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External Evaluation and Review Report

Canterbury International College
Limited trading as New Zealand
English Academy

Date of report: 25 October 2019

About Canterbury International College Limited trading as New Zealand English Academy

New Zealand English Academy (NZEA) provides English language programmes for international students who want to pathway to further study, or who are studying for community and personal goals.

Type of organisation:	Private training establishment (PTE)
Location:	19 Sheffield Crescent, Burnside, Christchurch
Code of Practice signatory:	Yes
Number of students:	Domestic: nil International: nine students (five in Christchurch and four in Auckland)
Number of staff:	Three full-time equivalents who are administration staff Five part-time staff – three teachers, the principal and the director
TEO profile:	See NZQA: New Zealand English Academy
Recent significant changes:	NZEA ceased delivery of the Certificate in School Curriculum Studies to, secondary school-aged students requiring a standard of English to attend NCEA classes at local secondary school, in 2018 when the programme was retired by NZQA. The replacement programme, the Certificate in General English with Exam Preparation, is delivered to adults who upon graduation want to move into further tertiary education in New Zealand. NZQA approved a new permanent delivery site in Queen Street, Auckland in the week of the EER. At the time of the EER visit, four students had just enrolled with NZEA at the Auckland campus. An application for a change of ownership was

	approved by NZQA on 9 July 2019.
Last EER outcome:	2015 – Confident in educational performance and Confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none">• Certificate in General English with Exam Preparation• International Students: Support and Wellbeing
MoE number:	7558
NZQA reference:	C32427
Dates of EER visit:	9 and 10 May 2019

The evidence synthesis and drafting of the EER report extended to 10 July 2019 while waiting for NZQA's decision on NZEA's change of ownership application.

Summary of Results

Learners make progress with their English language skills. NZEA is proactive and successful in supporting students to progress to tertiary study to meet their learning goals. Self-assessment is comprehensive and generally of high quality, and findings are used to make improvements.

Confident in educational performance

- Students performed well in 2018 (and 2019 to date). Evidence points to a very high level of student satisfaction regarding their progress and overall English language acquisition and learning experience.
- The English language skills acquired by graduates enable them to achieve their study goals such as further study or integrating into New Zealand society.

Confident in capability in self-assessment

- Academic processes are sound. Teachers are highly skilled and well versed in the pedagogy of teaching and learning. Individual education plans focus on matching the needs of students to their English language goals.
- There is comprehensive support for the learning and personal needs of the students. The director and principal work together cohesively on the changing nature of the student body and relevant processes and systems to support students' acquisition of English language skills and the sustainability of the PTE.
- Core compliance obligations and accountabilities are well managed. The PTE needs to ensure the consistency of processes and associated outcomes across both sites.
- Reviewed processes and systems effectively monitor a variety of self-assessment activities to collect useful information. For the size of the PTE and the number of students enrolled, analysis is comprehensive.
- The statements of confidence are based on likely future performance. It is influenced by the new campus and students, established the week of the visit and not included in the original scope of this EER.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>During 2018 and 2019, students at NZEA were very satisfied with their progress, achievement of personal goals, and their overall English language experience. All students in 2018 who studied for 12 weeks or longer progressed at least to the next level of English language proficiency. These results exceed NZEA's own target and indicates learners are acquiring English language skills.</p> <p>Achievement is monitored per individual by an individual education plan, which monitors increased engagement and participation in class, and confidence in speaking and using English. Weekly formative and six-weekly placement tests provide a more formal monitoring of progress. Attendance is closely monitored, and students have high rates of attendance.</p> <p>Secondary school English language achievement for 2015-2017 is less evident. Information and analysis are not available for the programme that is no longer offered. Although the secondary school (the primary stakeholder) confirms anecdotally the achievement and progress of their students in NCEA exams, these outcomes are not supported with data or other evidence and analysis.</p>
Conclusion:	Students performed well in 2018 (and 2019 to date). Evidence points to a very high level of student satisfaction with their progress and overall English language acquisition and learning experience.

¹ 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:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Eighty percent of all students who studied in 2018 met their intended study outcome identified at entry.</p> <p>In addition the three secondary school-aged students who completed their study in 2018, successfully integrated into a New Zealand secondary school and completed achievement standards at NCEA levels 2 and 3 to gain New Zealand University Entrance. The many other graduates in previous years are reported as having similar success. However, as reported in 1.1, the data is not available to support the reported outcomes.</p> <p>Students enjoy a range of valued outcomes. Most English language students pathway to tertiary study, a few return home or enrol in additional English language courses, while others learn English mainly for personal benefit.</p> <p>NZEA has professional links with other tertiary institutes in Christchurch. Administrative staff, and more recently the director, have contacted providers and graduates who progressed to tertiary study to gather information about destinations and the value of these outcomes. A more systematic process is now established to confirm graduate destinations. Where relevant, NZEA will be able to confirm that the English language level attained is at the level required for study.</p> <p>NZEA has established relationships with some tertiary providers in Auckland and is confident it is well placed to gather useful feedback about the outcomes of students who progress to further study.</p>
Conclusion:	Graduates develop English language skills which enable them to progress to further study or achieve their intended study outcome such as integrating into New Zealand society.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The calibre of teaching is exemplary. Teachers are well qualified, have extensive experience teaching English in New Zealand and overseas, and adapt to teaching the various English language proficiency levels of the students. The progress and success of the learners is attributed to the very low student-to-teacher ratio and quality of the teaching.</p> <p>A dedicated focus on learner achievement is supported and monitored through the individual education plan with identified individual and specific learning needs, goals, programme of work and six-weekly testing. Weekly meetings with each student and tests also validate progress. Internal moderation to assure the consistency of marking occurs but is mostly informal. This practice will need to be strengthened with the addition of a new campus and teacher in Auckland.</p> <p>Several factors contribute to highly effective teaching and learning: the use of international texts aligned to the Common European Framework of Reference; curriculum design supplemented with New Zealand and local content; programme review; lesson plans developed to match the learning needs of the students; and researching additional resources which are shared among the teachers.</p> <p>A range of self-assessment activities includes teachers' self-review of their teaching and practice, comprehensive observations both formal and informal, and exit interviews with students, which are used to improve teaching and learning.</p>
Conclusion:	Academic processes are sound. Teachers are highly skilled and well versed in the pedagogy of teaching and learning. Individual education plans focus on matching the needs of students to their English language goals.

