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# External Evaluation and Review Report

CNSST Foundation trading as  
CNSST Education Institute

Date of report: 27 May 2019

# About CNSST Education Institute

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*CNSST Education Institute (CNSST) provides English language programmes that can lead to qualifications. The parent company, CNSST Foundation, also offers a variety of social services to local communities to improve the quality of life of Asian migrants in New Zealand.*

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Type of organisation:	Private training establishment
Location:	15 Clifton Court, Panmure, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: 245 (2018: Foundation English levels 1 and 2, comprising four unit standards, of which two are delivered by CNSST)  No international students currently enrolled
Number of staff:	Seven full-time; 28 part-time
TEO profile:	<a href="#">See NZQA: CNSST Foundation</a>  Students of the English language programmes are Chinese migrants over 55 years of age with little to no English language skills. They are mostly funded by Pre-purchased English Language tuition (PELT) funding.
Last EER outcome:	Confident in educational performance Highly Confident in capability in self-assessment (2015)
Scope of evaluation:	New Zealand Certificate in English Language (Foundation)  New Zealand Certificate in English Language (Levels 1 and 2)
MoE number:	7158
NZQA reference:	C33511
Dates of EER visit:	26 and 27 February 2019

# Summary of Results

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*CNSST offers unit standards that can lead to the New Zealand Certificate in English Language. The outcomes of the programmes enable migrants to be part of a supportive community gaining independence beyond their immediate families.*

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## **Confident in educational performance**

- CNSST students only complete two of the four unit standards of the New Zealand Certificate in English Language (Foundation). Students have high achievement rates and additional valued outcomes for the two unit standards they complete.

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

- Achievement is inconsistent for the level 1 and level 2 New Zealand Certificate in English Language (NZCEL). However, this is partially offset by the other valued outcomes for the students.
- CNSST is responsive in meeting the academic, pastoral and social needs of the students.
- Effective processes support governance and compliance responsibilities.
- CNSST has a clear purpose, leadership and direction.
- CNSST has a positive presence in the Panmure business community.
- Management maintains ongoing reflective practice.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students of the English language programmes are Chinese migrants over 55 years of age with little to no English language skills. Foundation English has the highest number of students enrolled. For the past three years, there has been an overall 92 per cent completion rate for two of the four unit standards of the NZCEL (Foundation). These two unit standards of the Foundation English programme prepare graduates for NZCEL level 1 and level 2. Students complete the two unit standards of the Foundation English programme in preparation for the level 1 and 2 NZCEL.</p> <p>While students improve their English language skills and their needs are mostly met, gaining the NZCEL level 1 and level 2 qualification is not a primary goal of these students and enrolment numbers are low. Just a few (8 per cent) achieve level 1 of the NZCEL, and none achieve level 2. Several students also move to one-to-one sessions for a variety of reasons including health, family commitments and mobility. In addition, the amount of money covered in the PELT levy fee does not cover the entirety of the study period, with students withdrawing from the programme once the levy has been used.</p> <p>As completing the current qualifications is not a goal of students, it would be beneficial to CNSST to adjust learner pathways and programmes to better acknowledge the English language skills achieved.</p>
Conclusion:	Achievement rates are variable between the Foundation course and levels 1 and 2 of the NZCEL. However, students' English language needs are mostly met.

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

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students gain basic English language skills, giving them the autonomy to take part in daily life interactions, including but not limited to: reading prices at the grocery store, buying a ticket on the bus, going to the doctor, greeting a neighbour, gaining employment, and interacting with relatives who are speakers of English in New Zealand.</p> <p>Development of basic English language skills is a highly valued outcome for the students. However, the value of outcomes extends beyond this for many of the migrants. Tutors, family members and students emphasised a sense of belonging, increased engagement beyond their families, increased interest in learning about local culture and history, and a reduced sense of cultural barriers. Students also gain more confidence through the course, allowing them to increase their civic participation, and more than half of the graduates apply for employment. More than half of the graduates of the Foundation programme join community groups as a result of increased confidence.</p> <p>Community partners and other stakeholders are invited to events at the institute. CNSST builds and maintains positive relationships with stakeholders in the Panmure community. CNSST values feedback from stakeholders and the voice of the community in decision-making and the implementation of improvements.</p> <p>While students value the education and training they receive, they are not completing the qualifications they have enrolled in.</p>
Conclusion:	Development of basic English language skills is highly valued by the students. Confidence gained alongside these language skills allows new migrants to independently participate in daily life in New Zealand.

### 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>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The content of the NZCEL programmes delivered has some relevance to the students, with student feedback contributing to course design and improvement. The Foundation programme was introduced after it was identified that NZCEL level 1 was beyond the capability of entry-level students. Content is adapted and added depending on the students' interests. Lesson plans are reviewed fortnightly by tutors to maintain relevance, manage consistency of delivery across campuses, and check the progress of the cohorts. Students enjoy assessment activities because they are relevant and applicable.</p> <p>Academic resources are engaging, such as the workbook, field trips and tablets. Bilingual tutors help bridge learning and understanding. Delivery hours meet the needs of the students; for example, students finish class in time to pick up grandchildren from school.</p> <p>CNSST has a robust internal moderation system with processes in place to ensure moderation is consistent and well planned. The institute was exempt from external moderation based on previous NZQA moderation outcomes.</p> <p>Graduates offer reflections and useful feedback to staff and new students and remain a part of CNSST through participation in alumni events.</p> <p>CNSST staff are responsive to making necessary changes to programme design and delivery. Management has identified that collecting destination data through WeChat (the Chinese social media platform) is quite limiting and they are reflecting on ways to improve this. Timing of the release of course surveys is also being considered. As few students want or are completing the level 1 and 2 NZCEL qualifications, CNSST could explore other programmes or training schemes that may better meet these students' needs and acknowledge the language skills gained.</p> <p>There is still room for improvement in developing the programmes to better reflect the needs of students and the reality of the</p>

	training offered.
Conclusion:	Programme design and delivery are regularly reviewed and adapted to meet the needs of students and stakeholders based on feedback, as shown by the Foundation programme where achievement is higher. Similar reflection is not yet given to the level 1 and 2 NZCEL programmes.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students are well supported in the NZCEL programmes. The student workbook is tailored to student needs, and their feedback supports curriculum development. For example, New Zealand cultural elements were added to the Foundation workbook in response to student feedback. Level 1 and level 2 programmes do not have a workbook. Student feedback also prompted an improved learning environment after feedback was received regarding facilities.</p> <p>CNSST provides students with the use of a tablet in class, which they keep as their personal device once they have left the programme. This give students access to additional language courses to supplement current and post-course learning. It also allows them to stay in touch with staff, classmates and family via WeChat.</p> <p>Students have a variety of academic support available to them, with the majority of the academic and support staff being fluent in English and Chinese. To help them gain confidence, CNSST supports students outside of the classroom by accompanying them to the library, pharmacy or Citizens Advice Bureau to translate. Students emphasised the value of experiencing these outings in a group rather than alone for the first time.</p> <p>Migrants have access to the wraparound services of CNSST beyond the education arm. This includes social services encompassing counselling, employment support and community services. In partnership with the Ministry of Social Development, students also have access to CNSST social housing.</p> <p>Entry and exit interviews take place to identify needs and the</p>

	language levels of the students. Students have a trial period between Foundation and NZCEL level 1, with the choice to return to Foundation if level 1 is proving too difficult. However, CNSST might consider the appropriateness of the NZCEL programmes for their students, who do not come to CNSST to gain a qualification.
Conclusion:	Students are well supported academically and have further support from the social services and social housing branch of the institute.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>CNSST Foundation maintains a clear organisational purpose and direction to successfully improve the quality of life of Asian New Zealanders.</p> <p>The organisation is well resourced to support students, and staff are relevantly qualified and experienced. Staff have professional development opportunities and feel valued working at CNSST and enjoy being a part of supporting the wider Asian migrant community.</p> <p>CNSST uses innovative approaches in its teaching and learning practice including the use of technology in classroom learning. Teaching observations have been put in place in response to a recommendation from the previous EER, to improve practice. This is an ongoing development.</p> <p>The governing board of CNSST has a wide range of expertise which is of benefit to the institute. The wider purpose of CNSST and social services supports the education arm and holistically supports the students.</p> <p>CNSST Foundation anticipates and responds to change appropriately, with the student always in mind. Management is open to feedback and receives feedback from staff on an ongoing basis.</p> <p>The strategic plan is annually reviewed to identify what has been achieved/done, how effective the actions have been, and what can be improved. CNSST is effective in engaging with external consultation groups to review its own practices and identify areas</p>

	of improvement for the business and the benefit of the students.
Conclusion:	CNSST Foundation supports educational achievement through effective organisational leadership, direction and committed staff. CNSST is using self-assessment to improve the student experience. However, this needs to be extended to address the variability in qualification completion.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>CNSST has robust processes in place to effectively manage its compliance responsibilities.</p> <p>Although CNSST does not currently have any international students enrolled, the PTE remains a Code of Practice signatory and has systems in place to annually review policies and procedures to assure preparedness for enrolling international students.</p> <p>Management maintains overall oversight of NZQA rules and has an appointed staff member to correspond with NZQA where necessary. Learning hours are delivered as approved.</p> <p>As part of staff induction, all staff sign a Code of Ethics to ensure compliance accountabilities are understood.</p> <p>CNSST has recently participated in self-directed external quality assurance and audit conducted by Deloitte for internal risk management to meet updated government policies.</p>
Conclusion:	CNSST Foundation effectively manages its compliance responsibilities and has robust self-assessment practice in place to ensure compliance responsibilities are understood and actioned by staff.

## Focus Areas

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

### 2.1 Focus area: New Zealand Certificate in English Language (Foundation)

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

### 2.2 Focus area: New Zealand Certificate in English Language Level 1 and Level 2

Performance:	<b>Good</b>
Self-assessment:	<b>Good</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.*

NZQA recommends that CNSST Education Institute:

- Review the NZCEL level 1 and 2 programmes and explore alternative programmes to better reflect the valued achievements and outcomes gained.

## 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>2</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.*

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<sup>2</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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, 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 2016. 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/>.*

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