

Report of External Evaluation and Review

Christchurch Institute of Business &
Technology Ltd (CIBT) trading as UC
International College (UCIC)

Confident in educational performance

Confident in capability in self-assessment

Date of report: 10 March 2016

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	5
3. Conduct of external evaluation and review	6
Summary of Results	8
Findings	10
Recommendations	16
Appendix	17

MoE Number: 7177
NZQA Reference: C20280
Dates of EER visit: 24 and 25 November 2015

Final Report

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:	Christchurch Institute of Business & Technology Ltd (CIBT), trading as UC International College (UCIC)
Type:	Private training establishment (PTE)
First registered:	12 June 2013
Location:	Kirkwood Village, University of Canterbury, 20 Kirkwood Avenue, Ilam, Christchurch
Delivery site:	As above
Courses currently delivered:	Foundation Studies Certificates in five streams (Business, Engineering, Science, IT, Arts and Mass Communications) University Transfer Programme (UTP) in Commerce, Engineering, Science, plus these UTPs with Mixed English Study Abroad Certificate and Study Abroad Certificate with Mixed English
Code of Practice signatory:	Yes, all international students
Number of students:	193 in semester 2, 2015, all on student visas: Chinese 83 per cent; Malaysian 5 per cent; Japanese 3 per cent; South Korean, Thai, and Singaporean 2 per cent. Most students are 17-24 years of age; 66 per cent male, 34 per cent female

Number of staff:	Eleven full-time equivalent (FTE) staff, two part-time and 10 full-time administration staff and a number of casual teaching staff.
Scope of active accreditation:	As above
Distinctive characteristics:	<p>UCIC is a pathway college for international students who move on to University of Canterbury degrees when they successfully complete their course. The Foundation Studies Certificate (Level 4), and entry to the first year of a University of Canterbury degree, is subject to Grade Point Average requirements: B+ for Engineering and C+ for all other degrees. Successful UTP students enter at year 2 of the respective degree. Most students are ready to progress to further study after three semesters at UCIC. Successful foundation students may enter year 1 of a degree or enrol in a UTP programme at UCIC.</p> <p>Students are taught in smaller classes than equivalent university classes, with an English-rich delivery. There is at least an additional hour of instruction for each UTP course compared with the equivalent University of Canterbury course.</p>
Recent significant changes:	<p>UCIC is a new PTE, with newly approved training schemes. It started delivering training in October 2013. This is UCIC's first external evaluation and review. The student numbers have grown from nine in 2013 to nearly 200 currently.</p> <p>UCIC has access to University of Canterbury teaching resources for all courses in UTP.</p> <p>The Foundation Studies Certificate resources are accredited on the Australian Qualifications Framework but were adapted to align with the needs of UCIC and University of Canterbury students. The Foundation Studies Certificate is also accredited by NZQA.</p>
Other:	The ASX-listed global education provider Navitas is UCIC's parent company. Within Navitas, UCIC is in the University Programmes Division (UPD). UCIC is one of 30 similar colleges that UPD operates worldwide. UCIC shares the following functions with Navitas: human resources, finance,

payroll and IT.

UCIC receives no direct government funding, with student tuition fees covering costs. UCIC students pay the University of Canterbury student services levy and have access to all University of Canterbury facilities such as the library, computer labs, health services, recreation facilities, career services and on-campus accommodation.

In June 2014, UCIC contracted with Christchurch College of English (CCEL) to deliver the Mixed English component (English for Academic Purposes) of UCIC's three Mixed English programmes.

UCIC is a member of Christchurch Educated, a grouping of Canterbury providers spanning all parts of the education sector from primary school to university and including both public institutions and privately owned businesses. Each member is registered and approved by the New Zealand government to host international students. UCIC was a founding member of Canterbury International Education Destination 2025, a strategic leadership group committed to growth in the number of international students in New Zealand.

2. Scope of external evaluation and review

Focus areas selected were:

- Mandatory focus area of governance, management and strategy
- Foundation Studies Certificate (Level 4)
- UTP programmes in Commerce and Engineering, both at level 5.

These programmes cover the two levels offered and are where the majority of students are enrolled.

