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External Evaluation and Review Report

Canterbury College Limited

Date of report: 13 September 2022

About Canterbury College Limited

Canterbury College is a well-established Christchurch-based provider delivering English language and intensive literacy and numeracy education.

Type of organisation:	Private training establishment (PTE)
Location:	<p>Canterbury College delivers from two campuses:</p> <ul style="list-style-type: none">• 166 Tuam Street, CBD, Christchurch• S202, Level 2, Westfield Mall, Riccarton Road, Christchurch <p>The Tuam campus is a newly refurbished central city head office campus owned by the PTE.</p> <p>The Riccarton location offers classroom space within a shopping mall.</p>
Code of Practice signatory:	Yes
Number of students:	<p>Domestic: 61 Intensive Literacy and Numeracy students, equating to around 15 equivalent full-time students and one student enrolled in the New Zealand Certificate in English Language (Level 3) (as of May 2022). Students are migrants to New Zealand.</p> <p>There have been no international enrolments since 2020. Short school cultural exchange programmes are planned to resume in 2022 with the opening of New Zealand's border.</p>
Number of staff:	Seven full-time and two part-time staff
TEO profile:	<p>Canterbury College Ltd</p> <p>The PTE delivered the New Zealand Diploma in Business (NZDB) (Levels 5 and 6) until the end of 2021. Adverse NZQA monitoring led to NZQA placing conditions on accreditation, and the subsequent cessation of delivery and removal of programme approval and accreditation for these programmes.</p>

Last EER outcome:	At its last EER in 2017, NZQA was Confident in the PTE's educational performance and capability in self-assessment.
Scope of evaluation:	Intensive Literacy and Numeracy (Targeted ESOL)/General English (herein ILN)
MoE number:	8541
NZQA reference:	C45349
Dates of EER visit:	21 and 22 June 2022

Summary of results

The PTE's ILN delivery contributes significant value, particularly to older migrant students, and is valued by stakeholders, as is the care and support provided. Significant assessment concerns in the NZDB are no longer present and seem to have been isolated to that delivery.

Confident in educational performance

Teaching and learning are well targeted to each student's goals and needs. Students develop their English language proficiency and important core skills and competencies. Important outcomes include improved life skills, the ability to make social networks and participate in society, and reduced isolation. These outcomes are a central to the PTE's strategic focus.

Canterbury College has done well to develop processes to assess growth in students' core skills and competencies. Work is in progress to develop this understanding beyond an individual learner level.

Confident in capability in self-assessment

Academic and organisational leadership is supported by appropriate expertise at all levels, including external advisory expertise.

Students' wellbeing needs are effectively responded to. Self-assessment to meet Code of Practice expectations is insightful, with findings supporting organisational developments. The PTE supports students to develop their understanding of Māori culture and values through specific activities. Notably, there is a wider strategic focus on building mātauranga Māori into programme delivery and pastoral care.

The sole key gap with impact has been the significant assessment issues NZQA found with the PTE's NZDB delivery. These issues are no longer present and seem isolated to that delivery. The PTE is well established and regarded by stakeholders for its English language provision and pastoral care. Its return to this exclusive provision gives confidence in the PTE's performance going forward.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students develop core life and 'initiating' skills (such as learning to initiate social networks). Coupled with the development of functional English language ability, these skills support the students' growth of confidence and participation in society. Examples include being able to go shopping, take the bus, go to the doctor, and engage with officials on their own. Importantly, this is contributing to reducing the isolation experienced by older migrant students who enrol with low levels of English.</p> <p>Canterbury College deliberately focuses the learning on growing these skills and has supported teacher development to enable this. It assesses, and regularly reports to students on, the development of these core skills. This is responding to the challenge of a need for greater insight into the progress of students with low English proficiency beyond what is being provided by the Tertiary Education Commission's (TEC) assessment and learning progression tools (the Literacy and Numeracy for Adults Assessment Tool, and Starting Points).</p> <p>The PTE has developed outcome measures (Description of Meta Skills) and linked indicators that identify expectations about what students should be achieving in terms of core skills. These measures inform progress reporting to students on the presence and growth of these skills.</p> <p>The PTE is in the process of working through how the data produced at an individual student level might be lifted and collated at an overall organisation level to enable understanding of gains across students and cohorts.</p> <p>Canterbury College is growing processes to build students' knowledge of Māori values and culture, and to learn about Māori hauora and healing to support wellbeing and resilience.</p>

