

# Report of External Evaluation and Review

Canterbury International College Ltd

Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 22 November 2013

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*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

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|---|---|
| Name of TEO:  | Canterbury International College Ltd (CANIC)  |
| Type:   | Private training establishment (PTE)  |
| Location:   | 62 Ferry Road, Christchurch   |
| Delivery sites:   | Only one site as above  |
| First registered:   | 10 April 2003   |
| Courses currently delivered:  | Certificate in School Curriculum Studies  |
| Code of Practice for the Pastoral Care of International Students signatory: | Yes for learners aged 14-18 years and 18 years of age and over  |
| Number of students:   | International: 15 equivalent full-time students   |
| Number of staff:  | Four full-time and three part-time  |
| Scope of active accreditation:  | As noted above  |
| Distinctive characteristics:  | CANIC is associated with Catholic Cathedral College <sup>1</sup> (CCC) and in effect is the international student office for CCC. Students spend up to 64 |

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<sup>1</sup> <http://www.ero.govt.nz/Early-Childhood-School-Reports/School-Reports/Catholic-Cathedral-College-08-09-2009> – latest Education Review Office report. CCC was reviewed recently by ERO but the report has not yet been published.

|                                     |  |
|-------------------------------------|--|
|                                     | per cent of their time in classes at CCC and up to 39 per cent in English language classes at CANIC.   |
| Recent significant changes:         | CANIC appointed a part-time principal in late July 2013.   |
| Previous quality assurance history: | The previous external evaluation and review, on 10 December 2009, resulted in NZQA being Confident in CANIC's educational performance and Confident in its capability in self-assessment.<br><br>Recent (and previous) national external moderation by NZQA of CANIC's assessments show that some assessment materials require modification to meet the requirements of the New Zealand Qualifications Framework (NZQF) unit standards, and some assessor decisions are not at the national standard. CANIC has submitted an action plan to NZQA to remedy these issues. |
| Other:                              | As with other Christchurch-based providers, CANIC is still experiencing the after-effects of the 2010 and 2011 earthquakes. In effect, CANIC operates as the international student department of CCC, recruiting and supporting students who attend both CANIC and CCC.  |

## 2. Scope of external evaluation and review

This evaluation included all of the organisation's educational activity. Three focus areas were chosen, including governance, management and strategy (mandatory), international student support (mandatory) and the only programme delivered, the Certificate in School Curriculum Studies (Level 3).

## 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.*

A team of two evaluators visited CANIC's only site for one and one half-days. The evaluators interviewed management, tutors, students and external stakeholders, and reviewed a range of the organisation's documents, records and files.

# Summary of Results

## Statement of confidence on educational performance

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

Over the past three years, between 88 and 100 per cent of students have succeeded in achieving their goal to graduate with the required credits on the NZQF to gain university entrance. This level of achievement exceeds the New Zealand secondary school averages of 76-84 per cent for National Certificate of Educational Achievement (NCEA) levels 2 and 3 respectively.

A small group of students enrol with the main purpose of improving their English language and experiencing the Kiwi way of life. Student survey results show that this group is satisfied with their language improvements and with their cultural experience.

CANIC's graduate intentions show that a high proportion plan to enrol for study with the University of Canterbury or Christchurch Polytechnic Institute of Technology. However, at this stage, apart from staff hearing from many past students informally, there is little follow-up to confirm that this is happening, or how successful these students are in their higher studies. CANIC has plans to follow up longer-term outcomes, and is developing processes to implement this.

CANIC provides students with a good level of information about studying in New Zealand prior to and following enrolment, and students are well supported during their enrolment. Documentation sighted during this evaluation indicated that CANIC meets the requirements and spirit of the Code of Practice for the Pastoral Care of International Students.

