

Report of External Evaluation and Review

Canterbury International College
Limited trading as Canterbury
International College

Confident in educational performance

Confident in capability in self-assessment

Date of report: 5 May 2015

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.....	5
Summary of Results	6
Recommendations	15
Appendix	16

MoE Number: 7558
NZQA Reference: C18210
Dates of EER visit: 25 and 26 February 2015

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:	Canterbury International College Limited trading as Canterbury International College (CANIC)
Type:	Private training establishment (PTE)
First registered:	10 April 2003
Location:	62 Ferry Road, Christchurch
Delivery sites:	As above
Courses currently delivered:	Certificate in School Curriculum Studies (Level 3)
Code of Practice signatory:	Yes, approved for learners aged 14-17 years and 18 years of age and over
Number of students:	Domestic: nil International: 25 students enrolled at the time of the external evaluation and review (EER); seven students were between 14 and 17 years of age. Further enrolments are expected during 2015. All of CANIC's students are Chinese.
Number of staff:	Four full-time staff and one part-time staff.
Scope of active accreditation:	<ul style="list-style-type: none">• Certificate in School Curriculum Studies (Level 3)• Certificate in General English with Examination preparation (Level 3)
Distinctive characteristics:	CANIC is associated with Catholic Cathedral College and provides an English language

pathway to tertiary study in New Zealand. Individual study programmes (for the National Certificate of Educational Achievement (NCEA) Levels 2 and 3) are provided to enable students to achieve the New Zealand University Entrance requirement. Some students are required to undertake an English for Speakers of Other Languages (ESOL) programme initially, depending on their level of English. The reading and writing component of the University Entrance requirement (a minimum of 10 credits, five in reading and five in writing) is delivered and assessed by CANIC (comprising three Achievement Standards (AS 91106, AS 91105 and AS 91101)). Catholic Cathedral College is contracted by CANIC to deliver and assess other subject areas (usually mathematics and science, depending on student interest and abilities). CANIC provides optional tutorials to support students in these other subjects.

Recent significant changes: Since the beginning of 2014, CANIC has offered an additional pathway to tertiary study through an agreement with a local university. This pathway is available to students who have previously attended a Chinese university and meet a minimum standard of English language. This pathway may result in a growth in student numbers, which have declined over recent years.

A new principal was appointed (0.2 full-time equivalent) in August 2013. At the time of the EER, a handover was occurring between the teacher (who has resigned) and his replacement.

Previous quality assurance history: The previous EER, on 13 and 14 August 2013, resulted in NZQA being Confident in CANIC's educational performance and Not Yet Confident in its capability in self-assessment.

Since the previous EER, CANIC has reported on an action plan to meet the national external moderation requirements of NZQA, including improved moderation processes and professional development for teachers. CANIC met requirements for two standards in 2014. It was noted that two learners presented duplicate

material for one assessment.

CANIC was also reviewed by NZQA School Quality Assurance and Liaison in September 2014 as part of a regular cycle of review. The report notes strengthened processes and ongoing improvements, particularly in relation to assessment and moderation.

Other:

CANIC has relationships with several sister schools in China; approximately 70 per cent of students originate from one school in Hubei.

2. Scope of external evaluation and review

The following focus areas were agreed for the EER:

- Governance, management and strategy – this is a mandatory focus area
- International student support – all learners are international students, and a significant proportion of them are less than 18 years of age
- Certificate in School Curriculum Studies (Level 3) – this is the sole programme offered by CANIC, and provides for students to complete achievement standards at NCEA Levels 2 and 3 in order to gain New Zealand University Entrance.

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 for one and a half days. The evaluators interviewed the principal, teacher, director of studies, office administrator and six current students. An interview was also held with the assistant principal, Catholic Cathedral College. Phone interviews were conducted with the owner and marketing manager (both board members) and three ex-students. The evaluators reviewed a variety of documents, including management and academic documentation, achievement information (including the student database) and student information.

