

Report of External Evaluation and Review

Canterbury College Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 31 July 2013

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	7
3. Conduct of external evaluation and review.....	8
Summary of Results	9
Findings	12
Recommendations	22
Appendix	23

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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

Name of TEO:	Canterbury College Limited
Type:	Private training establishment (PTE)
Location:	Head office temporary site: Unit 32, 868 Colombo Street, St Mary's Courts, Christchurch
Delivery sites:	Temporary site: 213 Memorial Avenue, Burnside, Christchurch Auckland campus: (Formerly Sheffield College of Studies), Level 7, 246 Queen Street, Auckland
First registered:	27 May 1991
Courses currently delivered:	<ul style="list-style-type: none">• English for Migrants (pre-funded by migrants)• Intensive Literacy and Numeracy (funded by the Tertiary Education Commission (TEC))• General English (Standard and Intensive)• IELTS (International English Language Testing System) (Standard and Intensive)• TESOL (Tutors of English to Speakers of Other Languages) (Auckland only)
Code of Practice signatory?	Yes. While Canterbury College has been approved to enrol international students as young as nine, it does not do so – the younger students are those on well-supported and resourced group

visits, and the youngest has been 16.

Number of students:	International: 33 equivalent full-time students Auckland 26, Christchurch seven (several students come from Korea, but there are also students from South American and European countries, and a few from Asian countries other than Korea) Domestic: three students, all in Christchurch
Number of staff:	13 full-time (Auckland 10, Christchurch three) One part-time (Christchurch)
Scope of active accreditation:	General English TESOL course (Introductory)
Distinctive characteristics:	An EER on-site visit was scheduled for Canterbury College for 22 and 23 February 2011. The college was located on three floors at 123 Worcester Street in the Christchurch CBD.

The visit was underway at the time of the major earthquake on 22 February 2011. The evaluation team were meeting with the directors (two), the manager and the marketing manager. The director of studies had been called away from the meeting. The meeting did not form part of the 2013 EER, which was completely new.

The original meeting had covered the introductory session and most of the overview of focus areas one and two (governance, management and strategy, and international students). This included advice from the staff on how they had been impacted by, and responded to, the September 2010 earthquake.

All staff and students from the college were evacuated promptly and all were accounted for. Most of the NZQA material and notes were retrieved.

Since the February 2011 earthquake, the head office temporary site has been where the owner/director lives and some students have received tuition. The Christchurch delivery campus has been temporarily relocated to 213 Memorial Avenue.

Canterbury College delivers Intensive English language courses. The TEC funded Canterbury College for 72 places in 2013. This compares with 76 places in 2012 (and 76 and 80 places in 2011 and 2010 respectively).

Recent significant changes: A potential permanent Christchurch campus site is situated at 243 Cambridge Terrace and is currently being refurbished under a building consent issued by the Christchurch City Council. This site is at present under consideration, by the Christchurch Central Development Unit (CCDU), for compulsory acquisition under the CBD Development Plan.

In November 2012, the Sheffield College of Studies campus in Auckland was acquired by Canterbury College, which will continue with the programmes previously offered by Sheffield College. Ongoing matters relating to the lease and improvements to the Auckland premises have been prolonged and were not quite resolved by the time of the external evaluation and review (EER). The NZQA evaluation manager, NZQA risk team, Immigration New Zealand and the Ministry of Education Code Office were aware of this ongoing situation.

Recent significant changes at Canterbury College are:

- Canterbury College began delivery at 246 Queen Street, Auckland on November 12, 2012. Canterbury College had not previously had a presence in Auckland.
- Staff changes resulted in Canterbury College personnel holding positions in Auckland and Christchurch, supplemented by a few new appointments.
- The Auckland campus has combined some of Sheffield College practices with Canterbury College policies and practices.
- Canterbury College's self-assessment is in a new development phase since the significant reduction in student numbers in Christchurch after the earthquakes and

acquiring an Auckland site.

- Canterbury College has introduced a 'policy of excellence'.

Previous quality assurance history:

At its previous NZQA quality assurance visit (an audit in November 2007, report published March 2008), Canterbury College met all but one requirement of the criteria for ongoing registration at the time. The requirement not met related to learner information, entry and support. The organisation needed to record details showing that international students on visitors' visas had appropriate travel and medical insurance. Evidence was sighted the week following the audit confirming that all students had appropriate travel and medical insurance.

An EER begun on 22 February 2011 at Canterbury College's single site at 123 Worcester Street, consolidated following the September 2010 earthquake, was halted by another earthquake at 12.51pm that day.

Canterbury College has had issues with student information, attestations and statutory declarations required by NZQA in 2012, but these have been resolved. Canterbury College was exempted from its annual return for 2011 because of the February 2011 earthquake.

At its previous NZQA audit (2008), Sheffield College substantially met all requirements. The outcomes of Sheffield College's EER visit (May 2011, report published July 2011) were that NZQA was Confident in Sheffield College's educational performance and Confident in its capability in self-assessment.

Other:

Canterbury College intends to continue delivering education and training at both Auckland and Christchurch despite slow processing of the purchase of Sheffield College and the ongoing consequences of the Canterbury earthquakes on Canterbury College and its international students.

2. Scope of external evaluation and review

The scope of the EER of Canterbury College included the following focus areas:

- Governance, management, and strategy. This is a mandatory focus area.
- General English (Standard and Intensive). This is the main programme taken by most students, about 98 per cent of them in a typical year. It comprises 20 hours per week at elementary, pre-intermediate, intermediate and upper intermediate levels.
- IELTS (Standard and Intensive). Canterbury College also delivers IELTS exams preparation. This is Canterbury College's other main programme and is delivered for between 20 and 23 hours per week.

Canterbury College is also continuing to deliver Sheffield College's TESOL course, but student numbers will determine whether the course continues to be viable. There were only three students at the time of the evaluation visit. In these circumstances, this programme was not chosen as a focus area.

- International students. This was initially proposed and agreed as a focus area, but Canterbury College and the EER team subsequently agreed that, given the currently low number of international students and the significant number of recent migrants and New Zealand citizens on intensive literacy and numeracy programmes, this subject area would instead be included within key evaluation question five, *How well are learners guided and supported?*

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.

The EER team of two evaluators conducted the EER at the PTE's current Auckland and Christchurch delivery sites over two days. The evaluators talked to the owner and managing director; the Christchurch-based director; the Auckland-based director of studies (and emergency warden); the Auckland-based associate director of studies; the Auckland office supervisor network/administrator/finance/homestay administrator; the Auckland assistant administrator for marketing; Auckland and Christchurch-based tutors; students and other relevant stakeholders such as agents, graduates, employers and advisors.

Documents and information sighted included: self-assessment information; student information; evaluations and feedback; results, achievement data, analysis, and outputs and outcomes; student resources, teaching and assessment materials; entrance tests, progress and attendance reports; governance and management documents; the quality management system manual; and the Canterbury College website.

Summary of Results

Statement of confidence on educational performance

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

Canterbury College and the evaluation team know more about its educational performance (and capability in self-assessment), outcomes and how well it is addressing the needs of its much smaller number of students in 2012 and 2013 rather than prior to that as a consequence of the disruption of the 2010 and 2011 earthquakes. Nearly 100 per cent of Canterbury College's migrant, domestic and international students complete their courses. Only 2 per cent do not achieve, for personal and family reasons. Small class numbers and short courses as well as the learning environment, monitoring and support also contribute to the high completion rate. As a consequence, students not only develop their knowledge and understanding of the English language, they also apply what they have learned by using English in a range of situations. At the first-level check In 2012, at least 25 per cent of Canterbury and Sheffield College students moved up at least one level in their reading/writing/speaking/listening abilities/skills by the time they completed their course, and this has shown improvement in the most recent level check in March 2013. But some learners, especially those on longer courses, progress more than one level. Canterbury College does not set targets with regard to levels progressions because of the different and variable factors that relate to language acquisition. It is yet to have a substantial body of data that would enable it to draw conclusions from this information, although this is an ongoing focus for the organisation.

Canterbury College places a particular emphasis on the productive skills of speaking and writing as well as listening and reading. The success of intermediate, upper intermediate and IELTS students in these areas is partly reflected in their IELTS scores. Although the number of students is small, Canterbury College was able to show encouraging results that reflect significant progress in IELTS overall and in productive skills. In addition, TESOL students develop their English knowledge and productive skills further as they learn the skills and strategies they can use to effectively teach English language to others as part of achieving their qualification requirements.

As part of improving their English language competencies, students gain useful and relevant knowledge and skills which help improve their confidence, well-being and other attributes, such as how to learn and self-manage. Improved proficiency in English enables learners to not only benefit themselves but also their children, families and local and wider communities, to which they can contribute more positively. Those students in particular who go on to prepare for their IELTS exams and improve their scores in reading, writing, speaking and listening, gain or maintain their employment or achieve promotion or go on to further study in New

Final report.

Zealand or their own countries. This is evidenced by the organisation's ongoing contact with graduates, which it is continuing to develop.

Despite its success to date, Canterbury College is determined to further improve the success of its students' achievements and related outcomes. The owner/director and all staff are fully and passionately committed to the achievements of the students. The college has introduced regular progress checks and a range of initiatives, including research-based speed reading, a policy of excellence that applies to tutors and encourages students to be efficient learners, learning goals for each student and insistence on punctuality and full attendance. It has designed self-assessment to capture individual and collective progress and to contribute to further improvements.

Statement of confidence on capability in self-assessment

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

After the major disruptions of the 2010 and 2011 earthquakes (including a student body reduced from 88 mainly international students to nine, the remainder being intensive literacy and numeracy TEC-funded students) and the purchase of Sheffield College, since 2012 in particular Canterbury College has been focused on developing how it gathers information, analyses and makes sense of it, draws conclusions and uses it to make changes intended to improve learner achievement.

Key findings from Canterbury College's self-assessment and programme reviews in 2012 showed that learners' productive, active usage skills were not as strong as their passive knowledge of grammar and vocabulary. Canterbury College also identified deficits in reading skills, particularly at the elementary and pre-intermediate levels. Consequently, in 2012 it introduced a number of approaches appropriately aimed at addressing these concerns. The college provided an evening general English class so that learners, including those in employment, could attend. It also introduced research-based Victoria University speed reading courses, implemented a policy of excellence and other approaches to encourage students to be efficient learners, established learning goals with each student and insisted on punctuality and good attendance. It now holds 10-weekly rather than 12-weekly language level checks as well as regular weekly tests and daily fluency tests to determine student progress. Initial feedback suggests the shorter timeframe is appropriate and has contributed to improved achievement.

Further self-assessment in 2013 suggests that students in the elementary class and the pre-intermediate morning class are responding well to the policy of excellence, fluency tests, attendance and speed reading. The college confirms excellent results for the three most recent IELTS/upper intermediate students, all of whom achieved their target Cambridge IELTS result. However, migrant learners attending evening classes are yielding lower progress results than their daytime counterparts. Consequently, Canterbury College has identified a number of

Final report.

possible factors that may have contributed to this. One of its responses has been to encourage those students who can to cross over to daytime study, so they have less self-directed study a few have already agreed to do this. Management is also engaging closely with tutors and evening students to foster improvement. Afternoon writing classes have been introduced to improve this production area of English.

Self-assessment has explored learners' movement from one competency level to another in terms of the length of time taken, the number of levels moved by the completion of the course, and the age of the students. While this has considerable potential for Canterbury College as it gathers more detail around this area, as reflected in its most recent self-assessment, the data gathered to date is currently of limited value. For example, it does not consider other factors such as the ethnicity or gender of the students or tutor performance differences by results and possible reasons for variations.

Other ongoing self-assessment includes student and tutor evaluations, and these suggest that Canterbury College has the potential to support continued improvement in student achievement given its responsiveness to previous self-assessment, the changes it has made, and the gains made referred to earlier. Increased student numbers and ongoing collation of data will add to the robustness of these processes and the validity of the data to provide a solid evidence base to inform self-assessment.

Canterbury College has done its best to track where students go when they graduate, despite the challenges of having such mobile and itinerant students, and this is leading to some good information about the value of their study. The college is aware that more information about the value of the outcomes of learning English for learners' daily lives, including for travelling, in employment or for further study. Canterbury College is committed to doing this and is discovering that Facebook and even text messages may be more reliable ways of gaining such information rather than periodic email surveys. Further development of alternative ways of gaining information may lead to further improvements.

Now that the Canterbury earthquakes have reduced in their frequency and intensity, Canterbury College has repositioned its delivery to include Auckland as well as Christchurch, based on the owner/director's strategic self-assessment. The college is now increasingly focusing on developing its capability in self-assessment and has already shown how it can better understand educational performance and make changes to further improve it.