1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Small class sizes, prompt feedback on formative and placement tests, and authentic use of individual education plans which are unique to each student and reassessed frequently at specified intervals, provide direct feedback to students and map their progress. These reliable and robust mechanisms involve students in their learning, aiding them to be proactive and attain goals quickly.</p> <p>Comprehensive English language support is provided in the classroom. Support also extends to personal and social needs through dedicated full-time administration staff who provide a range of support and services directly to the students. The director and administrative staff assist graduates with their applications for further study, including escorting students and graduates on visits to next-level tertiary providers to support decision-making around their pathway options.</p> <p>One-to-one orientation, a detailed student handbook, the NZEA website and dedicated support staff all provide relevant and important information for international students while studying at NZEA.</p> <p>Attendance – which is strictly monitored – consistently sits between 90 and 100 per cent per student; the overall average attendance rate in 2018 was 96.48 per cent. This is important as attendance is linked to success in English language acquisition.</p> <p>Student surveys, during study and at exit, specifically seek feedback on support as well as teaching, programmes, and the overall learning experience. As discussed in 1.1, satisfaction rates are very high: 2018, 4.86/5 and year to date for 2019, 4.80/5.</p>
Conclusion:	Comprehensive support is focused on the learning and personal needs of students.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>This very small PTE is greatly influenced by external factors beyond the PTEs control. Following the 2011 Christchurch earthquakes, the repercussions regarding property and proximity to stakeholders continue. NZEA was no longer able to offer the Certificate in School Curriculum Studies from 2018. The impact was a change in programme delivery and learner profile. The recent terrorist attack in Christchurch has seen international student enrolments and intentions to enrol decline. Throughout NZEA has managed to navigate and adapt to continue to be viable and retain very experienced teachers and the principal.</p> <p>Since 2018 the director (and now owner) has led the PTE with a clear direction in mind. The strategic plan and business plan have been reviewed with measurable outcomes, and an advisory committee has been recently established. In anticipation of growth, the principal's hours have been substantially increased and there has been a significant review of all systems, processes and practices. The director's experience in English language institutes and the principal's extensive secondary school leadership experience have contributed to this review. NZEA's information technology and finance staff are experienced, and their contributions have improved related systems including the student management system and reporting.</p> <p>Resources, including the very recently opened campus in Auckland, are sufficient to support learning and teaching,</p>
Conclusion:	The director and principal work together cohesively and are focused on the changing nature of the student body, relevant processes and systems to support students' acquisition of English language skills, and the sustainability of the PTE.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The director keeps abreast of change within the tertiary education sector and the Canterbury environment. Compliance is overseen by the director with input from the principal – a process that is currently proactive and effective.</p> <p>Compliance obligations in relation to NZQA registration and Immigration New Zealand rules are well understood and monitored by governance and management. This includes anticipating and preparing for NZQA rule changes to the Code of Practice update (1 July 2019).</p> <p>NZQA attestations and returns have been met within required timeframes. Site approvals, approved programme delivery and change of ownership indicate no gaps in capability to monitor or manage compliance accountabilities.</p> <p>Code of Practice obligations are understood by relevant staff who are experienced or have attended training, the annual review is complete, and all the student files sampled by the evaluators have the necessary documents.</p> <p>The quality management system has undergone a thorough review, and policies and processes are appropriate for the size and context of the organisation. Embedding these systematically at the new campus – which opened the week of the EER – needs to be a priority. Effective management of all compliance accountabilities also needs to be transparent across sites to ensure that the relevant legislation, rules and regulations are complied with.</p>
Conclusion:	Core compliance obligations and accountabilities are well managed. The PTE needs to ensure the consistency of processes and associated outcomes across both sites.

Focus Areas

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

2.1 Focus area: Certificate in General English with Exam Preparation

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: International Students: Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent

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 Canterbury International College Limited trading as New Zealand English Academy:

- Formalise internal moderation practices to assure consistency of marking between teachers and across campuses.
- Embed the quality management system policies and processes at the new Auckland campus.
- Demonstrate through self-assessment that the current quality of performance and capability in self-assessment is maintained. (Growth in student numbers at the Auckland campus prior to the next scheduled EER will provide an opportunity for NZEA to show evidence of this self-assessment.)

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.

There are no requirements arising from the external evaluation and review.

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 fraud²*
- *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.*

² 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). 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz