement in relation to this key evaluation question.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Strong educational performance and high rates of satisfaction have been maintained during the evaluation period despite the impact of Covid-19 and related border closures on the English language sector. NZLC's responses included difficult decisions required to ensure the continuity of the PTE, such as the loss of staff and site closures, and changes to delivery mode during lockdowns. Capable and hands-on leadership enhanced communication practices to inform and support staff and students throughout, and these have been maintained.</p>

	<p>Carefully managed growth, together with highly effective recruitment, development and management of staff, are key elements of NZLC's rebuild strategy.<sup>7</sup> Staff interviewed during the EER demonstrated an understanding of NZLC values and organisational direction. NZLC has also invested in facilities and new technology which are purpose-built to better support teaching and learning.</p> <p>Academic leadership is effective. Strong contributing processes, comprehensive documentation and regular monitoring and reviews underpin high quality educational provision. Teachers are reflective and work collegially with academic and services staff to support student success and wellbeing.</p> <p>NZLC has a comprehensive self-assessment framework, which is closely integrated with strategic objectives and day-to-day management activities. High quality self-assessment information is linked to NZQA tertiary evaluation indicators and English New Zealand standards. NZLC continues to build on an evidence base gathered over many years to identify trends and emerging needs.</p>
Conclusion:	NZLC is well positioned to maintain high levels of educational performance. Effective leadership has a clear vision and strategies for quality English language provision in a strongly supportive learning environment. NZLC continues to improve through self-assessment processes which are comprehensive and embedded throughout the organisation.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>NZLC has sound processes for managing its compliance accountabilities.</p> <p>There is good evidence of the consistent application of rules and regular processes for checking and ensuring</p>

<sup>7</sup> English New Zealand commended NZLC on its career progression framework and support provided for teacher professional development.

	<p>compliance, in particular those applying to international education providers.<sup>8</sup> These include:</p> <ul style="list-style-type: none"> <li>• Self-review and attestation for the Code</li> <li>• Weekly actions and periodic management spot-checks to ensure compliance with immigration and Code requirements (such as visa, insurance and student attendance, homestay provision)</li> <li>• Well-documented procedures and practices for ensuring the safety and wellbeing of young learners</li> <li>• Police vetting of staff at appointment and annually thereafter</li> <li>• Effective processes to monitor the performance of retail partners.</li> </ul> <p>Appropriate processes for managing course delivery and compliance with NZQA rules include:</p> <ul style="list-style-type: none"> <li>• A calendar of regular reporting obligations</li> <li>• Ongoing review of regular communications</li> <li>• Ongoing programme review and notification of changes</li> <li>• Sound assessment and internal moderation processes</li> <li>• Documentation and review of the quality management system; key policies and procedures are included in a teacher handbook and operational manuals.</li> </ul> <p>NZLC complies in all aspects with English New Zealand membership and constitutional requirements, including self-reviews against the English New Zealand standards and regular audits.<sup>9</sup> These include compliance with New Zealand legislation relating to building requirements, health and safety, employment practices, data protection and copyright.</p>
<p><b>Conclusion:</b></p>	<p>NZLC has clear delegations and is proactive and effective in managing compliance accountabilities. Processes are subject to regular review and improvement.</p>

<sup>8</sup> No errors or oversights were found in a random check of student files for 6 students

<sup>9</sup> The English New Zealand audit of NZLC and report dated 15 October 2023 found NZLC met all standards and received four commendations and a number of improvement suggestions to consider.

# Focus areas

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

## 2.1 General English (levels 1-5)

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

## 2.2 International student support and wellbeing

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

# Recommendations

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

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

# Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

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

# Appendix

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

## Disclaimer

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>10</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

---

<sup>10</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

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

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

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

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

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

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

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

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

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

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)