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Report of External Evaluation and Review

Canterbury College Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 13 September 2017

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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)
First registered:	27 May 1991
Location:	S202, Level 2, Westfield Mall, Riccarton Road, Christchurch
Delivery sites:	Level 5, 290 Queen Street, Auckland (temporarily closed) A campus in Tuam Street, Christchurch is currently being repaired and fitted out as a permanent campus for Canterbury College.
Courses currently delivered:	<ul style="list-style-type: none">• New Zealand Diploma in Business (Level 5 and 6) – Leadership and Management strand• General English• Intensive Literacy and Numeracy and English for Migrants
Code of Practice signatory:	Yes
Number of students:	Domestic: 12 equivalent full-time students in English for Migrants and Intensive Literacy and Numeracy – mostly Chinese International: 14 equivalent full-time students from: India, seven; Brazil, two; Philippines, one; Czech Republic, one; Vietnam, one; Mexico, one; Bolivia, one.

Number of staff:	Eight full-time equivalents
Scope of active accreditation:	Refer http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=854187001&delSiteInd=0
Distinctive characteristics:	<p>Canterbury College is providing General English and IELTS (International English Language Testing System) preparation to a small number of students. Short school holiday programmes are delivered to groups on study tours from overseas. These courses provide English tuition as well as participation in a variety of relevant local activities.</p> <p>The New Zealand Diplomas in Business at levels 5 and 6 were approved in 2016 and commenced delivery in October 2016, with small numbers studying at each level.</p>
Recent significant changes:	<p>Canterbury College has been operating out of temporary premises in Christchurch since the 2011 earthquakes. The Auckland campus was in operation until the beginning of 2017 and is now temporarily closed. The organisation has downsized because of the constraints of the current premises. It is expected that the repairs and fit-out of the Tuam Street location will be completed later in 2017.</p> <p>There have been a number of staffing changes, particularly in marketing, during this time.</p>
Previous quality assurance history:	At the previous external evaluation and review (EER) in 2013, NZQA was confident in both the educational performance and the capability in self-assessment of Canterbury College. NZQA recommended 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'.

2. Scope of external evaluation and review

The focus areas were chosen in consultation with the management team at Canterbury College and represent current delivery in Christchurch. The following focus areas were included in the EER:

International students: support and wellbeing

This is a mandatory focus area – most students are internationals.

New Zealand Diploma in Business Leadership and Management at level 5 and level 6

This programme area was selected to replace the originally identified focus area – English programmes – because most of the learning and teaching at the campus is in this area. The business programmes commenced in October 2016 and students completed half of the required programme of study over the first two teaching blocks.

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 was conducted by a team of two evaluators over two days at the Christchurch campus.

The evaluators interviewed the directors, director of studies, academic supervisor and teaching staff, students, support staff, a local advisory group member and a local agent for the Japanese market. They reviewed a range of documentation and checked student files and other records for compliance with regulations.

Summary of Results

Statement of confidence on educational performance

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

Canterbury College has a clear vision and mission to provide a professional and stimulating learning environment and to enhance harmony among people of different languages and cultures. These are key strengths of this small organisation. The directors and management have faced the challenges of the past four years and continue their commitment to student-centred learning. This has contributed to the sustainability of the organisation.

Decision-making on programme delivery and student numbers is appropriate to the changing context and environment.

Students enrol at Canterbury College for a range of reasons:

- To improve their English language skills to prepare for external examination and to meet entry requirements for further study
- To participate in an Intensive Literacy and Numeracy programme for everyday English for migrants
- More recently to study towards achieving the New Zealand Diploma in Business qualifications at levels 5 and 6.

The students record consistently high rates of satisfaction with their study, and have good levels of achievement. These indicate the organisation's effectiveness in meeting students' needs.

Students are actively engaged in their learning, are improving their English language skills and capabilities, and gaining confidence and fluency in all aspects of communication. Small class sizes and the commitment of well-qualified staff contribute to the individualised learning. Business students are applying their learning to work contexts and transferring knowledge and learning from the learning environment to real-world business settings although it is too early to see the full impact of this as the students are part of the way to completing the qualifications.

Effective teaching and learning is supported by teacher development and relevant course materials. Students value the positive and engaging learning environment and understand their progress and achievement through detailed feedback from tutors. Canterbury College is responsive to student feedback and all staff share responsibility for ensuring students' academic and pastoral care needs are met.

Appropriate systems maintain compliance with the Education (Pastoral Care of International Students) Code of Practice. The annual review identifies areas for improvement, but they are not captured in an overall organisational plan for

improvement. Clear and comprehensive student files comply with the requirements of the code.

Canterbury College understands how well it is performing through the use of a range of self-assessment activities. These include:

- Regular monitoring of attendance with an expectation of 100 per cent and all absences followed up daily – overall attendance is currently at 98 per cent.
- Introduction of a new student management system to improve the collection, recording and analysis of data and evidence. The PTE has yet to show evidence of this improvement in order to identify performance, trends and issues in a more systematic way.
- Capturing formal feedback from students through a survey each term.
- Daily staff discussions covering operational matters and student concerns to enable quick responses to rectify issues and identify any additional support required.
- Teaching staff receive feedback on their teaching from a number of sources including student evaluations, observations from peers and managers, and annual performance reviews with the directors. Tutors value the collaborative sharing of teaching resources, the discussions at staff meetings and the value of professional development and understanding how these practices are improving their effectiveness.

Canterbury College has effective self-assessment that is embedded within the practices of the organisation and is contributing to valued outcomes for the students and other stakeholders. From the evidence seen and understood by the evaluators, NZQA is confident in Canterbury College's performance at the time of the EER, however, this is a small organisation and these practices need to be sustained to meet the demands of intended future growth.

Findings¹

1.1 How well do students 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**.

Overall achievement is strong and reflects Canterbury College's 'commitment to excellence in academic programmes and quality of service'.²

While it is too early for qualification completions data, the New Zealand Diploma in Business students have completed half of the required courses. At the end of the second term of delivery, course completions are at 100 per cent for the six students in level 6, and 95 per cent for the five students in level 5. These students are gaining key skills such as working in teams, self-management, interpersonal communication and presentation skills to support workplace requirements and work-readiness.

In the English courses, progress is monitored to identify level changes and achievement trends.

For 2014-2016, 76 students were enrolled both part-time and full-time in English courses for varying lengths of study. A small number of students studied English to improve their IELTS results. These students are achieving assessment results in the internal IELTS pre-test, which are on a par with the external results achieved. This benchmarking is an indicator of quality outcomes.

Canterbury College holds initial interviews to understand the students' goals and aspirations. These include having an orientation to New Zealand life and New Zealand language – the social and recreational activities are as important as improving their English language skills. An exit survey captures how well the students' goals and expectations have been met. However, Canterbury College has not analysed the results to evaluate how successful the college is in this area. Staff work closely with each student and ensure their goals are being met.

Good progress for Intensive Literacy and Numeracy and English for Migrants students is being achieved through high levels of attendance and increased socialisation for the group comprising mainly elderly migrants, especially couples.

The organisation has a good understanding of its performance through gathering a range of data and evidence. Some analysis is occurring but could be strengthened

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

² Refer Canterbury College core values listed on page 5 of the Self Assessment Report, May 22, 2017.

to better understand the areas for improvement. Tutors, managers and support staff work as a team to create a positive and successful learning environment.

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

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 value the positive and engaging English language and business learning environment provided by Canterbury College. The inclusive, supportive and welcoming culture enables students to study alongside other students of different cultures and ethnicities and participate in a range of activities to improve their communication skills.

The key approach to English language teaching across all courses is through the Absolute Fluency³ model which is unique to Canterbury College. Students develop confidence and control of language in their academic writing, presentations and interpersonal communication, in parallel with developing critical thinking skills appropriate to their level of study. In the business programme, classroom learning is followed by the practical application of case studies in the workplace to gain work-related skills. Students recognise that they are developing skills and capabilities that will be useful in their careers.

Student feedback confirms that staff are approachable and friendly, that the college treats students fairly and equitably, and that the structure of learning and the quality of the courses are highly regarded. For example, students who had transferred from other schools in New Zealand were favourably impressed with the quality of teaching and the level of their achievement at Canterbury College. One student commented that studying in the business diploma was 'equal to degree-level study'.

Canterbury College delivers valued outcomes to students with a variety of academic and personal goals and aspirations. In the English programmes, students improve their academic English to prepare for international exams such as IELTS to support the goal of further study in New Zealand. Others benefit from the Intensive Literacy and Numeracy courses to improve their personal and social interactions. The students studying towards business qualifications expressed clear goals to progress to further study at levels 6 or 7. They are well on track to do this, although they are only half-way through their qualification.

Stakeholder feedback – including exit interviews – shows a good level of satisfaction with overall student care, academic growth, wellbeing and contribution

³ ©Keith Burgess 2010. *Absolute Fluency – Complete English Structure Activation and Review*. A teaching methodology designed to make students genuinely fluent in English by being productive with language.

to local industry. A recent improvement has been to align the current English programme with the New Zealand Certificates in English Language (levels 3 and 4) to provide additional pathways for students. While no students are currently on this pathway, the required approvals are in place and resources are being prepared.

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

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

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

Canterbury College is meeting the most important needs of the students and stakeholders. Students have their individual goals and language level confirmed on entry so staff are aware of their learning needs. This entry process enables students to be confident that they are enrolled in the right programme. Student satisfaction surveys show that students are very satisfied and are reaching their expected goals.

The holistic approach to learning and teaching is based on the concept of 'know your learner'. This emphasises thinking about how the learner learns and how their needs can best be met. Learning activities are directed to the needs of second-language learners. This includes short lectures, meaningful use of videos, individual work on case studies, group discussions, presentations and feedback discussions with appropriate break times. Relevant examples and case studies from the tutors' own business experience provide real-world examples of topics and are engaging for the students. Most business students are in part-time work which complements their study. Students complete an individual assessment, group assessment, presentation and written examination – students recognise that this sequence builds their capability, knowledge and confidence in their achievement. A clear process ensures that students meet the minimum pass for learning outcomes as required for the business qualifications. Shared practice is being used to ensure consistency of assessment in this area.

Students value and feel comfortable in the positive and engaging learning environment. The English classes use a variety of learning activities. One student studying English in preparation for an IELTS examination to meet the entry requirements for a Master's degree, said the style of teaching at the college provided 'deeper learning', was 'more analytical, learning to correct our own mistakes', and required greater understanding of what is being said and written. This had exceeded the student's expectations, and progress was superior to other English courses taken previously. At a different level, teaching activities for the English for Migrants classes relate well to the everyday needs of these students. These activities include how to use the self-checkout at the supermarket and other everyday experiences relating to the immediate needs of the learners.

Academic staff are well qualified in their own discipline area and teacher development is a high priority for the organisation. Resources are provided to enable staff to complete relevant tertiary teaching qualifications. A strongly collaborative culture is created through classroom observations, shared discussions and internal workshops with a clear emphasis on the Absolute Fluency model of language learning (see Findings 1.2). The current emphasis for teacher development on 'maximising student performance' is in direct response to the outcomes of teacher observations of tutors who are expert in their own field but may not be aware of specific techniques and strategies for students who do not have English as their first language.

The small class sizes enable individualised learning. Student evaluations on teaching provide feedback on a tutor's preparation, organisation, support for learners and teaching expertise. These evaluations demonstrate high levels of satisfaction in 2015 and 2016.

Canterbury College follows a clear plan for internal and external moderation which is meeting the timelines set. Comprehensive forms record the process from pre- to post-assessment, and the outcomes provide constructive feedback on the quality of the assessments. A review of delivery and assessment is currently in progress for the business programmes to ensure that assessment material from an external source is suitable. Assessments have been strengthened to improve clarity and align them to the requirements of both theory and work-related practice. Further resources have been allocated to create new assessments where needed.

Student feedback has identified a need for the development of a level 7 business diploma to pathway students from the level 5 and level 6 New Zealand Diploma in Business qualifications. Canterbury College is in the early stages of reviewing how this need could be met.

As required by the quality management system, the local advisory committee meets twice a year and has internal and external members who provide advice on current practice and receive updates on developments at the college. Some members contribute their knowledge and expertise as guest speakers for relevant classes.

The business tutors are not fully prepared to participate in the 2018 NZQA consistency review process which is a requirement for programmes leading to New Zealand qualifications.

Review and reflection happen daily. This solutions-based approach is inclusive and enables speedy improvement. However, this approach has not been coordinated across the organisation to create a more formal and systematic process to better understand the evidence being collected.

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

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

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

Canterbury College has created a learning environment that is student-centred and culturally inclusive from enrolment to graduation. Students are known individually to all staff who take an interest in supporting them to achieve their goals. The family-like environment respects and nurtures students to feel comfortable in their New Zealand experience and contributes to the holistic approach to learning. The location of the campus within a major shopping complex provides access to multiple opportunities for practical application of learning.

Students receive individual support from tutors on a daily basis to discuss progress and achievement, to respond to queries, and to encourage skill and capability development. Tutors, support staff and management are available at any time – there is a strongly collaborative model of student support. Staff and students are co-located in open study, office and computing spaces with shared kitchen facilities. This provides opportunities for staff and students to engage in informal conversations to check on student wellbeing, progress, attendance and any other matters. Shared lunches, morning teas and conversations happen daily and are the foundation of effective social and academic support.

Comprehensive study information is provided in student handbooks and course materials, on the website and in posters displayed in the classrooms. This provides multiple communication channels to ensure students are well informed. The recent introduction of a delivery plan that clearly demonstrates learning across the course week-by-week is useful for both staff and students. This information is regularly updated to ensure accuracy and includes any changes to requirements and responsibilities. At every stage of course delivery and assessment, students receive both informal and formal feedback on their progress for both individual and group work. Students are confident and positive about their progress because this feedback is clear, targeted to their individual progress, and constructive, including ways to further improve. For example, following group presentations feedback is given to the whole class so that all students benefit from the discussion.

Canterbury College is well aware of its responsibilities to support international students' safety and wellbeing. Support staff have clear responsibilities for liaising with homestay families and students and for providing personal support to the students when this is required. The pastoral care system is clearly designed to monitor and support 'special attention' students who need additional interventions. A range of off-site activities are provided including barbeques, museum visits and pizza parties, to enable students to build social networks.

1.5 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**.

Canterbury College has effective, supportive leadership and clear management roles and responsibilities to maintain operational oversight that is strongly aligned to educational performance. Management has made effective decisions over the past four years, resulting in a smaller, sustainable organisation. The delays in finalising the planning and re-fit for the new building in Christchurch have had an impact on the timeliness of a review of direction and strategy. However, there is a consistent approach to ensuring that the quality of the programmes delivered meets the needs of stakeholders.

Staff are valued and management places a high priority on teacher development. There is encouragement and resourcing to attend internal and external workshops, to study towards tertiary teaching qualifications, and to share strategies and research on engaging learning environments, including effective ways to teach international students. Resources are well used in a variety of ways – for example, a tutor who is not teaching on the current block is fully engaged in developing and reviewing curriculum materials in preparation for the next teaching block as well as completing study towards a teaching qualification. A recent workshop on anti-plagiarism resulted in improved use of a software tool (PlagScan), a written process document for tutors, and increased understanding of the zero tolerance policy.

The effectiveness of staff is reviewed through a well-defined performance model. Peer observations involve a senior tutor providing written and oral feedback on teaching practice, discussion of student evaluations, and an annual review meeting with directors. Staff value the positive and constructive feedback which informs regular conversations among staff and enhances the learning environment for the students.

The organisational structure has been adjusted for the current programme delivery and to support the learning environment and related support systems. The director of studies for English programmes and the recently appointed academic supervisor are key roles in providing appropriate academic leadership within the discipline areas. The organisation is using the benefits of learning as a larger PTE to develop its systems and processes, even though it is now a small organisation.

Canterbury College has developed flexible and agile responses to fluctuations in student numbers, a changing curriculum and resourcing. For example, the introduction of school holiday programmes for study groups from other countries has successfully used resources during term breaks. There is a strong sense of careful planning evident in the new campus to enable the college to deliver an integrated curriculum to provide students with practical skills alongside developing their English language.

The organisation clearly understands its responsibility for the progress and welfare of international students. Support strategies are effective in providing a caring, supportive and friendly environment.

Canterbury College is a reflective organisation and gathers data and a range of informal and formal feedback from students, staff and other stakeholders to inform management decision-making. While this data is useful, it does not fully identify trends and outcomes to understand the impact of changes and improvements.

1.6 How effectively are important compliance accountabilities managed?

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 manages its compliance accountabilities and responsibilities effectively.

- The quality management system has policies and procedures to identify key areas of compliance. An improvement plan lists a number of policies for review during 2017.
- Systems and processes to maintain compliance with the Education (Pastoral Care of International Students) Code of Practice are effective. The 2016 self-assessment against the new Code of Practice confirms compliance and identifies gaps and future improvements. These include strengthening initial surveys of students, annual review of enrolment documents and enrolment packs, increased monitoring of agents, and ensuring staff receive training in support for international students. A number of improvements have been made, such as improving the orientation given to new students, and updating student material on dealing with grievances.
- Applications for programme accreditation and approval are successful and meeting NZQA requirements. A current process review is an example of recognising the need to strengthen understanding of the NZQA approval process for programme changes and to prepare for the consistency review for the New Zealand Diploma in Business. Processes for site approval are well understood.
- Current documentation and records show that Tertiary Education Commission and NZQA requirements are met in a timely manner with no risks or issues identified by NZQA.
- Clear policies provide guidelines for compliance with health and safety requirements. An example is the incident folder where clear and comprehensive notes record any incidents and recommended actions, and require manager sign-off when completed.

In arriving at its findings on this question, the evaluation team reviewed minutes and actions plans for management and staff meetings and the 2016 academic committee as well as reports and other relevant documentation. A compliance check of student files and homestay monitoring records was completed. These files support the decisions made and meet immigration and NZQA requirements.

Focus Areas

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

2.1 Focus area: New Zealand Diploma in Business (Level 5 and 6)

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: International students: support and wellbeing

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

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

Systems and processes to support international students are highly effective. Students say their goals and expectations for both their study and their visit to New Zealand are well understood and consistently met. The college places a high priority on providing a supportive, friendly and student-centred learning environment and this is highly valued by the students.

Recommendations

NZQA recommends that Canterbury College:

- Continue to build capability to ensure that NZQA approval requirements are understood by a wider group of staff and that there are clear and systematic internal approval processes for programme changes.
- Ensure that the management and tutors in the business programmes are well prepared to participate in NZQA consistency review.
- Continue to monitor the English language entry requirements for programmes to ensure that any changes are incorporated and complied with.
- Improve analysis of data and other evidence to identify levels of performance, trends and issues in a more systematic way.
- Continue to implement and monitor the internal and external moderation plan to identify areas for improvement.
- Coordinate the different strands of the organisation into a more formal and systematic review process to better understand the evidence being collected and to inform evidence-based decision-making.
- Collate the outcomes of self-assessment into an improvement plan to monitor progress and effectiveness.

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/>.

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