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 occurred over two days on site at the Ilam campus. The evaluators interviewed:

- College director and principal
- Academic manager
- Admissions manager
- Student services and operations coordinator
- Student services administrator
- Director marketing and admissions
- Programme manager
- Two of the three academic coordinators
- Tutors
- Student class representatives

The evaluation team met with the principal of the Christchurch College of English (CCEL) and the chairs of the joint management committee and the academic advisory committee. These committees are chaired by University of Canterbury personnel. The evaluators also interviewed, by phone, the Navitas executive general manager for Australia and New Zealand.

The evaluators sighted a range of documentation, including:

- Strategic plan
- Balanced scorecard
- Policies and procedures manual
- Monthly and quarterly reports
- Pathway diagram
- Sample timetables
- Student surveys of programmes and tutors

Final Report

- Pass rate reports
- Attendance statements
- i-graduate results
- Navitas internal audit report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **UC International College**.

- Small classes, extra tuition and concentrated blocks of learning enable UCIC students to learn at a slower pace than international students with direct entry to the university.
- Course achievement is generally strong, and there is evidence of improving student achievement for some courses. Student achievement is not as strong for students in the Mixed English UTP programmes and consequently many of these students take longer to complete.
- Student orientation is comprehensive and targeted to each student's needs. UCIC staff also assist with student visa applications, insurance claims and academic advice. Liaison between UCIC and University of Canterbury administration and academic staff is ongoing and becoming more effective, with the large majority of UCIC tutors also being University of Canterbury tutors or lecturers.
- Study skills courses are compulsory in the first semester for all students, and engineering students receive additional English writing skills workshops. This indicates the value UCIC places on students having these skills for student achievement.
- Pre- and post-assessment moderation occurs regularly and University of Canterbury academic deans attend Board of Examiners meetings to approve the grades for level 5 courses. Level 4 programme Board of Examiners meetings are attended by, and course grades approved by, the university's head of quality assurance. This helps to ensure that the appropriate standard for student success at university is reached and maintained.
- Evaluations of programme content and tutor delivery indicate that students are mostly satisfied with these aspects of their education.
- The first cohort of UCIC students enrolled in semester 1, 2015 at the University of Canterbury appear to be performing at a comparable level to international students who had direct entry to the university. This indicates that the UCIC students were well prepared for their study. However, this is a small sample and cannot be generalised to future cohorts. As a result, NZQA is able to be confident in the educational performance of UCIC at this time.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **UC International College**.

- Each class has a student representative who reports to the management around student issues. UCIC is responsive to student feedback and has made changes to improve the student experience.
- UCIC has oversight from the parent company, Navitas. This oversight included developing the initial strategic plan in 2014, which uses the balanced scorecard technique. The balanced scorecard assesses progress in four areas: customers (students), financial, internal processes, and people and culture. At the most recent Navitas audit, UCIC was managing these aspects reasonably well.
- UCIC is in a contractual partnership with the University of Canterbury. This contract specifies operational and academic matters, including the joint management committee and its two sub-committees: the academic advisory committee and the operations group. All three committees are chaired by University of Canterbury personnel who confirmed that UCIC is preparing students well for degree study.
- UCIC has managed the growth in student numbers by employing additional casual teaching staff and by creating the role of academic coordinator (0.2) for each of Foundation, UTP Commerce and UTP Engineering/Science. The coordinators facilitate communication between the teaching staff and the academic manager.
- Systems for understanding and analysing course achievement data include analysing pass rates and progression rates at UCIC compared with the equivalent University of Canterbury courses.
- UCIC has successfully completed the initial set-up phase of the college and has established processes and procedures that address the most important needs of its key stakeholders: students, the University of Canterbury and Navitas. There is a reflective culture developing that will assist the college as it consolidates its position further. As a result, NZQA is able to be confident in the self-assessment capability of UCIC at this time.

Findings¹

1.1 How well do learners achieve?

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**.

UCIC's University Transfer Programme (UTP) teaches to the same learning outcomes as those for the equivalent University of Canterbury programme. There is a strong focus on English language, and students have extra time to master the subject content. Students are required to meet a 90 per cent attendance standard and UCIC follows up absences promptly.

