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LSI in Review

LSI wants to see our students make excellent progress with their English. Just as important to us is the safety and well-being of our students. We take both of these aspects to studying in NZ equally seriously.

We expect students to attend classes, participate and make a positive contribution to the school environment. In return, we work hard to provide interesting lessons with modern resources aimed at helping students master the learning outcomes of the courses we teach and achieve their English-language learning goals.

We value our students and what they bring to the school. We value their opinion. Learner Voice is important to us and central to what we do. Besides having an open-door policy and encouraging students to speak to us about anything at any time, we regularly collect feedback from our stakeholders throughout the year to make sure that our students have a chance to speak their mind and to show how we listen and implement changes to match what our students need.

Besides pre-arrival information and our Final Week Questionnaire, we collect regular feedback each year on:

- Teaching and Learning
- School Facilities, Systems and Procedures
- Working in NZ
- Living in Auckland

This is all done to enable us to do all we can to support our students at every stage of their NZ journey.

To ensure our courses, lesson content and teaching are relevant and effective, LSI completes these tasks annually:

- Curriculum Review
- Assessment Review
- Teacher Observation
- Moderation

We have regular professional development for both academic and administration teams and our goal is simply to help our students to get the most benefit out of their time in NZ and to enjoy living and studying in the country to the max.

LSI is a member of English New Zealand, a Category 1 NZQA provider and a signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code). Below is a summary of what this means for us.

1) English New Zealand

Every four years we are audited by English New Zealand. In 2019, we received two commendations:

- The school has an exemplary pro-active approach to pastoral care (Standard 3.2a)
- The school thoroughly analyses and follows up on actions from evaluation data (Standard 3.3c)

In 2023, we received two commendations:

- The school has a systematic approach to ongoing review and improvement as well as compliance requirements (2.2i)
- The school uses numerous channels to collect feedback from students and staff and responds to points raised through ongoing changes and improvements (3.1c)

2) NZQA

Every four years we undergo an NZQA External Evaluation and Review (EER completed October 2023). LSI is a Category 1 provider:

Summary of results

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

Highly Confident in educational performance

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

Highly Confident in capability in self-assessment

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

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent

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

Performance:	Excellent
Self-assessment:	Excellent

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

Performance:	Excellent
Self-assessment:	Excellent

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

Performance:	Excellent
Self-assessment:	Excellent

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

Performance:	Excellent
Self-assessment:	Excellent

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent

3) The Code

Outcome 1: A learner wellbeing and safety system

Process 1: Strategic goals and strategic plans

Process 2: Self-review of learner wellbeing and safety practices

Process 3: Publication requirements

Process 4: Responsive wellbeing and safety systems

Strategic Plans

Mission statement: Language Studies International (LSI) is dedicated to providing a high-quality English language and cultural immersion experience to international students and professionals of all ages and backgrounds.

LSI will:

- involve learners and stakeholders when developing learner wellbeing and safety goals and plans
- ensure the goals and plans address all Code requirements and contribute to an education system that honours Te Tiriti o Waitangi and supports MāoriCrown relations
- publish goals, plans, and reviews, making them accessible to learners and stakeholders
- have practices for learner wellbeing and safety within and beyond pastoral care staff and teams

Process 1: Strategic goals and strategic plans

This document outlines LSI's strategic goals and strategic plans to ensure that we can achieve our mission statement. In addition to providing a high-quality English language and cultural immersion experience, we aim to do so in an environment which is safe, where students feel comfortable and participate more in their learning journey.

Strategic goals and plans will be formally reviewed annually, but LSI will act on feedback from various stakeholders at the appropriate time.

LSI conducts annual reviews of our performance against the following:

- English New Zealand standards
- NZQA Code outcomes and processes
- NZQA KEQ outcomes

Process 2: Self-review of learner wellbeing and safety practices

In accordance with the above, LSI will review learner well-being and safety practices annually but following each round of feedback actions will be taken to address any immediate issues or concerns.

Throughout the year (see Annual Planner), LSI collects feedback from/on:

- Students re. course/classes/teachers/progress
- Students re. LSI experience
- Students re. living and working in NZ
- Students re. accommodation

Process 3: Publication requirements

LSI will make this information readily accessible and publish on the website the following:

- a) Strategic goals / plans
- b) Any revisions made
- c) Self-review reports

Process 4: Responsive wellbeing and safety systems

LSI will continue promoting an open and inclusive approach to international education, providing students and other stakeholders with access to information on and support in accessing the following:

- Social, medical and mental health services

LSI will provide staff with professional development in:

- The code
- Wellbeing and safety awareness

LSI will continue to make use of:

- Emergency phone
- Emergency procedures
- Accidents, Incidents and Counselling Logbook

Outcome 2: Learner voice

Process 1: Learner voice

Process 2: Learner complaints

Process 3: Compliance with the Dispute Resolution Scheme

LSI has an open-door policy and teachers, admin staff and management welcome any feedback at any time. Learner Voice is central to what we do; for any decisions affecting students, we will consult them through feedback forms and/or online surveys.

By encouraging and welcoming feedback at all times and then acting appropriately, we aim to avoid issues escalating into complaints.

Please see Complaints and Critical Incidents doc/link.

Outcome 3: Safe, inclusive, supportive and accessible physical and digital learning environments

Process 1: Safe and inclusive communities

Process 2: Supporting learner participation and engagement

Process 3: Physical and digital spaces and facilities

Outcome 4: Learners are safe and well

Process 1: Information for learners about assistance to meet their basic needs

Process 2: Promoting physical and mental health awareness

Process 3: Proactive monitoring and responsive wellbeing and safety practices

LSI endeavours to support its students pre-arrival, during their stay and imparts skills to assist students well into the future, after they have left the school. One of our newer focuses is now on Peer Support. In Orientation, we explain to students that the person on their left and on their right is their study buddy, someone who is embarking on the same journey of language learning and living in a foreign country. We encourage students to keep an eye on each other and to let us know if they notice any student who is in need of additional support. We are all in this together, and it is through working together that we will all benefit the most. This also runs into our teaching framework, whereby we employ a communicative language teaching approach and expect and encourage our students to work collaboratively.

As mentioned above, in our 2019 English New Zealand audit we were commended on our approach to pastoral care and this is something we will always focus on.

Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners
Outcome 9: Prospective international tertiary learners are well informed
Outcome 10: Offer, enrolment, contracts, insurance and visa
Outcome 11: International learners receive appropriate orientations, information and advice
Outcome 12: Safety and appropriate supervision of international tertiary learners

LSI:

- Puts the safety and well-being of our students and staff at the forefront of what we do
- Works closely with quality ETOs to ensure students are well-informed pre-arrival
- Follows all requirements for protecting student funds
- Confirms that offers, enrolments, student contracts, insurance and visa obligations are closely monitored and met
- Provides a thorough Orientation and offers on-going support, information and advice to all aspects related to living, studying and working in NZ.

Conclusion

The above outlines our approach and dedication to providing a high-quality English language and cultural immersion experience to international students and professionals of all ages and backgrounds.

All information above is backed-up by annual self-reviews, regular feedback from stakeholders and regular feedback. If any further information is required, please email broberts@lsi.edu. Wherever possible, we can provide source documents.