

Managing National Assessment Report

Canterbury International College (School)

June 2018

What this report is about

This report summarises NZQA's review of how Canterbury International College (School) ensures that the relevant aspects of their Quality Management System effectively:

- manages assessment practice for national qualifications
- manages and makes use of assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

This report evaluates the school's capacity to ensure the credibility of assessment for national qualifications within their limited scope of only reporting results assessed by other consented providers.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm that schools are meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (CAAS) and its *Guidelines* (CAAS Guidelines) to maintain their consent to assess and;
- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2018* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- requiring action from the school where an issue is identified that significantly impacts on the school meeting the requirements of their *Consent to Assess*
- agreeing action with the school where an issue has been identified that could become significant if not addressed
- making suggestions for the school to consider that enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the school's internal assessment where relevant.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the school's assessment systems at least once every three years.

How we conducted this review

The review includes examination of documentation from a range of sources and interviewing key stakeholders.

Prior to the visit the school provided the following document:

- information on their actions and self-review since the last Managing National Assessment report

At the visit the school provided the following documents:

- *Canterbury International College National Qualifications Framework – Student Information 2016*
- *National Qualifications Framework – Canterbury International College, Policy and Procedures for Internal Assessment of National Qualification Framework Standards. Staff Handbook 2017*
- *Canterbury International College - Report to Trustees, Internal Self-Review 2016*
- *Canterbury International College – Strategy 2017 – 2020.*

The School Relationship Manager met with the Principal and Principal's Nominee, and two students.

There was a report-back session with the Principal and Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps and to agree on any action required.

Background

Canterbury International College operates as a Private Training Establishment (PTE) and a secondary school for Chinese international students.

The school aims to support students to meet the New Zealand University Entrance requirements or the English literacy requirements to enter the University of Canterbury International College.

Historically the school assessed Level 2 English standards, with students completing other NCEA courses offered by Catholic Cathedral College and Marian College.

After 2018 Canterbury International College (PTE) is no longer accredited to provide a programme of study that leads to NCEA. School students now enrolled at Canterbury International College are assessed against standards at Catholic Cathedral College where results are reported using their provider code.

This Managing National Assessment review is therefore written in the context of a school with limited scope of consent to assess, where Canterbury International College is not assessing to report results for students but as the enrolling organisation; is responsible for ensuring credible assessment of their students; monitoring progress and ensuring students understand qualification requirements and NCEA assessment practices at Cathedral College.

SUMMARY

Canterbury International College (School)

6 June 2018

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* in:

- managing relationships with external providers who assess their students.

However, a significant issue with the school's management of national assessment was found. The issue is that all the agreed actions from the 2014 review have yet to be fully addressed.

What the school is doing well

Canterbury International College (School) offers personalised NCEA assessment programmes for the small number of Chinese students attending the school. These programmes are developed to support the students' abilities, aspirations and English language capability.

Internal review has resulted in the collection of entry data to inform placement of students in assessment programmes, and specific achievement standards that enable students to meet university literacy requirements.

The Principal and Principal's Nominee respond appropriately to student questions to build their understanding of the NCEA model and assessment procedures. Regular tutorials during term time and the holidays are provided to support student achievement.

Students are supported to register for the Learner login by the Principal's Nominee to enable them to monitor their NCEA progress and check the accuracy of entries and results submitted to NZQA.

Areas for improvement

Student entries and results must be more closely managed to ensure they accurately reflect the assessment programme of individual students. Internal entries should have a result reported or be withdrawn where students have not had an adequate assessment opportunity.

Closer monitoring and tracking of student achievement is suggested to ensure students' meet their qualification goal and that their assessment programme will enable them to meet their planned future study.

The Principal's Nominee has access to each student's NZQA Learner login. This is a risk to student privacy. The school agreed to have students change their password so that only they have access to their Learner login.

To support students' understanding of NCEA processes at Catholic Cathedral College it is suggested that the school ensure the information provided is accessible for students with a limited understanding of English.

Agreed action

The school agreed that a number of actions will improve the quality of their assessment systems. These are to:

- ensure the privacy of each student's Learner login.
- strengthen data checking process to ensure entries and results are accurate and reflect students' assessment programmes.

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13 August 2018

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 17 September 2014 Managing National Assessment Report

There were seven agreed actions in the 2014 Report. While some agreed actions have been completed, issues around the quality assurance of assessment have not been addressed and would be a significant issue should the school continue to assess. The agreed actions were:

- put in place a monitoring system to ensure that internal moderation processes are being followed and that external moderation feedback is actioned in a timely manner
- establish robust systems for managing the timely transfer of accurate entry and results data
- monitor student course selection and liaise with Catholic Cathedral College to ensure attaining university entrance is achievable
- monitor student achievement data
- ensure the correct provider code is entered alongside reported results, in line with the memorandum of understanding with the relevant external provider
- amend staff and student handbooks as suggested
- publish course outlines on its website.

Response to other external review The school reports conducting a number of reviews following the 2015 EER review by NZQA's Tertiary Division demonstrating the school's capacity to respond to external review. Changes made at the School include:

- developing a database of leavers to provide destination information of students
- further developing the University of Canterbury International College pathway so students needing more intensive English are able to enter the college directly with the required Level 2 English requirement
- reviewing the English programme offered, in 2016 and 2017, to include the assessment of three Level 2 English achievement standards to better support students to meeting University literacy requirements
- reviewing the English assessment used when students enter the school to better identify those who need intensive literacy support and those whose English language skill enables them to immediately begin NCEA study.

Internal review

Evidence found that the school is effectively using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

The school's internal review processes have focussed on resolving the issues identified in the 2014 Managing National Assessment review and 2015 External Evaluation and Review.

Required action

If the school recommences assessing standards and reporting student results using their provider code they will need to:

- follow-up external review recommendations and findings (CAAS Guidelines 3v)
- notify NZQA of their intention to recommence assessment for national qualifications.

How effectively does the school's assessment practice meet the needs of its students?

Evidence found that assessment practice is meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)

Students are enrolled in NCEA Levels 1, 2 and 3 assessment programmes at Catholic Cathedral College depending on their English language level and skills.

The school effectively identifies and supports student qualification needs by:

- guiding students' subject selection to enable them to meet their planned university specific course entry requirements
- designing individual assessment programmes based on student needs and English language skill level
- providing additional subject specific tuition during school terms and the holidays where the need is identified or requested
- negotiating changes to assessment programmes in response to students improving English skill and changed university aspirations
- encouraging students to use the flexibility of the NCEA model and choose standards offered in assessment programmes that meet their specific post-secondary education needs.

Proactive and prompt follow-up on student progress reports Three-weekly progress reports from Catholic Cathedral College to the Principal's Nominee support student achievement. These reports identify where students progress can be enhanced, with advice on next steps and where intervention is required. The Principal and Principal's Nominee use this information to provide encouragement, additional subject tuition and clarification of assessment outcomes/criteria as appropriate.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

How effectively does the school manage and make use of assessment-related data?

Evidence found that data management and use support student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Canterbury International College (School) reports accurate achievement data by:

- submitting fees paid to NZQA in a timely manner
- reporting results and entries to NZQA in a timely manner
- reporting results against the correct provider code of outside providers with which the school holds current memoranda of understanding.

Ensure entries reflect assessment programme The school uses NZQA web-based entry to submit entries and results provided by Catholic Cathedral College. Currently all entries and results are submitted to NZQA as unassigned standards. When entries and results are not assigned to a course, a student is unable to have a course endorsement.

The school plans to review the 2018 entries and place these into courses. This will enable students to have a course endorsement recognised, where achieved.

Accuracy of assessment-related data NZQA data reports show the school continues to have a number of internal standards with an entry but no result reported. While the number has decreased, it can be further reduced to ensure student entries accurately reflect their assessment programme.

The school agreed to develop a process to ensure that internal entries are reported with a result or where the students have not had an adequate assessment opportunity the entry be withdrawn.

Tracking of student progress should be strengthened The key goal for students enrolled at the school is to gain University Entrance or the literacy requirements to enter the University of Canterbury International College. Closer monitoring and tracking of individual student credit and University Entrance progress is required by the school to:

- support students to gain sufficient credits to meet their achievement goal
- ensure students were entered into sufficient standards in their assessment programme to enable them to meet their achievement goal
- enable those at risk of not achieving their goals to be identified and appropriate support provided.

Changes required to protect student privacy The Principal's Nominee holds the login and password information for all students and therefore has access to each student's Learner login. He uses it to support students to register for their NZQA Learner login which enables them to monitor progress and check entries and results. The school agreed to have students change their password and take ownership of their Learner login in order to meet the requirements of the *Privacy Act (1993)*.

Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- ensure the privacy of each student's Learner login.
- strengthen data checking process to ensure entries and results are accurate and reflect students' assessment programmes.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence found that school communication ensures understanding about assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Canterbury International College (School) supports students to understand NCEA and assessment procedures by:

- supporting the Principal's Nominee, who is new to the college and NCEA model to provide advice to students on NCEA qualifications requirements and answer students' questions and assessment queries
- providing students with information about specific University course entry requirements so that their assessment programme enables them to meet these requirements, including preparation of a portfolio for architecture and specific standards needed for entry to study medicine and engineering
- ensuring students understand the requirements for the award of a qualification.

Supporting students with understanding of assessment procedures is recommended The school should ensure that NCEA information to students on Catholic Cathedral College's assessment procedures and key NCEA information is accessible.

Students receive the Catholic Cathedral assessment handbook as the assessing provider. Currently the Principal and Principal's Nominee respond to student questions about assessment processes. However, as many students who are enrolled at the school have limited English, these documents are difficult to understand and consequently they do not know what questions to ask.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- provide clarification of NCEA assessment procedures and information to students to ensure it is accessible.