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 develop English language proficiency and skills that support interactions with others and increase participation in society. Achievement is tracked using meaningful self-developed measures. The PTE is considering how to benchmark the resulting data at an organisational level.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>As outlined in 1.1, students develop core skills, supporting their participation in society and the making of social networks to reduce isolation.</p> <p>The achievement of these outcomes is understood through the relationships and long-term engagement Canterbury College has with students, and which can be up to a five-year period. This is appropriate given the context and is supported by engagement with students in their first language. Moreover, at the managing director level, students are continually engaged about their needs and progress. Anecdotal feedback from key community stakeholders also confirms positive changes for older members of refugee and migrant communities as a result of their learning.</p> <p>The PTE’s continued development of self-assessment processes to analyse evidence of skills and outcomes will assist its understanding of student outcomes, including the extent to which outcomes are being achieved across student cohorts.</p> <p>Stakeholders engaged for the EER affirmed the credibility that Canterbury College has established as a valued provider, including with the Christchurch migrant and refugee sector. This credibility is further demonstrated by the expert membership that has supported the PTE through advisory group participation. The long-term referral of international secondary school students for short cultural exchanges also reflects stakeholder feedback that the PTE is valued and trusted for the quality of the learning experience and pastoral care it provides.</p> <p>An example of wider community contribution and commitment to the betterment of students is the active role staff took in accessing research and advocating to the Ministry of Education</p>

	for improved literacy education for international secondary school students.
Conclusion:	The PTE is contributing to improving students' English language and the development of skills supporting their ability to interact with others and participate in society. Outcomes are well understood at the individual student level, with plans to develop self-assessment to better understand outcomes across cohorts.

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:	<p>ILN course evaluation results show consistently high student satisfaction. Student feedback is actively and regularly sought, including that provided by student representatives. Insights are used to improve programme resources and delivery.</p> <p>Programmes are reviewed and updated to respond to student needs. For example, analysis of TEC progression data led the PTE to separate the ILN course into two classes to better target higher and lower-level proficiency. This has better responded to students' learning needs and has provided an internal pathway, motivating students to aspire to the higher class level.</p> <p>Learning activities and resources are varied and effective in engaging students, informed by students' identification of their goals and activities that will be of relevance to them. Learning activities are also informed by a focus on growing core skills important to confidence-building and societal participation, and to learning (for example, critical thinking).</p> <p>Since the last EER, in 2019 and 2020 NZQA found significant assessment issues in NZDB programmes which led to conditions on accreditation and subsequent withdrawal of programme approval and accreditation. However, these issues appear to be isolated to the NZDB delivery which has now ceased – level 6 students completed the programme in December 2021.</p> <p>The PTE has not yet fully delivered its NZCEL² programmes. It has taken on learnings from four students' mixed achievement of</p>

² New Zealand Certificate in English Language

	<p>NZCEL papers over a 2021 summer school period, reflecting that they needed more time and formative learning opportunities.</p> <p>External moderation is limited to date given the minimal NZCEL delivery. However, the PTE has used moderator reports to enhance the quality of assessment materials. The moderator agreed with three assessment decisions reviewed. From the evaluator's³ brief review of a small sample of NZCEL assessment materials and marked work, the topics, tasks and assessor marking and feedback seem appropriate. Student work is checked for authenticity. Staff participate in professional development targeted to support effective assessment.</p> <p>In the ILN course, clear, relevant learning outcomes are linked to each unit of learning. The assessment of core competencies and skills provides meaningful insights into student progress and has added insightful levels of granularity to the more general outcomes provided by the TEC assessment tools.</p>
Conclusion:	<p>Learning and assessment activities and resources are relevant and appropriately linked to learning needs and outcomes. Assessment is well developed to understand meaningful progress. Significant assessment issues found by NZQA seem isolated to NZDB delivery which has now ceased.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students' learning goals and needs are well understood through targeted enrolment questions, entry and diagnostic testing, and continuous assessment. The resulting information informs teaching and learning activities.</p> <p>Students receive useful information about their progress through daily verbal feedback and written progress reports each term.</p> <p>Students engaged for the EER affirmed that they were well supported by friendly and caring staff concerned about their learning and wellbeing, both in English and their first language,</p>

³ The materials were reviewed by an evaluator who is a specialist in English language teaching.