The one full-time teacher has appropriate subject qualifications, as well as formal teacher training, and has some appropriate ongoing professional development in place. Two part-time tutorial staff are also employed for supplementary tutorial sessions. These tutors have good subject knowledge and qualifications but have not as yet been through any adult teacher training. Assessment materials and assessor decisions are not well moderated by CANIC. However, the close association with CCC, which shares responsibility for teaching CANIC students, mitigates this risk somewhat. National external moderation conducted by NZQA over the past four years indicates that there are concerns about the quality of the assessment material, but the number of samples identified as not being assessed at the national standard is reducing. CANIC's appointment of a well-qualified teacher to replace two previous teachers indicates a commitment to improving the consistency and reliability of assessment.

CANIC has recently appointed a part-time principal, in part to bring improved educational skills and knowledge to the organisation. It is still too early to see any

results from this appointment. The lack of a principal with educational experience has left the organisation with some gaps, for example in educational factors such as staff performance appraisals and professional development.

While there are some concerns about assessment, and this raises some questions about the validity of students' achievements, neither CANIC nor NZQA has received any complaints from students or other tertiary education providers. The student roll is continuing to grow after the 2010-2011 earthquakes, indicating that students and their families are satisfied with their experience studying at CANIC, and anecdotal information held by CANIC indicates that an undefined number of graduates have progressed on to higher tertiary study within New Zealand.

## Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **Canterbury International College Limited**.

CANIC's capability in self-assessment is partly documented but largely informal, and not as well coordinated or complete as it could be. However, with only four staff and 15 students, this informal approach is in essence fit for purpose and is informing the organisation of emerging issues, at least in the immediate term, for example with students' attendance, confidence in their new environment, or achievements and progress in class. The owner and his staff are using this mixture of formal and informal processes to address issues as they arise to bring about improvements, for example to students' attendance and study skills. This is reflected in high student survey satisfaction rates and positive comments, and high academic achievement rates.

CANIC staff are long serving and have a good level of knowledge of what is working well, and of emerging issues. There is a level of informal reflection that complements the undocumented self-assessment.

The organisation has access to the CCC database to enter attendance at CANIC and to monitor learner attendance at CCC classes. Academic progress is well monitored and tracked by spreadsheet, and year-on-year achievement rates are monitored. However, although it is acknowledged that there are too few students for formal statistical analysis, CANIC is yet to review this data for patterns or trends, for example to compare results across subjects or across learners.

CANIC is yet to develop a system or coordinated approach to self-assessment. The informal processes used currently are to some extent fit for purpose for the school size. However, with plans to increase student numbers, CANIC's unstructured approach to internal review and evaluation is potentially leaving the organisation vulnerable to missing areas of poor performance or opportunities for improvement.

# Findings<sup>2</sup>

## 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 **Adequate**.

Students are achieving at a very high rate, with between 88 and 100 per cent achieving their goal of gaining the minimum NZQF credits for university entrance in New Zealand over the last three years. This level of achievement compares well with the New Zealand secondary school averages of 76-84 per cent for NCEA levels 2 and 3 respectively.

A number of students also complete NCEA level 2 or 3. Students' course completion rates are close to 100 per cent, with only one student in the past year being withdrawn because of poor attendance and behaviour issues. However, this record must be considered in light of some ongoing concern raised over the quality or consistency of assessment resulting from national external moderation by NZQA of assessment materials and assessor decisions. Moderation over the past four years has identified areas requiring improvement, although, on the whole, the assessments sampled show an improvement over time. Moderation is further discussed in section 1.4.

CANIC's self-assessment processes, including teacher observations and student surveys, indicate that students are achieving considerable improvements in 'soft skills', such as confidence and understanding of the more interactive style of Western world education, requiring critical thinking skills. This is preparing students well for later success at higher tertiary education, where the majority intend to progress to. Graduate intentions show that 70-80 per cent plan to enrol with the University of Canterbury or Christchurch Polytechnic Institute of Technology. CANIC staff hear from many past students who have enrolled in further study, but this information is not documented, so specific enrolment numbers or rates of success are not well known.

A minority of students enrol at CANIC on short courses to improve their English language and to experience the Kiwi way of life. The student surveys are the main tool used to measure this group's success, and the satisfaction ratings are consistently very high: 4 or 5 on a 1-5 scale.

CANIC's self-assessment processes include, for example, documenting students' attendance rates, subject pass rates and NZQF credit achievements. This

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<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

information is clearly documented, and attendance is closely monitored, with students being provided with supplementary tutorials when achievement drops, and followed up when attendance drops. However, while academic achievement is recorded and tracked, there is little formal or documented analysis of trends and patterns to identify areas for improvement. CANIC identifies this as being partly due to the low student numbers (15). However, the current low student enrolments provide CANIC with an opportunity to review and analyse student achievement more than is being done currently.

## 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 **Adequate**.

The primary value that students gain from CANIC is access to enrol for tertiary study with New Zealand universities. As noted, the majority of students achieve the minimum credits and have that intention when they leave CANIC, and staff subsequently hear from many ex-students that they are studying at the University of Canterbury or Christchurch Polytechnic Institute of Technology. However, as noted, this information is not documented and therefore the extent of this added value cannot be determined precisely.

CANIC surveys its students to determine satisfaction with their progress, achievements and improved confidence to study at a tertiary level, and results show students perceive that they are gaining considerable value. Ratings are consistently 4 or 5 on a 1-5 scale, where 5 is 'strongly agree' with the survey statements. Students interviewed at this evaluation confirmed this, and noted that the level of engagement with the teachers in class and mixing with local students on weekend trips also added value to their experience.

While CANIC staff have few formal records of students being enrolled in other tertiary institutions and succeeding, they have strong informal networks with local tertiary education institutions, and a good level of anecdotal information suggesting students gain value from their study. However, this unrecorded approach may be leaving the organisation vulnerable to losing this organisational knowledge. Further, this approach leaves the organisation with less ability to review patterns or trends over time, or to identify emerging issues objectively.

### 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 **Adequate**.

The programme and related activities are well matched to students' current academic study needs, as evidenced by students' success and the growth in student numbers from CANIC's Chinese sister schools and referrals by word of mouth.

CANIC has an open-entry policy, with no prerequisite English language level. Students requiring supplementary study support have access to after-school tutorials on Tuesdays and Thursdays, which are providing students with the necessary targeted study advice and learning tools to succeed. Academic success overall indicates that this support is effective.

Parents receive regular updates about their child's academic progress as well as how they are settling in with their homestay families, and this information is translated into parents' first language, ensuring there are no barriers to understanding. Students are encouraged to maintain regular communication with their families back home via telephone or social networking sites.

Structured self-assessment in this area is light apart from the student surveys, which are used, for example, to identify and improve on issues such as students struggling with understanding or interpreting assessment questions. Although, as noted, there are regular communications with Chinese sister schools and parents, and the electronic records of these are maintained within software applications, no formal log or other record is kept to refer to if required. This may leave CANIC vulnerable to being unable to show it has taken all reasonable steps to meet students' and other stakeholders' needs, should a serious issue arise.

### 1.4 How effective is the teaching?

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

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

Student achievement rates are an indicator of the effectiveness of the teaching; the majority of students achieve their immediate study goal, which is to graduate with the required credits on the NZQF to gain university entrance.

Students are taught by a combination of CANIC teachers and CCC teachers, to cover the breadth of school subjects, where they are focused on gaining NCEA level 2 or 3. CCC teachers are trained and registered, and the sole full-time CANIC teacher is a qualified secondary teacher and has appropriate subject qualifications.

This combination is providing CANIC students with a wider range of teaching styles and subject choices than CANIC could otherwise provide on its own.

As noted, CANIC has a history spanning the past four years of not meeting national external moderation requirements. Some issues are low-risk, requiring minor changes to assessment material to fully meet NZQF standards. However, the ongoing issues indicate that CANIC has not fully addressed concerns as they have been identified, raising some doubt over both CANIC's self-assessment capability and the validity of the students' achievements. The mitigating factor here is that no complaints or concerns have been lodged with CANIC, NZQA or the International Education Appeals Authority, for example about students' subsequent failure to gain entry to university. There is also no evidence of learners struggling in higher programmes.

CANIC has not established a structured process for teacher appraisals and ongoing professional development. However, the recent appointment of a part-time principal with extensive educational experience and knowledge of CANIC is likely to improve this.

Self-assessment includes monitoring students' attendance, which sits at 85 per cent on average, and close monitoring of students' academic progress via the CCC database and spreadsheets. While this information is complete and accurate, there is limited formal analysis for ongoing improvements.

## 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 **Adequate**.

CANIC supports and cares for the students well, providing them with sufficient and appropriate information, including staff phone numbers for 24/7 access in case of an emergency.

Evidence reviewed at this evaluation indicated that the requirements and spirit of the Code of Practice were met. However, while staff have clear checklists for enrolling students, the organisation has limited structural checks on its compliance with the code, indicating that it may not be aware if it was not compliant in some aspect. Some critical documentation in relation to the code was not being backed up on the computer at the time of this evaluation, but this was rectified the following day by the owner, significantly improving the security of documented evidence. Student surveys indicate that learners' feel well cared for and supported on first arrival in New Zealand, and this was also confirmed by evidence of staff visiting homestays to check that students were comfortable and happy there. CANIC has moved students to new homestays when they are not happy, indicating ongoing concern and care for their welfare.

Following the 2011 earthquake, CANIC staff accompanied some students back home to China, to ensure they were safe and that their parents felt secure with the arrangements. Many of these students returned at a later time to continue with their studies and were subsequently successful in graduating with university entrance.

CANIC has little documentation for self-assessment in the area of guidance and support. This is, as noted, common across most aspects of the business. The concern here is that this limits the organisation's capability to objectively review how well it is performing or to develop areas for improvement in a structured way. Further, in regard to international students and the Code of Practice, a level of documented proof of compliance is necessary, especially regarding the under-18-year-old students' care and protection. Some compliance information had been lost due to computer failure. This was being addressed on the second day of the evaluation.

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

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

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

Until the recent appointment of the CANIC principal (a past principal of CCC), the organisation had limited educational experience and expertise. The effect of this is that there are a number of educational matters that have not been well planned and managed. Examples are the moderation of assessment material, staff training in the moderation of assessment, staff performance appraisals and ongoing professional development. The new principal has developed an action plan to address these issues.

However, as noted, students are taught by a combination of CCC and CANIC teachers, mitigating this concern about moderation to some extent. There was also evidence that CANIC is well supported by the CCC administration and academic staff, providing additional educational knowledge and support.

Students are succeeding in their studies at CANIC, and there is at least some anecdotal information about students moving on to higher-level tertiary study, indicating that the overall focus on academic achievement and support is resulting in meaningful academic achievements. This is qualified by the concerns mentioned earlier around assessment moderation and the lack of specific data to confirm that graduates are enrolling at university and subsequently succeeding there.

CANIC has sought external educational advice and input where it felt it does not have the expertise on staff, and this has helped the focus on educational achievement. However, the organisation has not yet fully adopted an evaluative approach to quality assurance, or embedded a culture of reflection and internal

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enquiry into how well CANIC is performing in supporting educational achievement, and how well it knows this.

## 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 **Adequate**.

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

### 2.2 Focus area: International student support

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

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

### 2.3 Focus area: Certificate in School Curriculum Studies (Level 3)

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

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

# Recommendations

NZQA recommends that Canterbury International College:

- Continue to develop processes to keep appropriate records and documents to improve the objectivity of self-assessment
- Further develop the analysis of educational performance data to identify areas of strength and weakness and areas for improvement
- Establish and implement processes to determine teaching effectiveness, such as staff appraisals and professional development
- Continue to develop staff understanding of evaluative quality assurance
- Continue to develop staff knowledge of the organisation's responsibilities under the Code of Practice.

# 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 NZQA 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](http://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/>.*

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