



NEW ZEALAND **QUALIFICATIONS** AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

---

**QUALIFY FOR THE FUTURE WORLD**  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

# External Evaluation and Review Report

The Campbell Institute Limited

Date of report: 9 June 2020

# About The Campbell Institute Limited

---

*The Campbell Institute (Campbell) provides English language programmes for international students who want to pathway to further study, or who are studying for personal goals. Campbell has delivery sites in Wellington and Auckland and is part of the UP Education Group of tertiary education organisations.*

---

Type of organisation:	Private training establishment (PTE)
Location:	Level 3 and 4, West Wing, Wellington Railway Station, 2 Bunny Street, CBD, Wellington
Code of Practice signatory:	Yes
Number of students:	Domestic: nil International: 112.2 equivalent full-time students, representing 49 nationalities
Number of staff:	20 full-time equivalents
TEO profile:	<a href="#">The Campbell Institute Ltd</a>
Last EER outcome:	At the previous external evaluation and review (EER) of The Campbell Institute in May 2016, NZQA was Highly Confident in the PTE's educational performance and in its capability in self-assessment.
Scope of evaluation:	Two focus areas were selected: General English, which includes the majority of students. Demi au Pair and Cambridge Advanced is a niche programme delivered for over 10 years with fewer students.
Significant Changes	In May 2017, The Campbell Institute was purchased and is now owned by Pathway Education Group Limited – which in turn is wholly owned by UP Education Limited.
MoE number:	7480
NZQA reference:	C37891
Dates of EER visit:	12 and 13 March 2020

*Final*

The evidence synthesis and drafting of the EER report was extended due to the national lockdown in response to COVID-19.

# Summary of Results

---

*The Campbell Institute has experienced many significant changes since the last EER, and throughout has continued to deliver quality English language outcomes for learners. Strong achievement and programme evidence – alongside less comprehensive but generally high-quality self-assessment – provides sufficiently compelling evidence to demonstrate that the most important needs of learners and stakeholders are being comprehensively met.*

---

## **Highly Confident in educational performance**

- Effective processes and rigorous monitoring of progress, including analysis and benchmarking, underpin the strong student achievement.
- The immediate and important outcomes for all Campbell students are evident. Systematic and nuanced self-assessment activities would provide more useful and specific feedback to demonstrate the extent of the value of these outcomes.

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

- Highly effective teaching of relevant, reviewed programmes, where academic standards and integrity are maintained, ensures quality teaching and learning.
- Purposeful and authentic support, both academic and personal, is sustaining students in their learning. The quality of the data collected could be improved to draw insightful findings and more convincing conclusions.
- Significant changes have occurred in governance and management. Nonetheless, continued strong achievement and outcomes for students are clearly evident. A more coherent approach to the quality of data collected and analysed at an organisational level would be beneficial.
- Effective processes are in place to manage core compliance obligations and accountabilities.

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

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Campbell's English language students, regardless of their programme of study, are acquiring English language skills and progressing at individual rates that are mostly consistent with international research and a recognised measure of language acquisition (see CEFR below). Additional support is provided for students who progress at slower rates.</p> <p>All student progress is monitored and collated monthly and annually per campus, providing data to enable teachers to support student achievement. The result is strong individual achievement and institution-wide performance.</p> <p>Robust internal moderation and student external exam results validate achievement data, which indicates that 85 per cent of students progress one level of the Common European Framework of Reference (CEFR) in one full 12-week rotation. Students who do not progress at this rate are able to extend and consolidate their study without repeating course material. Cambridge Advanced English (CAE) data for 2017–2019 indicates that 89 per cent achieve C1 level or higher for those who sit the exam. There is clear understanding regarding the 11 per cent who do not achieve this level. Students in the Certificate in English Language Teaching to Adults (CELTA) courses for 2018 and 2019 have 100 per cent success. International English Language Testing System (IELTS) testing results have been more difficult for Campbell to confirm; however, examples of cohort success are evident.</p>
Conclusion:	Effective processes and rigorous monitoring of progress, including analysis and benchmarking, underpin strong student achievement.

<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>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students study English at Campbell to learn, improve and gain confidence in English language competency for personal, work or study goals. Demi au Pair students also live rent free, earn some money and experience life in Aotearoa New Zealand within a family.</p> <p>These immediate and important outcomes for students are clearly evident at the completion of their time at Campbell and are highlighted in the English exit test results. Anecdotal evidence, such as speeches at graduation and recently begun exit interviews for General English students, provides Campbell with insights beyond English language progress. However, this evidence is not yet systematically collected, analysed or effectively used.</p> <p>Demi au Pair exit feedback is providing some quality feedback which is analysed and used effectively to provide ‘tips and tricks’ for new enrolments. The mechanisms to gather and share feedback with host families could be improved.</p> <p>The Demi au Pair host families are a small but important stakeholder who, in exchange for providing accommodation, food and some ‘pocket money’, receive support with childcare and in running a household. Those interviewed by the evaluators reported cross-cultural benefits for both the au pair and family.</p> <p>Short-term outcomes for the General English students include progress to further study and work and the ongoing benefits of study – such as those anticipated by the Demi au Pair students – that the skills developed will enable them to gain employment. However, these outcomes are known only anecdotally and are not clearly or coherently evidenced.</p>
Conclusion:	The immediate and important outcomes for all Campbell students are evident. Systematic and nuanced self-assessment activities would provide more useful and specific feedback to demonstrate the extent of the value of these outcomes.