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**.

General English students develop their English language proficiency, according to the data provided by Canterbury College, as well as student, tutor and graduate evaluations and feedback and interviews conducted by the evaluation team. Close tracking and monitoring contributes to the high course completion rate – in 2012, 98 per cent of students completed their courses and Canterbury College showed that the remaining 2 per cent left for personal reasons. Small class numbers and short courses, the intimate learning environment and individual tutor support also contribute to the high completion rate. Related to the high course completion rates is high attendance, a matter of some pride to Canterbury College-almost all students met the Canterbury College requirement of at least 90 per cent attendance, which exceeded the previous minimum expectation for all international students of 80 per cent (the Canterbury College requirement is now 100 per cent). High attendance and completion levels help students achieve well, and Canterbury College was able to show the evaluators evidence that at least 25 per cent of students moved at least one level by the time they completed their course (the most recent self-assessment shows several students progress more than one level). Given that the collection and collation of this information is in its early stages, it is too early for Canterbury College to draw strong conclusions from this information and to use it to inform internal trends and benchmarks. However, this is an intended focus for the organisation.

Canterbury College's achievement data for 2010-2011 and 2011-2012 was seriously affected by the September 2010 earthquake, which persuaded the organisation to consolidate to one site in the Christchurch CBD. Following the February 2011 earthquake, a substantial number of students left and returned to their own countries before completing their programmes and did not return. There was a subsequent downturn in international student numbers and new enrolments, especially in Christchurch.

Canterbury College's most recent data with regard to individual and collective achievement is therefore limited and based on small numbers for 2012-2013, although self-assessment data as recently as March 2013 shows encouraging results that reflect improvement in achievement overall as a result of changes

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

Canterbury College has made. However, lower results achieved by migrant learners attending evening classes compared with their daytime counterparts has led Canterbury College to identify a number of possible factors that may have contributed to this. The lower results may not sufficiently take into account the fact that most evening class students start at a lower level of proficiency but make similar progress compared with daytime students. Nevertheless, the factors identified include the age of some students, their level of motivation and non-completion of self-directed learning. Consequently, one response has been to encourage students to attend daytime classes if they can because they progress more successfully, and a few have already agreed to do so. For those who cannot study during the daytime, the director and assistant director of studies meet regularly with evening class teachers and students to foster improvement in skills and motivation for learning.

The ongoing funding of Canterbury College reflects that the TEC is aware that the college continues make every effort to support the development of its students' literacy and numeracy and to fulfil its funding requirements. Canterbury College has identified that reading is a challenge for all students, but the speed reading initiative is already making a positive difference. On the other hand, and also based on self-assessment that identified lower performance and slower progress in writing compared with reading, afternoon writing classes have also been introduced to boost writing skills. Self-assessment has confirmed the value of these strategies and current practices through tutor development which has, for example, strengthened delivery of the policy of excellence, reading speed and fluency.

The evaluation team's interviews of students and tutors support Canterbury College's self-assessment and the team's view that Canterbury College's capability in self-assessment has the potential to continue to develop and improve student achievement. The owner/director and all staff, including tutors, are fully and passionately committed to the achievement of the students, and this supports their determination to continue to use self-assessment to understand achievement and make changes for continual improvement.

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**.

Students shared with the evaluation team how they and/or others have often noticed improvement in their speaking and writing, which followed improvements in their reading and listening skills and understanding of the language used by others since studying at Canterbury College. Most students identified that they gained other important abilities and attributes such as useful knowledge and skills related to improved self-confidence and well-being, as well as how to learn and self-

Final report.

manage, some for the first time. Improved proficiency in English enables learners to benefit themselves, their children and families and their local and wider communities to which they can contribute more positively. The evaluation team heard many stories from Canterbury College staff, graduates and current students about these successes, and some of this was captured in self-assessment evaluations. Examples include how improved English helped a chef and cafe employee to communicate better with clients and workmates, and how learners were helped to express themselves more confidently in their families and communities and to conduct themselves well in job interviews.

Canterbury College and its staff have connections with many different communities, such as Korean and South American, which also supports students with their learning and lives generally, and which they appreciate. In addition, those who are travelling valued learning about other people and their cultures during their training and are now able to enjoy their travel more in English-speaking countries, including New Zealand. Although these students study for a relatively short time, they develop and improve their use of basic survival English. Canterbury College embraces and encourages student diversity, and the students value this.