	<p>ensuring appropriate understanding. The PTE creates contact cards for each student in case of emergency.</p> <p>Students are supported to establish social networks including through student WeChat groups, class activities and learning that builds confidence to initiate personal networks. This is an important focus of the learning to address isolation.</p> <p>During COVID-19 lockdowns, learners participated fully in online learning. As older migrants with little technological experience, continued learning was important for them to maintain social interaction. This was supported by the PTE which taught students how to use Zoom and to learn the basics in the use of devices, including game-based learning platforms. Computers were sourced for students who did not have their own.</p> <p>While no international students have been enrolled since 2020, stakeholder feedback affirmed a high standard of care and support provided to international students through the short secondary school exchange programmes. Processes described sound effective and in accord with self-assessment information. The PTE demonstrated in-depth knowledge of Code obligations, including for under 18-year-old students.</p> <p>The PTE's self-assessment in relation to the interim domestic Code and the new Code of Practice shows meaningful reflection that led to improvement and effective gaps analysis and the identification of key areas for development and action.</p> <p>Student insights into the appropriateness of learning and support are understood by regular evaluation and feedback. Teacher observation, conducted by management as well as internal and external peers, authentically supports teaching capability.</p> <p>A key learning from the delivery of the NZDB has been the importance of a shared understanding of learner situations, needs and responses. This has led to staff recording relevant information in the learner management system to ensure real-time, comprehensive understanding across the organisation.</p>
<p>Conclusion:</p>	<p>Students are effectively supported and involved in their learning through student-centred staff and processes. Self-assessment processes inform effective and improved learning, and support the ongoing identification of actions to improve performance.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Following cessation of the delivery of business programmes in 2021, Canterbury College has reset its strategic focus and determined a clear purpose and direction and priority actions. This was informed by wide community stakeholder consultation. The PTE is committed to and focused on meeting the needs of refugee and migrant communities and international school students through well-established English language delivery.</p> <p>Strategic planning and consultation have led to a new advisory structure of two committees to achieve greater responsiveness and appropriately targeted and timely advice.</p> <p>The operationalisation of the PTE’s mission statement is evident, focused on student wellbeing and the learning experience. Moreover, a strategic focus on the ethnic diversification of student enrolments has gained initial traction, with benefits to student achievement already being observed.</p> <p>Organisational and academic leadership is supported by relevant expertise at the strategic, operational management and advisory levels, and through the director of studies. English language teaching staff bring valued strengths and expertise.</p> <p>Staff development activities are varied and relevant and are targeted to meeting student learning needs (for example, a formalised and expanded focus on diagnostic testing, and building students’ critical thinking abilities). It is also informed by staff teaching observations and appraisals, and as a part of succession planning.</p> <p>The sustainability of the business has been ensured throughout the pandemic, supported by the commitment and hands-on involvement of the managing director. Plans to recommence international student exchange visits are in place and are supported by well-established past delivery and agent relationships. Sufficient resourcing has continued to be allocated to learning and teaching. The completed refurbishment of the central city campus provides a pleasant, functional and optimally located delivery site that will support sustainability and growth.</p> <p>As stated earlier in this report, the PTE has improved the use of data to inform a consistent organisational understanding of</p>

	<p>student wellbeing, and has developed its own measures to assess and track students' acquisition of skills and competencies. The PTE is in the early stages of determining how it may benchmark this data to understand achievement beyond the individual learner level.</p> <p>Student relationships and insights from student evaluations and management's engagement with student representatives is appropriately ensuring students' concerns are heard, in line with the current scale and scope of delivery. The right balance of formal and informal processes will need to be reviewed alongside growth.</p> <p>The PTE has a clear direction in developing student wellbeing and support processes following self-review against the new Code of Practice. One core focus in active development is the building of mātauranga Māori into programme delivery, including the integration of Māori wellbeing models and knowledge.</p>
Conclusion:	<p>Canterbury College has reset its focus and has a clear strategic direction. Going forward, this is supported by a new advisory structure and developments, appropriate internal and external advice and expertise, and the PTE's long-standing, well-regarded provision of English language delivery and care for the students.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Canterbury College demonstrates appropriate understanding of funder and regulator requirements in relation to its English language delivery. In the ILN programme, the PTE is using the required TEC assessment tools. In 2018, it met TEC audit requirements, with minor non-conformities that have since been responded to.</p> <p>The PTE has appropriately engaged with NZQA about programme approval requirements, and successfully obtained approval for NZCEL delivery. It has yet to fully deliver the NZCEL programme, thus limiting further understanding of the effectiveness of compliance management in this area.</p>

	<p>The PTE had mixed results in its application to NZQA for programme approvals and the meeting of NZQA consistency review expectations for the NZDB. In 2019, NZQA imposed conditions on the PTE's delivery of the NZDB due to significant assessment concerns and hence non-compliance with NZQA Rules. While the PTE adhered to required conditions, the status of these concerns did not improve between the 2019 and 2020 monitoring visits. The PTE decided to withdraw its accreditation to deliver these programmes with delivery concluding in December 2021. The issues found seem isolated to the delivery of the business programmes. However, it is not apparent that these concerns were resolved by their effective management, but rather with the cessation of delivery.</p> <p>While the PTE does not currently have international students enrolled, it demonstrated an in-depth understanding of Code of Practice requirements and seemingly appropriate processes to ensure the care and wellbeing of international students. Moreover, the PTE demonstrated insightful self-review to the new Code and clear identification of areas for improvement.</p>
<p>Conclusion:</p>	<p>Compliance management since the last EER over the last four years is variable. NZQA identified significant issues for the NZDB, though accountabilities appear appropriately managed in relation to English language delivery and the Code of Practice.</p>

Focus area

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

2.1 Focus area: Intensive Literacy and Numeracy (Targeted ESOL)/General English

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 Canterbury College Limited continue to develop its self-assessment processes to understand student achievement of core skills and competencies beyond the individual learner level to an overall cohort level. This will enable benchmarking by cohort and over time.

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 fraud⁴*
- *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.*

⁴ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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