**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>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Campbell's English language programmes effectively match the needs of learners. English New Zealand audits in 2017 and 2019 validate the academic standards and recognise the quality of Campbell teaching staff, curriculum and course delivery. This ensures that the integrity of programmes is maintained.</p> <p>Internationally regarded texts and testing are supplemented with resources comprising communication activities, worksheets and assessments, all of which are structured. Teaching staff have access to shared resources and assessments between campuses through online platforms.</p> <p>There is consistency in academic oversight and support, curriculum design and assessment activity at both campuses, which supports and enhances teaching practice.</p> <p>Campbell designs and structures the Demi au Pair programme of study to ensure that teaching hours do not conflict with au pair responsibilities, such as being available to host families to take care of children.</p> <p>In addition to high-level feedback from student surveys, useful information is provided through scheduled teacher meetings, online communications and reviews of student progress. Campbell uses this information to make adjustments to materials and assessments, effectively matching the teaching and learning needs of students.</p>
Conclusion:	Highly effective teaching of relevant, reviewed programmes, where academic standards and integrity are maintained, ensures quality teaching and learning at Campbell.

## 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>Comprehensive and timely information is provided to international students. Feedback from a focus group of selected students one week after enrolment indicates that students find orientation very helpful.</p> <p>Individual student progress in General English programmes is tracked formatively each week, providing feedback on progress to students. Summative assessments occur every six weeks, enabling appropriate and timely intervention by teachers to support continued progress.</p> <p>Six-weekly individual sessions for students with their morning class teacher have recently been introduced, to provide direct feedback to students. Students and teachers are finding this a valuable mechanism for providing additional support and guidance to students. The added benefit is the formal opportunity of one-to-one engagement between teacher and student.</p> <p>Activities coordinators on both campuses run a daily activities programme which most students engage in and rate highly. The daily programme supports learners in building friendships and support networks, and helps develop a sense of belonging, all important for international students' wellbeing.</p> <p>Demi au Pair students have a range of benefits intrinsic to the programme of study, such as making friends with others in the cohort, financial and personal security through living with a family, and daily opportunities to apply their English language skills.</p> <p>Campbell understands the effectiveness of support through ongoing connection with the students, the week one focus group, and a survey questionnaire at week 10. However, the feedback is high level and provides limited ability to analyse or draw meaningful conclusions, other than to confirm high rates of satisfaction.</p>



Conclusion:	Purposeful and authentic support, both academic and personal, is sustaining students in their learning. The quality of the data collected could be improved to draw insightful findings and more convincing conclusions.
-------------	--

### 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>Campbell management has a clear understanding of the direction and purpose of the PTE. A strategic plan clarifies the way forward. UP Education values have been integrated into Campbell as their own; they are relevant and evident in the life of the PTE. Operationalising and monitoring these underpinning documents are important to maintaining Campbell's unique offering within the UP Education Group.</p> <p>Governance by UP Education supports and resources the planned direction effectively. There has been a significant investment in IT resources to support learning and teaching. The provision of centralised services by UP Education Group allows Campbell to focus on teaching English language and provides business and financial sustainability.</p> <p>Campbell responds effectively to change. Management has acted on the recommendations from the last NZQA EER report. Professional development funding and opportunities have improved, and internal moderation and effective engagement of staff with management have been well addressed. The PTE has incorporated aspects of Aotearoa New Zealand culture into the curriculum and institute; this is a work in progress.</p> <p>There has been sound management and communication with staff about the significant and numerous changes that have occurred since the previous EER. The student experience and English language outcomes have been maintained, validating the strong organisational academic leadership.</p> <p>Systems and processes to gather data and feedback focus on priority areas. Some have more recently been in place and are embedding, while others are effective but not yet comprehensive or of consistently high quality. Considering the significance of</p>

	changes within Campbell, this is to be expected.
Conclusion:	Significant changes have occurred in governance and management. Nonetheless, continued strong achievement and outcomes for students are clearly evident. A more coherent approach and focus on the quality of data collected, and systematic analysis at an organisational level, would be beneficial.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>UP Education Group and Campbell Institute have oversight and responsibility for compliance accountabilities. Code of Practice requirements are also primarily undertaken by UP Education Group. Staff within Campbell are aware of their obligations under the code, in particular for student pastoral care and wellbeing. The annual review of the code is complete, and ongoing internal audits were described although not evidenced. All the student files sampled by the evaluators have the necessary documents.</p> <p>Compliance obligations in relation to NZQA registration and Immigration New Zealand rules are well understood and monitored by governance and management, including monitoring and responding to the COVID-19 pandemic.</p> <p>NZQA attestations and returns have been met within required timeframes. There is one non-compliance related to Fit and Proper Person declarations, which have not been provided to NZQA. Site approvals, although delayed, and approved programme delivery indicate no gaps in capability to monitor or manage compliance accountabilities.</p> <p>UP Education Group's quality management policies and processes are being systematically reviewed by Campbell staff to aid familiarisation and identify areas unique to the PTE.</p>
Conclusion:	Effective processes are in place to manage core compliance obligations and accountabilities.

# Focus Areas

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

## 2.1 Focus area: General English

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

## 2.2 Focus area: Campbell Demi au Pair and Cambridge Advanced (Certificate in CEFR Level C1 English)

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

## 2.3 Focus area: International Student Support and Wellbeing

Performance:	<b>Excellent</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 The Campbell Institute Limited:

- Review the quality of the data collected to provide more comprehensive and varied information for analysis and use across the organisation.

## 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.*

NZQA requires The Campbell Institute Limited to:

- Complete and submit Fit and Proper Person declarations from The Campbell Institute directors, as required under the Education Act – sections 233B(3)(a) and (b).

# 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.*

---

<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/>.*

*Final*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)

*Final*