Those students in particular who go on to prepare for their IELTS exams and improve their scores in reading, writing, speaking and listening are well able to gain or maintain their employment, achieve promotion, or go on to further study in New Zealand or their own countries, based on the information Canterbury College has gained to date. Canterbury College has done its best to track where all its students go once they graduate, based on collating information on students' intentions and future plans at enrolment, when they leave and thereafter via email and social media such as Facebook. At the time of the evaluation visit, Canterbury College was following up emails sent to 2012 students for whom it did not have updated information, with mixed success. However, this information did show examples of the value of the outcomes for some 2012-2013 graduates, such as enabling residents to gain and maintain employment or pursue a career teaching English to others. Canterbury College is continuing to develop its self-assessment practices in this area and to find out as much as it can, both when students leave and afterwards, about the value of the outcomes to graduates' lives, including their use of English, whether travelling, in their employment or in further study.

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 **Good**.

Canterbury College provides comprehensive information and advice to students before and at enrolment. Initial placement tests determine the language level at which students begin their study, and this level check has confirmed tutors'

Final report.

observations that the test is reliable and fit for purpose. Learners can progress to a higher level of study based on the 10-weekly level check or earlier if their weekly testing and tutors support this.

Goal-setting helps focus the students, and their goals are reviewed regularly. Canterbury College provides ongoing and timely study information and advice and support to help students follow their chosen pathways. This includes matching their learning with their goals and includes preparation for IELTS for all upper intermediate students and those who want or need to improve their IELTS score.

Programmes are clearly structured for the benefit of the students. Students are very specific about how well their programmes match their needs. This includes the night classes for part-time or full-time workers who cannot attend during the day. Canterbury College also provides students with MP3 recordings to review and revise what they have learned in class or to catch up when they have been absent. However, despite these tools, Canterbury College's most recent regular comprehensive self-assessment raises some questions about the value of self-directed learning for some learners.

Programme reviews based on tutor course review evaluations, student evaluations and Canterbury College's representative advisory group have resulted in what appear to be positive changes. These have included using a common text and supplementing it with tutors' own resources, holding level tests every 10 weeks rather than 12, the introduction of a fluency test to ensure active and appropriate use of vocabulary and grammar rather than just acquiring passive knowledge, and the introduction of a specific reading programme to address concerns about the reading speed of students in lower-level classes. Canterbury College's most recent self-assessment in March 2013 indicates that the improvements are achieving their aims. Canterbury College is focused on continuing to deliver its TESOL course as a pathway possibility for students who can then teach others. Canterbury College's intensive literacy and numeracy programme shows high completions and solid achievement, which matches the TEC's requirements for continued funding of intensive literacy and numeracy programmes for migrants, in some cases beyond the first 100 hours into further literacy and numeracy study or other Canterbury College programmes.

Self-assessment based on student evaluations in particular and confirmed by the evaluation team has shown that students want even more variety in their classroom programmes, but more so a wider range of activities where they can mix with others from other countries while further developing their English. The marketing manager is aware of how effectively appropriate activities can provide real-life opportunities for students to practise and improve their English, and has been actively involved in developing and providing these. Some tutors began to develop such activities themselves, such as barbeques, regular meetings at a café where they meet and converse with people they have not met before, and discussing the meaning of song lyrics. Canterbury College was responding well to this identified need and is continuing to develop activities and to support tutors sharing and

Final report.

developing their ideas and practices, and providing resources as appropriate. Guest speakers from different walks of life also contribute to the development of useful, relevant and meaningful activities and practical learning opportunities.

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**.

Canterbury College carefully recruits staff who support the organisation's goals and values. It contracts tutors for their preparation and planning, teaching and attending meetings. The college provides generous staffing levels in order to facilitate good teaching practice with the relatively low number of students in each class, and to ensure classes comprise students with similar levels and abilities.

Staff support and share their teaching practices. The director and assistant director of studies complement each other's roles and functions. The owner/director's resilience and determination, loyalty to staff, anticipation and response to change, and the balancing of innovation-such as involvement in the Victoria University research-based speed reading programme and continuity in the programmes in Christchurch and Auckland-has earned the loyalty, mutual respect and reciprocation of all staff, old and new, who all feel valued.