Summary of Results

Statement of confidence on educational performance

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

The reasons for this judgement are as follows:

- CANIC students are achieving their study goals for gaining the entry requirements for university-level study in New Zealand, and most go on to enrol at New Zealand universities and institutes of technology. CANIC reports that the students succeed in their tertiary studies, although only limited evidence of this was available.
- CANIC offers individualised study programmes (at NCEA Levels 2 and 3) which reflect each student's English language abilities and other academic interests. During 2014 the English language offering was extended to include an ESOL programme for the increasing number of students requiring additional tuition before attempting the NCEA curriculum.
- The delivery model, which includes both individual study and group work in the CANIC classroom, as well as participation in regular high school classes, provides opportunities for students to build their independent learning skills as well as gain confidence in a New Zealand learning environment. CANIC monitors and reports on student motivation, attitudes and behaviour.
- Teaching at CANIC is generally effective in the context of a challenging learning environment which includes a wide range of ages and English language abilities, a mix of self-paced and structured learning activities, rolling intakes and individual timetables leading to a constantly changing class composition (resulting from students moving between CANIC and their school subjects). Learner achievement data is underpinned by robust and transparent assessment and moderation practices.
- CANIC relies on informal processes, individual relationships and regular communication to manage many aspects of academic and pastoral activity. Generally this is effective for managing individual student progress and ensuring their well-being, although greater clarity on roles and communication protocols with regard to Catholic Cathedral College could improve the quality of support and guidance overall.
- Adequate educational and management oversight is provided by an experienced principal who is employed on a part-time basis. However, he is constrained in developing further initiatives for improvement by limited time and resources.

Statement of confidence on capability in self-assessment

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

The reasons for this judgement are as follows:

- CANIC gathers data that covers the most important aspects of its performance. A new student database assists with the monitoring and understanding of learner progress (such as English language level or NCEA credits gained, and assessments of behaviour and motivation) which informs ongoing programme planning. While the focus is generally on individual learners, some preliminary analysis of learner achievement has been developed to understand trends over time, although at this stage there is limited evidence of its use for improvement purposes. Learner outcomes data is reviewed, summarised and reported to governance on a six-monthly basis.
- Evidence of capability in self-assessment is found in improvements made to assessment and moderation practices and, associated with this, processes to support the professional development and reflective practice of CANIC's teacher. These improvements increase confidence in the validity of the educational achievement data. There is also evidence of positive impacts on teacher effectiveness and confidence.
- CANIC largely relies on strong interpersonal relationships and day-to-day contact to gather information on the needs and well-being of individual students. Student surveys, conducted every term during 2014, were overwhelmingly positive, but the utility of this process for gathering meaningful feedback on which to base improvements is limited and further review is warranted.

The evaluators found some evidence of CANIC using feedback to improve important activities, such as communication with homestay parents and compliance with the Code of Practice for Pastoral Care of International Students. NZQA finds that the quality and validity of some self-assessment information is weak and is not always used systematically. However, significant progress has been made since the previous EER in developing a self-assessment framework and making meaningful improvements to key aspects of educational performance. The organisation's commitment to improvement is noted. Accordingly, NZQA is prepared to express confidence in CANIC's capability in self-assessment.

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**.

CANIC has evidence that most students are achieving their study goal for gaining the entry requirements for university-level study in New Zealand. The time taken and the pathway towards this goal vary, depending on the student's level of English at enrolment and their readiness for the New Zealand high school curriculum and learning environment. University Entrance achievement data from 2011-2013 shows a steady rate of achievement over that period (between 83 and 100 per cent). The result for 2014 reflects a very small number of potential candidates for University Entrance, two of whom opted to take up offers at tertiary organisations.

CANIC has sound processes for assessing and monitoring achievement at all stages. Achievement records for current students show students progressing through the ESOL programme and achieving NCEA credits. Several current students have achieved excellence and merit grades for NCEA Level 2 credits for their curriculum subjects. CANIC reports that total credits achieved at level 2 are gradually increasing, while the number of level 3 credits is declining, reflecting changes in the age and academic level of students enrolled from 2013. CANIC's assessment and internal moderation processes are generally sound, which provides confidence in the validity of learner achievement data.

Since the beginning of 2014 an increasing number of students have been assessed as having English language levels below pre-intermediate. CANIC closely monitors the progress of these students through an ESOL programme, which is generally of between four and six months duration, before they are ready to embark on NCEA Level 2 English and other curriculum studies. Interviewees reported that a minimum English language entry level would be established during 2015.

CANIC monitors the development of each student's attitudes and attributes, particularly their motivation, confidence and capacity for independent learning. Regular ratings for 'self-management' are provided by Catholic Cathedral College and these, together with comments from the CANIC teacher, become part of the achievement record and inform programme planning. There is a clear set of processes around this activity, which provide for additional guidance and/or repercussions for ongoing poor self-management as well as the opportunity to

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

recognise excellent performance. This is important for young learners accessing a new education system.

Since the previous EER, CANIC has implemented a student database which is primarily used for recording and monitoring individual learner progress. There is some rudimentary analysis of learner achievement overall, although at this stage there is limited evidence of its use for improvement purposes. Learner achievement data is reviewed and summarised and reported to governance regularly. Pastoral and academic information is captured in an end-of-year report for each student, which is also translated and provided to students' families.

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**.

There is good evidence that CANIC is meeting the expectations of key stakeholders, including learners, for valued outcomes. Most students go on to enrol at New Zealand universities and institutes of technology (six out of eight in 2012, seven out of eight in 2013, and three out of three in 2014). CANIC also reports that most of these students are succeeding at tertiary level. However, this information is not systematically gathered or recorded, and there is limited understanding of the strengths and weakness of CANIC's educational provision in preparing students for further study.

CANIC's educational provision is underpinned by longstanding relationships with several sister schools in China and with Catholic Cathedral College locally. Since 2014, CANIC has developed an additional English language pathway to university for students who have already gained admission to a Chinese university. Stakeholder feedback is gathered and shared informally by two governance members who visit China frequently. CANIC reports that families and schools off-shore value the opportunities provided by CANIC for an educational experience in a caring and supportive environment which prepares them for tertiary-level study. CANIC's understanding of the value of outcomes is based on culturally appropriate processes for building and maintaining strong relationships with students, families and sister schools. The small size of the organisation ensures that the value is well understood by all staff and reflected in day-to-day practices.

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**.

CANIC offers individualised English language pathways to tertiary study which are closely matched to individual learning needs and interests. An initial test is used to establish students' level of English. Currently most students require at least several months of an ESOL programme before they progress to the NCEA Level 2 curricula. There is evidence that CANIC's English programme scaffolds student learning effectively, that student progress is monitored closely, and that an informed judgement is made on when a student is ready to attempt NCEA summative assessment.

In order to achieve University Entrance, students must also attend classes at Catholic Cathedral College and pass the required achievement standards at NCEA Level 2 in other subjects. Their choice of subjects depends on their academic history and interest, as well as their study objectives, and is determined in discussion with Catholic Cathedral College. The need for students to have adequate competency in speaking and listening is acknowledged by CANIC. However, it is not clear how effectively the programme prepares students for classroom interactions or whether individual abilities in this regard are considered sufficiently when a Catholic Cathedral College programme is established.

CANIC has developed an English programme with set activities occurring at regular times during the day which provides a structure for a mix of individual, self-paced activities and group work. The ESOL programme is based on the workbooks for an international text, with the addition of some New Zealand content and resources. The NCEA programme is based on three achievement standards in reading and writing. Activities such as a daily diary, reading logs, grammar exercises and watching English-language movies provide a framework for tuition and feedback. This approach draws on a limited range of resources and teaching tools. Feedback from some students indicates they can lose interest in repetitive tasks and disengage over time. However, the programme provides considerable opportunity for self-directed study and requires students to self-correct and edit, taking responsibility for seeking further clarification from the teacher. This also represents good preparation for life in a New Zealand school and for tertiary study.

There is little integration between the CANIC and Catholic Cathedral College programmes, although some efforts have been made to broaden subject-related vocabulary, particularly in popular subjects, such as maths, physics and chemistry. However, CANIC offers optional tutorial sessions for these main subjects which provides additional support in relation to both content and language.

CANIC relies on its small size and daily interactions between staff and students to monitor the appropriateness of individual programmes and respond to individual

Final Report

needs. Due to the low level of English of some students in 2014, supplementary staff resources were provided to the CANIC classroom to provide additional support for ESOL learners, and this is also to occur in 2015. In addition, the organisation plans to review its English-language entry criteria. The curriculum document was reviewed for 2015 and the teacher reports that some additional teaching resources were either developed or accessed through professional development activities. An increased emphasis on connecting the individual to the wider world, and the addition of research standards, are particularly relevant for CANIC's students. While these are useful initiatives, they are examples of ad hoc decisions rather than a systematic approach to overall programme review and improvement.

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**.

Teaching at CANIC is generally effective, as is evidenced by the steady progress being made by most students towards their study goals. The programme, which focuses primarily on reading and writing, is delivered using a variety of methodologies to make it accessible to a wide range of learners. The curriculum statement and course outline specify the framework and approach to delivery. The teacher is capable of gauging readiness for preparation to be assessed at the appropriate level and in that way is able to customise learning. There is good evidence of ongoing monitoring of student progress using effective formative and summative assessment. Students receive clear feedback on their strengths and weaknesses, and how to achieve better results. This is particularly evident in relation to students' written work; a stronger focus on the evaluation and reporting of oral work would also be useful. Student feedback on their learning experience is generally positive, although the surveys provide little useful information on which to base improvements.

Since the previous EER, CANIC has made a number of improvements to foster reflective teaching practice to enhance teaching effectiveness and improve assessment and moderation practices. The principal has established regular processes for providing feedback and support for the teacher. Other examples of improvement include the teacher's participation in weekly professional development sessions with Catholic Cathedral College colleagues, and regular meetings with other teachers of English, to share resources and teaching strategies and to undertake internal moderation activities. It is evident that assessment is fair and well understood and sound internal moderation processes are providing assurance of the consistency of assessments and validity of achievement data. CANIC has confirmed that these processes will be continued by the new teacher. Several unrelated incidents of plagiarism in 2014 were dealt with appropriately, and appropriate steps taken to improve awareness and detection, including the purchase of non-internet electronic dictionaries.

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**.

Support and guidance for the young students at CANIC (a significant proportion of whom are under 18 years of age) is generally effective and facilitated by the small size of the PTE and the day-to-day interactions of the students with their teacher and other staff. This enables staff to monitor student progress and well-being and to identify issues at an early stage. The support staff are Chinese-speakers and available on a 24/7 basis. Graduates confirm that they receive good information and advice on pathways and that staff continue to be available to them for advice and assistance after graduation.

Most students go on to spend a significant proportion of their time in the Catholic Cathedral College classrooms (although most return to CANIC for recess). In these cases, information is provided by Catholic Cathedral College to CANIC via three-weekly 'self-management' ratings and updates on academic achievement twice a year. Ratings lower than 3 (out of 5) for 'self-management' result in individual meetings and, if necessary, discussions with parents. Informal meetings between key Catholic Cathedral College and CANIC staff provide opportunities to discuss individual learner progress. This approach is generally effective, although there was evidence of some delays in information sharing (for example, on poor attendance). There is also a lack of clarity on protocols for more formal discussions on academic progress or issues, and a limited focus on fostering the integration of the students with domestic classmates.

CANIC is generally compliant with the Code of Practice for the Pastoral Care of International Students, including the requirements for students under 18 years of age. Areas for improvement include the accuracy of information provided in the 2015 student handbook and documented evidence of regular meetings with under-18s to monitor their well-being. CANIC is reporting regularly to parents/guardians but there is no formal note-taking of these discussions.

Most students live in homestays and are happy with the opportunities to experience the New Zealand lifestyle that this provides. The homestay programme is generally well managed, with regular visits and police checks occurring, as well as appropriate actions to address any issues that arise. CANIC gathered feedback from homestay parents during 2014 and has endeavoured to foster greater communication between students and homestay families. A recent change is the clarification of host families' responsibilities for students under 14 years of age.

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**.

Evidence of effectiveness in governance and management includes a shared organisational focus on positive outcomes for learners and other stakeholders, and some improvements in monitoring learner outcomes and well-being. Reporting, planning and resource allocation processes are largely informal, reflecting the small size of the organisation. However, some documentation of the strategic priorities of the organisation could provide greater focus and clarity for the board and management. Benchmarking of educational performance against other providers would also provide further insight as a basis for improvement. There is some evidence that from time to time resource constraints have a negative impact on the learning environment and the extent of management oversight, decision-making and provision of support for staff.

Management, academic and support practices are generally fit for purpose, with a significant reliance on interpersonal communication rather than documentation. This is generally adequate for the small size of CANIC, although greater formality is warranted in some aspects. Examples include regular reviews of compliance with NZQA requirements, and clarifying roles and responsibilities with Catholic Cathedral College, particularly in the event of planned increases in student numbers. The principal has established a six-monthly review cycle and has developed a realistic improvement plan for 2015. However, staff understanding of, and engagement with, self-assessment and review is variable and requires further development.

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 students

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 **Good**.

Recommendations

NZQA recommends that CANIC:

- Continue to develop the analysis of learner outcomes data to identify strengths and weaknesses, and areas for development.
- Continue to develop staff understanding of evaluative quality assurance.
- Clarify the roles and communication protocols, with regard to Catholic Cathedral College, to improve the quality of support and guidance overall.

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