Student achievement data shows that 119 students have completed their UCIC qualification (Foundation Studies or UTP) since UCIC opened. Of these 119 students, 63 students completed in time to be eligible to enrol at the University of Canterbury in 2015, and 54 students did this. The remaining 56 students will be eligible to enrol at the University of Canterbury in 2016. Across all programmes, 75 per cent of students pass. Of the 331 students originally enrolled at UCIC, 77 (23 per cent) have cancelled or withdrawn, and six students have deferred their studies for reasons not recorded in UCIC data. Grades over A- or better were achieved by 23 per cent of students. Benchmarking against Navitas programmes worldwide shows that UCIC is on a par with similar colleges for academic achievement and retention.

The University of Canterbury's closer analysis of data shows that 82 per cent of students have completed their studies within the expected timeframe. This percentage was significantly lower for those studying in the Mixed English pathway.

While individual achievement is tracked, cohort and programme completions data could be analysed more closely to support understanding of success factors and barriers to achievement.

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**.

The links between UCIC and the University of Canterbury are strong. The university has devolved its foundation/bridging programmes to UCIC, an indication

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

that they are confident in UCIC's standard of delivery. UCIC is a valuable pathway for international students who would like to study at the University of Canterbury but don't quite meet the direct entry criteria.

In 2014 UCIC contracted with Christchurch College of English (CCEL) to deliver the Mixed English component (English for Academic Purposes) of UCIC's three Mixed English programmes. These programmes are taught on site at UCIC, using CCEL tutors trained in teaching English as a second language. The specialised teaching knowledge that the CCEL tutors provide adds value to the UCIC student experience. Approximately 21 per cent of UCIC students have been enrolled in Mixed English classes.

The first cohort of UCIC students enrolled in semester 1, 2015 at the University of Canterbury appear to be performing at a comparable level to international students who had direct entry to the university. This indicates that their preparation at UCIC was sufficient for their study. However, this is a small sample and cannot be generalised to future cohorts.

UCIC intends to track their graduates enrolled at the University of Canterbury separately to other international students at the university. The data from this tracking would allow UCIC to compare the success rates of UCIC and University of Canterbury international students and provide important benchmarking that could inform changes and improvements to programmes.

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 **Good**.

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

Small classes, extra tuition and concentrated blocks of learning enable UTP UCIC students to learn at a slower pace than students with direct entry to the university. Typically, there is one extra hour of contact per week compared with the corresponding university programme. Generally, students are satisfied with their experience, although some were disappointed that they were unable to enrol in particular courses because these courses were not available.

Study skills courses are compulsory in the first semester for all students, and engineering students receive additional English writing skills workshops. This indicates the value UCIC places on these skills for student achievement.

Teaching staff have office hours where students can get individual attention. This time was well used and valued by students.

Of the students who have completed their studies, 82 per cent have done this in the expected timeframe of three semesters (one year) for UTP programmes and two

semesters for Foundation Studies with 15 per cent of the remaining students taking an extra semester to gain their qualification.

1.4 How effective is the teaching?

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**.

Teachers are subject experts and the majority teach across UCIC and the University of Canterbury. All UCIC teaching staff need to be approved by the relevant University of Canterbury pro vice-chancellor. To accommodate this, timetabling is undertaken by UCIC in collaboration with the University of Canterbury. There are advantages in this approach – the university teachers have a clear idea of what will be expected of students when they transition to the University of Canterbury. On the other hand, university teachers are more familiar with teaching in a lecture style and less familiar with small group teaching. Students said they would appreciate a more interactive, activities-based approach to their classes and teachers reported that they would like more support to adapt their delivery style for teaching international students. For example, academic coordinators support staff at an operational level only, not with professional development guidance.

Tight timetables have led to fewer class options for some students and long days (several students said they had nine-hour days). Some students noted that class numbers were higher than they had expected. While this may be attributed to rapid growth in student numbers, smaller classes is a point of difference for UCIC. The evaluators noted that these issues were regularly monitored by UCIC.

Pre- and post-assessment moderation occurs regularly internally and externally with University of Canterbury staff. Teachers meet fortnightly to discuss students and share practice. To ensure a teacher from each programme can attend, there are three meeting times to choose from.

UCIC staff and University of Canterbury academic deans attend Board of Examiners meetings to approve the grades for level 5 courses. Level 4 programme Board of Examiners meetings are attended by, and course grades approved by, the university's head of quality assurance. This helps to ensure that the appropriate standard for student success at the university is reached and maintained. However, there may be some value in moderation outcomes being held in one document, such as an annual moderation report.

Student evaluations are conducted each semester and monitored to note any poor results. Teachers receive a summary of these results. These evaluations indicate that students are mostly satisfied with their programmes and tutors and believe that they are being prepared for future study.

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**.

Student orientation is comprehensive and targeted to each student's needs. UCIC staff assist with student visa applications, insurance claims and academic advice. Liaison between UCIC and the University of Canterbury administration and academic staff is effective and ongoing. Student attendance is compulsory and tightly tracked by support staff, who contact students who fall below attendance policy guidelines. There is a comprehensive process for identifying and supporting 'at-risk' students.

UCIC students pay the University of Canterbury student services levy and have access to all University of Canterbury facilities such as: the library, computer labs, health services, recreation facilities, career services and on-campus accommodation. Students use these facilities regularly, allowing them to mix with students outside UCIC and to become familiar with the University of Canterbury campus.

There is a student representative for each course who meets twice a semester with a UCIC academic team member to pass on feedback from the students. An example of useful feedback was the suggestion from students that they would appreciate getting the lecture notes before the class so they could become familiar with the content and terminology.

UCIC staff were familiar with the Code of Practice for the Pastoral Care of International Students. However, there has been some overlap of responsibilities between UCIC and the University of Canterbury around pastoral care. To address this, UCIC is developing service agreements with the university to clearly delineate areas of pastoral care responsibility.

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

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**.

UCIC has oversight from its parent company, Navitas. This oversight included developing the initial strategic plan in 2014, which uses the balanced scorecard technique. The balanced scorecard assesses progress in four areas: customers (students), financial, internal processes, and people and culture. At the most recent Navitas audit, UCIC was managing these aspects reasonably well. The current director has managed to balance financial and educational needs well.

UCIC is in contractual partnership with the University of Canterbury. This contract specifies operational and academic matters, including the joint management

committee and its two sub-committees: the academic advisory committee and the operations group. All committees are chaired by university personnel. The chairs interviewed by the evaluation team confirmed that UCIC is preparing students well for university study.

UCIC has managed the growth in student numbers by employing additional casual teaching staff and by creating the role of academic coordinator (0.2 of an FTE) for each of Foundation, UTP Commerce and UTP Engineering/Science. The coordinators facilitate communication between the teaching staff and the academic manager. The organisation is looking at ways to better induct and support staff who teach at UCIC. For example, systematic peer observations are planned.

UCIC has successfully completed the initial set-up phase of the college and has established processes and procedures that address the most important needs of its key stakeholders: students, the University of Canterbury and Navitas. There is a reflective culture developing that will assist the college as it consolidates its position further. UCIC has shown itself to be proactive and responsive to change. The employment of a new director from March 2016 will bring further changes.

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 **Good**.

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

2.2 Focus area: Certificate in Foundation Studies

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

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

All Foundation students require a minimum of 5.5 IELTS to enrol in the Certificate in Foundation Studies. Since UCIC opened, 44 students have successfully completed Foundation Studies programmes, entitling them to apply for year 1 of an undergraduate degree.

These students have greater choices, with 38 per cent of the students choosing not to study at the University of Canterbury. UCIC recognises this is a problem and is considering ways to stem this flow of students to other tertiary education providers. However this outcome can also be viewed as recognition of the value the certificate has in the university sector.

The overall pass rates for the Certificate in Foundation Studies for semester 2, 2015 is 82.74 per cent, indicating that the majority of students are achieving their goals.

2.3 Focus area: UTP Programme

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

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

The overall pass rate for the UTP programmes for semester 2, 2015 is 84.30 per cent. These figures indicate that the majority of students are achieving their goals.

Recommendations

NZQA recommends that UCIC consider:

- Professional development opportunities for teaching staff, with a focus on developing the skills and techniques required for delivering to international students and teaching small groups
- Ways to provide regular feedback to teachers, such as observations of their teaching
- Reviewing staff induction processes to see whether the processes are fit-for-purpose
- Developing a regular moderation report that summarises all moderation activities
- Deeper analysis of achievement, across cohorts and programmes offered.

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz