External Evaluation and Review Report

Communications International Education Limited

Date of report: 4 March 2025

About Communications International Education Limited

Tasman International Academies (TIA) is a private training establishment delivering General English Training Schemes at levels 2 and 4 to international students from China.

Type of organisation:	Private training establishment (PTE)
Location:	Level 7, 290 Queen Street, Auckland
Eligible to enrol international students:	Yes
Number of students:	Domestic nil; international six (three students at level 2; three students at level 4)
Number of staff:	Three full-time equivalents
TEO profile:	See NZQA: International Education Limited
	In 2019, TIA had 231 learners and 19 staff members. As a result of New Zealand border closures, TIA was an inactive PTE ('in hibernation') from 1 November 2021 to 1 November 2023. In November 2023, TIA successfully applied for reactivation with NZQA.
Last EER outcome:	TIA was found to be Not Yet Confident in both educational performance and capability in self-assessment at the 2019 external evaluation and review.
Scope of evaluation:	• General English Training Scheme (Level 2) ID: 118939
	• General English Training Scheme (Level 4) ID: 118942
MoE number:	7805
NZQA reference:	C45307
Dates of EER visit:	11 and 12 December 2024

Summary of results

Tasman International Academy (TIA) is meeting the most important needs of its students: to improve their English Language skills for personal, travel or educational purposes. Small student numbers enable the tutors to provide effective academic and pastoral support.

Confident in educational performance

- TIA is a resilient organisation which has maintained its vision following the closing of international borders during the Covid pandemic, followed by two years in hibernation and a subsequent reduction in student numbers.

- Students complete short courses and improve their English language skills in listening, writing, speaking and reading.

Confident in capability in self-assessment

- Regular testing and assessment ensure that academic progress is closely tracked. TIA provides additional academic support if needed.

- TIA closely monitors attendance and absences and follows up in a timely manner. TIA is committed to ensuring that students are meeting the PTE's attendance expectations and Immigration New Zealand student visa requirements.

- TIA has developed its understanding of self-assessment to improve its management of key processes and procedures. Some of these processes are yet to be fully tested due to low student numbers.

- TIA needs to focus on ensuring systematic management of compliance, particularly as student numbers increase.

- The employment of key academic and tutorial staff and TIA's intention to focus on English programmes initially in 2025 provide NZQA with confidence in TIA's educational performance and capability in self-assessment.

Key evaluation question findings[1]

1.1 How well do students achieve?

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	TIA has had a successful history of delivering English language-focused qualifications to upward of 200 students, prior to New Zealand closing its borders in 2020. Course completions for the New Zealand Certificates in English Language (NZCEL Levels 3 and 4) over 2019-20 averaged over 88 per cent, with 96 per cent of students successfully enrolling into further study. In 2020/21, 40 per cent of the graduates from NZCEL Level 3 progressed to the NZCEL Level 4 programme. There are no NZCEL students currently.
	While TIA plans to deliver NZCEL in 2025, the focus since reactivating registration in November 2023 has been on General English Levels 2-4. Student numbers since November 2023 have been small, with six current students, one graduate and another student who enrolled but withdrew as he was offered direct access to university. Students are assessed on entry, with a test developed by TIA that includes speaking, writing, listening and reading.
	Because TIA is not currently delivering NZCEL, there are no external moderation requirements from NZQA. However, TIA has internal moderation processes that review consistency in assessment and marking for each student.
	TIA has developed its self-assessment processes. However, low student numbers mean there has been insufficient data to identify trends or areas for improvement in student achievement, other than by individual student.

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

Conclusion:	Students make progress with their English language skills which improve their confidence and ability to participate in English-speaking environments. Over time, some NZCEL students have engaged successfully with further study.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	The quality assurance and operations manager (QA manager) has been the sole teacher since 2023. TIA recently contracted two teachers to assist him two days a week. Both teachers have been employed by TIA previously. They each have appropriate qualifications and extensive teaching experience. These additional staff have enabled the QA manager to concentrate on the elementary level 2 students while the new tutors manage the level 4 students. TIA will seek approval from NZQA in 2025 to convert General English Training Schemes to micro-credentials.
	Once a student is placed in the appropriate level class, they have weekly formative assessment and more formal summative assessment each month to track academic progress. The QA manager maintains a spreadsheet that records summative results for the students, and individual tutors maintain records of the formative assessments that occur each week. The QA manager also maintains a running total of student attendance.
	TIA uses established English language course materials and supplements these with class handouts. With so few students, TIA can conduct ongoing informal reviews of student progress. Attendance is closely monitored. The PTE has clear and well-understood processes for managing any attendance lapses.
	All current students were interviewed, including the recent graduate. The graduate and current students were satisfied with the tutor's preparation, approach, resources and the campus environment. Graduate exit surveys indicate that the students are happy with the teaching,

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	programme quality and delivery, and the administrative support offered.

TIA carried out programme reviews for NZCEL Levels 3 and 4 in 2020, which included employer and graduate feedback. Changes made at the time were shared with NZQA. TIA reviewed the programmes again in 2024. In 2020, TIA developed a questionnaire for external stakeholders as preparation for the NZCEL Level 4 consistency review with NZQA. The questionnaire that was developed now forms an integral part of the review and feedback process across all programmes.

External activities occur monthly and have included a ferry trip and a museum visit. TIA takes opportunities to include New Zealand content in lessons, including Māori concepts. |
| Conclusion: | TIA's General English programme is closely matched to current student needs and is responsive to student feedback. |

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Student learning goals are well understood. The learning environment is inclusive, and students are provided with individualised feedback on their academic progress.

TIA fosters a supportive, inclusive and caring atmosphere that students enjoy. Tutors manage academic issues well. Other issues are referred to appropriate staff, including a Chinese-speaking marketing staff member and the QA manager. The owner is responsible for ensuring the Code of Practice[2] is applied correctly. For example, one student was under 18 years at enrolment, requiring closer monitoring under Code requirements. To meet these requirements, the owner visited the student at home.

Staff professional development concerning Code obligations and responsibilities would be beneficial for all staff. Once student numbers increase, TIA will employ staff |

[2] The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

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	with specific responsibility for Code obligations. However, all staff need an understanding of Code principles.

Contracts with onshore and offshore agents are reviewed regularly. This includes collating annual feedback from students about agents. These surveys, started in 2019, found that 78 per cent of students had agents recommended to them, and that most students were happy with the service that onshore and offshore agents provided.

Students reported that they would like more students to study alongside, particularly students from other cultures to their own. TIA is aware of this and has plans to diversify beyond the Chinese market in 2025. |
| Conclusion: | Student support is appropriate for the current low student numbers. TIA has systems and processes in place to effectively manage student support once enrolments grow. |

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	TIA has a clear organisational purpose and direction. Academic leadership is provided by the highly experienced QA manager who returned to TIA in 2020 after three years away. The owner and QA manager are continuing to review all aspects of the organisation's operation (between 2020 and 2024) to ensure robust systems are in place to accommodate growth in student numbers.

Recruitment of staff is effective. Staff are valued. TIA recently employed two casual contracted tutors who previously worked at the PTE. They share teaching responsibilities with the QA manager, which should allow him to focus more on management.

Resources meet student and tutor needs well, under the circumstances where enrolment numbers are low. TIA was primarily an English language school in 2006 before it diversified into other programmes. TIA is currently focussing on the delivery of General English and NZCEL programmes in 2025. As these English programmes mature in delivery and increased student numbers, TIA will |

	consider expanding into the domestic market given the owner's experience in the health sector. Healthcare and the reinstatement of Information Technology (IT) diplomas, with NZQA approval, are planned for development and updating later in 2025. NZQA endorses the immediate focus on English language programmes as TIA consolidates its staffing and continues to embed self-assessment processes across the organisation.
Conclusion:	TIA has managed significant change for some years. This has been ably managed by the owner and QA manager. They have worked together effectively to reimplement educational delivery and position the organisation to deliver to increased student numbers in 2025.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	TIA says their policies and practices are legal and ethical. Recommendations and requirements identified at the 2019 EER have now mostly been addressed. Some recommendations are no longer relevant as they referred to programmes that are either no longer delivered by TIA or where delivery has lapsed. Following the EER in 2019, the student management system was upgraded to cover matters such as student visa expiry dates and health insurance. However, when student numbers dropped, the student management system platform was not required. Currently, student information is manageable with a spreadsheet system. TIA needs to ensure that they have systematic processes and clear lines of responsibility. This is to assure themselves and NZQA that student insurance covers the students from the time they leave their country of origin to their return, particularly once student numbers increase. Several current areas for improvement were identified: • providing more opportunity on the enrolment form for learners to identify their disabilities

	- checking the completeness of the moderation template (date, moderator name and sign-off, programme details) - checking that all management staff have completed fit and proper person declarations and that these have been sent to NZQA - ensuring that staff are appropriately trained in areas such as the Code and moderation - completing the review of the quality management system as a priority, including ensuring that it is current with all requirements. TIA has completed the Code attestation and action plan and submitted these to NZQA. TIA needs to review the information on its website to ensure that it complies with the Code – notably, publishing the Code self-review and a record of any student complaints and their resolution. When TIA next delivers NZCEL programmes in 2025, it needs to ensure that credit reporting to NZQA occurs within the required 30-day window. This was an issue in 2019 and 2020, with a high proportion of late reporting of student results. This improved considerably in 2021, with 18 per cent for late reporting of results. Not all data is digitised for easy access. While this is not a significant issue with the current low student numbers, TIA indicated that it would reinstate a digital student management system once student numbers can support this cost. Also, when student numbers grow, TIA might consider reactivating the advisory committee to ensure a range of stakeholder input is provided for the NZCEL programme.
Conclusion:	Historical non-compliance has been an issue. TIA needs to ensure that it has the policies, processes and personnel to ensure effective ongoing management and monitoring of its compliance responsibilities and requirements.

Focus areas

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

2.1   General English Training Scheme (Level 2) ID: 118939

Performance:	**Good**
Self-assessment:	**Good**

2.2   General English Training Scheme (Level 4) ID: 118942

Performance:	**Good**
Self-assessment:	**Good**

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 Communications International Education Limited:

- adopt a globally recognised placement test for future NZCEL programmes as the preferred method for placing students in the correct class level.

- ensure the TIA website is up to date with Code requirements, including complaints and publication of all NZQA-required information.

- provide professional development on the Code for all staff.

- ensure systems for managing international student visas are fit for purpose.

- ensure credit reporting systems are fit for purpose.

- ensure that fit and proper person documentation is up to date and filed with NZQA.

- ensure that enrolment and moderation forms are current and fit for purpose.

- reinstate formal staff appraisals.

- reinstate the advisory committee as a key stakeholder.

- capture learner confidence, wellbeing and other attributes to inform understanding of gains made by General English students.

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 fraud[3]*

- *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.*

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[3] 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.

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Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 excluding universities, and*

- *maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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/.

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