

# Report of External Evaluation and Review

The Campbell Institute – Capital  
Language Academy

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 15 November 2011

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	4
3. Conduct of external evaluation and review.....	4
Summary of Results .....	5
Findings .....	7
Recommendations .....	14
Appendix .....	15

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# 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

Location:	104 Dixon Street, Te Aro, Wellington
Type:	Private training establishment
First registered:	2002
Number of students:	Domestic: nil International: 100
Number of staff:	25, including Auckland staff
Scope of active accreditation:	General English; International English Language Testing System (IELTS); Cambridge First Certificate in English (FCE) and Cambridge Advanced English (CAE) Exams; work and study programmes; University of Cambridge Certificate in English Language Teaching to Adults (CELTA) (Wellington only)
Sites:	As above and 9B Oliver Road, Macleans College, Bucklands Beach, Auckland
Distinctive characteristics:	Since 2011 The Campbell Institute has been a CELTA provider. CELTA is a standardised, practical, hands-on teaching qualification that is recognised internationally.
Recent significant changes:	In 2008 The Campbell Institute opened its Auckland campus, in cooperation with Macleans College. The Campbell Institute, Auckland delivers High School Preparation, General English, and holiday booster programmes for high school students.

Previous quality assurance history: In 2008 The Campbell Institute was quality assured by NZQA by audit and did not meet five requirements, relating to educational goals and objectives and staff appraisal, of the quality assurance standard in place at the time. At this external evaluation and review these requirements were evaluated as having been met.

## 2. Scope of external evaluation and review

The mandatory focus areas selected were governance, management, and strategy, and international student support. The other focus areas selected were the Demi Au Pair programme and the Exam Preparation classes. The Demi Au Pair programme was selected as it is a unique programme where students study English and work for a host family. The Exam Preparation classes were chosen as Cambridge is one of the largest providers of CELTA and IELTS examinations in the Wellington region.

## 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 EER team was made up of one lead evaluator and one external evaluator. The evaluation was held over two days. The team spoke to the chief executive, school manager, director of business development, director of studies, accommodation manager, marketing coordinator, the manager and students of the Demi Au Pair programme, the manager and students on the Exam Preparation classes, and staff who teach across these programmes. The team sighted documentation, including The Campbell Institute's self-assessment report, student evaluations of tutor performance, and course materials and student and teacher handbooks and course outlines.

The Campbell Institute – Capital Language Academy has had an opportunity to comment on the accuracy of this report, and any submissions received have been fully considered by NZQA before finalising the report.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **The Campbell Institute – Capital Language Academy**.

- The Campbell Institute (Campbell) recently introduced a school-wide average progress rating, based on the results of an entrance and exit test. Initial indications are that high levels of progress are being achieved by the students. For example, IELTS students have an average rate of progress of 92 per cent from one band to the next.
- Every new student sits a placement test and is interviewed one-to-one by a senior academic staff member regarding their study plans. First-week reviews are conducted by the student's native language counsellor.
- Governance and management at Campbell are highly effective in supporting educational achievement as staff are experienced practitioners committed to providing the best learner experience for their students.
- The school has a mix of nationalities represented, from Europe and increasingly from South America. This is an intentional policy and provides an excellent learning environment for acquiring English language skills as students are required to speak English to communicate with one another.
- Students consistently reported to the evaluation team that the school had met and often exceeded their expectations and that the atmosphere was welcoming, positive, and friendly. The school has effective systems in place to support and guide students both personally and academically.
- There is a system of rolling enrolments each week, enabling students to begin their study soon after they arrive in the country. Many students enrolled at the school through word-of-mouth recommendations.
- Staff are well qualified, experienced practitioners. All the students interviewed and evaluations sighted showed that students were positive about their learning experience, stating that the quality of the teaching was excellent as it was relevant and focussed on the requirements of the programme being taught.
- Exam preparation classes provide the required entry level for the students who want to continue their study at a New Zealand university. CELTA results are benchmarked internationally and, at 100 per cent, show excellent levels of completion and achievement.
- The Demi Au Pair programme provides great value to the students. It allows them to improve their English, travel overseas to a foreign country, and be part of a New Zealand family. It also provides the entry-level

criterion (successful completion of IELTS) necessary to apply for entry to a university in their home country.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **The Campbell Institute – Capital Language Academy**.

- Student evaluations sighted show that the programmes offered at the school are well planned and meet individual learner needs well. Former students keep in touch through social media and trade fairs, indicating that their experience at the school was positive.
- Evaluations completed by exam preparation students showed that 94 per cent were happy with the course, 86 per cent were happy with the tests, and 99 per cent were happy with the helpfulness of their teachers.
- There is clear evidence that self-assessment has been used to make ongoing improvements. For example, in response to student feedback Campbell introduced a longer orientation period of one week.
- Campbell recently completed a formal survey of some of its stakeholders. The results indicate that the programmes and activities offered by the school are meeting the most important needs of stakeholders.
- The organisation is in the process of moving from a predominantly family-based organisation to a more evaluative one. Part of this shift includes increased input from external advisors. While all the relevant achievement data is collected and collated, there has not been sufficient in-depth analysis of this data to identify issues or trends over time.
- The challenge for the organisation is to maintain the best of what already exists while incorporating the value that can be added from new approaches and ways of thinking. More time is required for the organisation, through self-assessment, to assess the effectiveness of this transition.

## TEO response

The Campbell Institute – Capital Language Academy has confirmed the factual accuracy of this report.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

The school has recently introduced a school-wide average progress rating, based on the results of entrance and exit tests. Students are provided with a progress report when they leave Campbell. The report includes both quantitative and qualitative information about the student. While there is not enough data to draw any conclusions, initial indications are that high levels of progress are being achieved. It is hoped that, over time, this will provide a more complete picture of student progress, providing the school and the student with a benchmark for their progress.

The Demi Au Pair programme is designed for female students aged between 18 and 30 years of age who hold working holiday visas. The students are required to have an intermediate level of English, there are three intakes per year, and the programme has 12-week and 24-week options. The students attend classes in the mornings, 15 hours per week, and work for their host families in the afternoons and evenings. Students who take the 12-week option study Cambridge exams or IELTS. Students who choose the 24-week option study a combination of IELTS and General English. IELTS progress is recorded by entry and exit test results, and the average rate of progress is 92 per cent from one band to the next. CELTA results are benchmarked internationally and, at 100 per cent, show excellent levels of completion and achievement, indicating that there are effective criteria for candidate selection, course delivery, and student support.

The evaluators sighted evaluations completed by exam preparation students which showed that 94 per cent were happy with the course, 86 per cent were happy with the tests, and 99 per cent were happy with the helpfulness of their teachers. These evaluations also included a section where students could comment about what helps them to learn and possible changes the school could make to help them learn better. Students spoken to by the evaluation team said that student comments on evaluations had led to changes. One such change was the initiative to provide one-to-one tuition for students where they can work with staff on particular academic problems. These tutorials are outside normal class hours and are very popular with staff and students alike as they enable students to ask questions they may have been uncomfortable to ask in the class group. This is a good example of the institute's attention to meeting individual learners' needs.

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<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.

General English classes progress through levels from elementary to advanced. Formal teaching occurs in the morning, with less formal topics such as speaking and listening in the afternoon. Student progress is assessed each week. This includes a writing assessment which the tutor comments on. The Campbell Institute, like many English language schools, considers that student satisfaction levels, including extending the length of study, provide the best measure of learner achievement as there is no formal qualification able to be awarded at the completion of the General English course.

Students progress well at Campbell as measured by satisfaction ratings with tutors, course content, and student support. The evaluators sighted the raw scores for Cambridge exams and noted that there was some analysis, represented in graphs, within the same class of students but not over time. However, Campbell says that, anecdotally, these results are consistent over time. While attention to individual student achievement is high, the absence of tracking and analysis of results means the organisation is not yet able to confidently, at a school-wide level, note trends or predict patterns across programmes over time.

## 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 **Excellent**.

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

The school has a mix of nationalities represented, from Europe and increasingly from South America. This is an intentional policy and provides an excellent learning environment for acquiring English language skills as students are required to speak English to communicate with one another, English being the only shared language.

The Demi Au Pair programme provides great value to students. It allows them to improve their English, travel overseas to a foreign country, and be part of a New Zealand family. It also provides the entry-level criterion (successful completion of IELTS) necessary to apply to a university in their home country and broadens their employment options, both in New Zealand post-course and back home. The flexibility to study and work also offsets their academic fees. The students consistently reported that were made very welcome and enjoyed the family atmosphere and the children they worked with in their homestay families. As they are on a one-year holiday working visa they are able to travel when they have completed their study or look for other work options in New Zealand.

Demi Au Pair host parents spoken to by the evaluation team said that the programme was mutually beneficial to the students and their host families. For example, the au pair introduces a new culture to the New Zealand family and provides childcare within their home. In some cases, mutual long-term friendships are formed with the New Zealand host families and contact is continued after the



young women return home. Staff from Campbell often catch up with former students at alumni nights they attend overseas.

Exam preparation classes provide the required entry level for students who want to continue their study at a New Zealand university. While Campbell has anecdotal evidence that students from the school are well prepared for university-level study, and some students keep in touch post-course, this information is not currently captured in a way that enables tracking of employment rates or analysis of tertiary education success among graduates.

### 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 **Excellent**.

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

There is a system of rolling enrolments each week, enabling students to begin their study soon after they arrive in the country. Many students spoken to had enrolled at the school through word-of-mouth recommendations. Students consistently reported to the evaluation team that the school had met and often exceeded their expectations and that the atmosphere was welcoming, positive, and friendly.

To see how well the school meets stakeholder needs, Campbell recently completed a formal survey of some of its stakeholders. The results indicated that the programmes and activities offered by the school are meeting the most important needs of stakeholders. A good example of this is the Memorandum of Understanding the school has with Victoria University of Wellington (VIC), where the school accepts students from VIC who do not meet the foundation-level entry requirements needed to succeed at university level. These students upskill at Campbell and, when ready, return to VIC to begin their study.

Other indicators of how well programme matching occurs include pre-testing with an IELTS-type test that is harder than the standard test before the students attempt the IELTS exam, enabling students and tutors to gauge readiness for the actual test. Also, with the Demi Au Pair programme there is rigorous and thorough matching of the host families which includes police checks and character references. The programme also has a waiting list, indicating it is meeting stakeholder needs well.

Campbell uses feedback from students to improve programmes. For example, a longer orientation period of one week was introduced in response to student feedback, indicating that students would benefit from more time to orientate themselves to a new country and organise their living and travel needs prior to beginning formal study. This has been well received by students and is now part of business as usual. Another example is the equalising of travel costs for the au pair students so that those who live further from the school are not disadvantaged by having higher travel costs and therefore less money to spend each week. An

added result of this is that the school has been able to widen the geographical scope of its placement families, allowing a greater number of families entry to the programme.

Student evaluations sighted show that the programmes offered at the school are well planned and meet individual learner needs well. Former students keep in touch through social media and trade fairs, indicating that their experience at the school was positive. However, while the school collects and collates data and makes improvements as a result of the feedback received, it would benefit from analysing this data further to identify any issues or trends over time.

#### 1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Staff are well qualified, experienced practitioners. All the students interviewed and evaluations sighted by the evaluation team showed that students were positive about their learning experience, stating that the quality of the teaching was excellent and that the teaching was relevant and focussed on meeting the requirements of the programme being taught. Students appreciated the patience of the teachers who explained concepts carefully until the students understood them.

The teaching resources provided are good. There is a well-resourced library for the teachers, and professional development (mostly in-house) is timetabled on a regular basis. Other professional development opportunities include access to free Friday afternoon lectures at VIC. Staff meet regularly and the director of studies observes teachers' practice each year to maintain teaching standards. Teachers regarded the feedback and discussions from the observations to be practical and providing meaningful advice to improve their practice.

The teachers interviewed, across all programmes, noted that the owners were academics and teachers first, which meant that they understood and supported teaching. This was a significant point of difference for the teachers, some of whom had worked in situations where the owners were not teachers and appeared to have little appreciation of the importance of teaching effectiveness on learner progress.

The quality of the teaching experience for both teachers and learners is paramount at the school. The management and owners have considerable teaching experience in a range of situations, including at university level. They understand that supporting teachers is essential to maintaining the quality of the learning experience and ensuring the ongoing positive reputation of the school. The evaluation team was impressed by the thorough record-keeping and processes dedicated to supporting the teaching team.

## 1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Every new student sits a placement test and is interviewed one-to-one by a senior academic staff member regarding their study plans. First-week reviews are conducted by the student's native language counsellor, if possible, otherwise by a senior academic team member. Ongoing, effective guidance and support is provided by the same language counsellors who are available to discuss with students, in their first language, any issues that arise. The student handbook clearly explains the complaints process and the steps a student would need to take if they were unhappy with any aspects of their programme. It also contains information on local health services such as medical clinics.

The Demi Au Pair programme is particularly well supported, and feedback to the parents of the students is ongoing. The parents at home are able to be relaxed about their daughters travelling abroad because they know they are going into a family situation in New Zealand where the families have been thoroughly assessed to a high standard by the school. The host families choose their au pair from five or six possibilities. Once the au pair is selected, contact is made and information shared with the host family prior to the au pair arriving in New Zealand. When the au pair visit has been completed, the au pair and the host family evaluate each other. The results of these evaluations are used to decide whether the host family continues to have au pair students.

The school has effective systems in place to support and guide students both personally and academically. An example of the latter are the processes in place to guide students' progress between different English-level classes. Student support and guidance is available around the clock, and students reported that they knew which staff to approach for various issues and felt comfortable about approaching those staff members.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Staff at the school value their colleagues. This includes their management colleagues who they describe as highly supportive and who promote open, honest communication across all levels of the school. The school is currently in the process of moving from a primarily informal and professional, family-oriented business to a more formal management-driven business with key performance indicators. An example of this shift in emphasis is the appointment of an external advisor in 2011 to the previously family-only board. Another catalyst for the change in approach was the opening of the Auckland campus in 2008 and the challenges associated with managing two campuses, such as ensuring consistency of processes across both. This has been recognised and a full audit with recommendations was recently undertaken.

The business plan informs the day-to-day running of the school, and financial results are tracked carefully. The organisation is keen to maintain the advantages of the family business. This was evidenced by the teachers' involvement in the self-assessment discussions prior to this external evaluation and review. However, the senior management team told the evaluation team that they could improve communication with staff by providing ways for the tutorial staff to have greater input into decisions that would affect them.

Governance and management at Campbell are highly effective in supporting educational achievement as the staff are experienced practitioners committed to providing the best learner experience for their students. Managers are not office-bound, regularly visiting classes which is a testament to their genuine interest in the learners. Support for learners also goes beyond the New Zealand campus, with a scholarship programme available for international students.

There is clear evidence that self-assessment has been used to make ongoing improvements. However, while all the relevant data is collected and collated, there has not been sufficient in-depth analysis of this data to identify issues or trends over time. The organisation is in the process of moving from a predominantly family-based organisation to a more evaluative one. Part of this shift includes increased input from external advice, such as membership of English New Zealand, a peak body representing the English language sector both state and private.

The challenge for the organisation is to maintain the best of what already exists while incorporating the value that can be added from new approaches and ways of thinking. More time is required for the organisation to assess, through self-assessment, the effectiveness of this transition.

## 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 **Excellent**.

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

### 2.2 Focus area: Demi Au Pair programme

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

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

### 2.3 Focus area: Exam Preparation classes

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

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

### 2.4 Focus area: Pastoral support

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

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

# Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.*

*In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria approved by the NZQA Board.*

*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)).*

*Information relevant to the external evaluation and review process, including the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eeer/introduction/>*

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