The director of studies is responsible for tutor appointments that match Canterbury College goals and values. Highly academically qualified and experienced tutors, most of whom also have a second language, provide effective teaching in learning environments that are planned and structured for the benefit and needs of the students. The learning environments are inclusive and tutors do their best to minimise barriers to learning. Small class numbers support this. All tutors have CELTA (Certificate in English Language Teaching to Adults) or graduate or postgraduate diplomas in TESOL or education, and both campuses have tutors with experience and/or qualifications in the teaching of literacy (emergent literacy) and numeracy.

Canterbury College supports and provides external and internal professional development. The individual and collective internal professional development is led by the Auckland-based director of studies, who also has regular contact with the Christchurch tutors through face-to-face meetings, Skype or email. Internal professional development includes Canterbury College's policy for excellence. This includes staff development to enable critical thinking and active discussion in class, daily review and the mandatory fluency tests to confirm learners' successful application of their knowledge and skills. Students identify that they are given every opportunity in class to communicate and gain confidence in oral and other language skills, including vocabulary, grammar and structure.

Staff are all passionately committed to providing quality education and training in English language based on the policy of excellence. Canterbury College, the director of studies and the tutors, all of whom support the policy of excellence, work with students on the basis that students need to have the same high expectations for study habits and behaviour as their tutors if they are to learn how to actively and effectively use and control language structures, grammar and vocabulary. This approach helps enable students to improve their English, 'fix their English problem' and, where applicable, improve their academic English, especially their reading and writing, and also to improve their IELTS scores as required. The director of studies also conducts robust annual appraisals informed by tutor observations that are documented in detail.

Placement, fluency, weekly and 10-weekly level assessments are fit for purpose, valid and consistent, partly because of their internal moderation. The level checks have a particularly robust pre- and post-assessment moderation process, but other testing is also closely monitored by the director of studies. The assessment information is used individually and collectively to provide tutors and students and Canterbury College with useful feedback on progress, which is then acted on.

In addition to assessment and moderation feedback, self-assessment also includes tutor evaluations, tutor course evaluations and student evaluations as well as IELTS results. Canterbury College's self-assessment and the evaluation team's interviews of students, some of whom were very specific about the quality and value for money they wanted based on their previous experiences, confirmed considerable satisfaction with both the programmes and the effectiveness of the teaching. Students believed they were receiving what they regarded as highly effective teaching. Students' feedback to both Canterbury College and the evaluation team confirmed that the resources are sufficient and effectively engage students in their learning. A few students and tutors and the evaluation team consider that audio, video and computer resources could be better still to enhance the effectiveness and enjoyment of learning. Canterbury College does not seem to feed back to students or staff about how it has used information from student and tutor evaluations, including actions taken (or not) and accompanying reasons.

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 **Good**.

Canterbury College's evaluations and evaluation team interviews confirmed that tutors and students relate effectively to one another and tutors respond appropriately to the well-being needs of students. Such needs include personal and family situations which can sometimes be quite challenging and potentially make it difficult for students to practise or learn outside the classroom. It is important for students to have as many opportunities as possible to apply their

Final report.

English language knowledge and skills in a variety of different and real situations and contexts to learn and develop their competencies. While Canterbury College's facilitation of such activities was previously limited, it is now addressing this area effectively to respond to students' needs.

Canterbury College has gone out of its way to support students during and after the earthquakes. One member of the 2013 evaluation team was present on the day of the 22 February 2011 earthquake and witnessed how efficiently and effectively Canterbury College helped students, and how it managed their evacuation and accounted for everyone. Canterbury College also helped students communicate with their families in their own countries, to which many returned without completing their programmes. The college continued to support students post-earthquake in both personal and academic circumstances, such as assisting with accommodation and transport problems. Currently, all staff help students in their learning as appropriate. Tutors in particular meet students one-to-one regularly and help them achieve and review their goals and address personal and family situations that sometimes affect their learning.

Canterbury College is aware of and meets its responsibilities and obligations with regard to the annual review of information and documentation required by the Ministry of Education Code Office. One person is responsible for the guidance and support of international students who come to Auckland periodically on group visits; two other people are responsible for the support and guidance of international students on a day-to-day basis in Auckland and Christchurch. While this works adequately for the currently small number of international students, it will need some rationalisation if and when the number of international students increases. It would be wise to plan for this eventuality in advance if Canterbury College is to provide effective guidance and support for significantly more students than currently. Current forward planning and past experience should prove sufficient and effective. The increasing realisation that recruiting agents may be more effective than word of mouth and Canterbury College and its website (which is currently undergoing review and updating) alone, could change the situation quite quickly.

Although international students are mostly aged over 18 and relatively independent, they often request a homestay as part of the experience they want to enjoy in New Zealand. Canterbury College practises putting students in homestays that have good English speakers rather than people from the same country as the student. However, the effects of the Canterbury earthquakes on the availability of homestays and other suitable places to stay in Christchurch at a reasonable rent and close to Canterbury College continue to challenge the PTE. Consequently, Canterbury College has recently reviewed its homestay lists related to cost and travel distance. Almost all staff are involved in helping students into homestays or other accommodation. For example, even the owner/director looks at places with international students to help ensure they are suitable, while the owner/director or tutors may have an international student stay at their home until they find suitable accommodation.

Final report.

Canterbury College's connections with a range of different communities helps it to connect students with appropriate external support people, including first language speakers if necessary, for explaining information that international students have to sign for. There was no international student documentation in different first languages at the time of the 2013 evaluation visit. However, before the earthquakes there were translations of Canterbury College handbooks, brochures, forms and price lists in various languages. Some of these still exist, but are now out-of-date. Translations were available in Japanese, Korean, Arabic, Spanish, Portuguese and Chinese, with a few in Vietnamese. The Canterbury College website was also available in several languages. Canterbury College appreciates the importance of multi-lingual access to information, and intends to strive to regain its previous position in this regard as soon as possible.

Student evaluations in particular provide feedback about how well all students are guided and supported, and this enables Canterbury College to review and improve guidance and support. More carefully constructed questions would provide even more helpful information that could lead to further changes and improvements. On the other hand, students readily give tutors (and gave the evaluation team) thoughtful feedback and suggestions. Canterbury College acts on these, as it has done with activities and accommodation.

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

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**.

The purpose and direction of Canterbury College are clear, thanks to its leadership in particular. The organisation has come through seriously challenging situations and is growing its education and training provision and numbers in Auckland and Christchurch. Future needs analysis and environmental scanning by Canterbury College include the possibility of the reintroduction of short courses such as English language plus barista and plus agriculture, continuing the TESOL programmes previously run by Sheffield College, as well as adding hospitality and NZ Diploma in Business programmes to the menu.

Canterbury College's leadership and management complement each other and are effective in other ways. For example, the owner/director went to Auckland to support the previous director of studies. When that director left, the replacement director of studies relocated from Christchurch to Auckland and continued to receive the same level of support. The other director, who has long and successful experience with Canterbury College and English language teaching, stayed and supported the currently much smaller post-earthquake operation in Christchurch.

Canterbury College is still identifying its stakeholders and developing how it engages with them appropriately and in an ongoing way, particularly in Auckland but also in Christchurch. It is important that Canterbury College continues to inform its stakeholders of developments and barriers as well as possibilities, and involves them in helping manage these. The two stakeholders whom the evaluation team spoke to provided Canterbury College with relevant and useful advice on prioritising actions and managing an evaluative approach to quality assurance. Effective stakeholder and community engagement at all levels of Canterbury College could also include more specific external operational input and advice into curriculum programme reviews, and even tutor strategies and curriculum review as well as future planning.

Canterbury College's governance and management are aware of the need to continue to develop self-assessment that is ongoing, comprehensive but flexible, authentic, transparent and robust leading to worthwhile improvements. However, Canterbury College's current self-assessment in areas such as student achievement and outcomes shows that it has the capability to obtain and use evidence to understand and improve educational performance, which is an essential part of its strategic plan. This report has earlier referred to areas of self-assessment that should be a key focus of the organisation.

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 **Good**.

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

2.2 Focus area: General English (Standard and Intensive)

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

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

2.3 Focus area: IELTS (Standard and Intensive)

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

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

Recommendation

NZQA recommends that Canterbury College continue to develop its self-assessment capability, taking into account the comments in this report, and in line with those intentions expressed by the organisation, so that self-assessment realises its considerable potential as part of a coherent and comprehensive approach across the organisation.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz

Final report.