



Report of External Evaluation and Review

Christchurch College of English
Limited

Date of report: 22 December 2009

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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.

Brief description of TEO

Location: University of Canterbury Campus, Solway Avenue, Christchurch

Type: English Language School

Size: 213 students (eight under 18 years), 36 staff; course length from two weeks to two years

Sites: Christchurch

The Christchurch College of English Limited first opened in 1991, then trading as Language Services (NZ) Limited. In 1993 there was a name change to Christchurch College of English Language Limited; in 1997 the organisation began trading under its current name, Christchurch College of English Limited. The organisation has been registered with NZQA as a private training establishment since 1992.

Christchurch College of English Limited (CCEL) delivers education and training in English to overseas students who speak languages other than English. These students come mostly from Asian countries such as China, Korea, Japan, Thailand and Taiwan, as well as from the Middle East, in particular Saudi Arabia.

Courses offered include:

- General English at beginner to advanced levels
- Business English
- English for Academic Purposes (Level 3)
- Cambridge examinations, including the International English Language Testing System (IELTS) and the Test of English as a Foreign Language (TOEFL).

In addition, CCEL is recognised by the University of Cambridge Local Examination Syndicate (UCLES) as a provider of the Certificate of English Language Teaching to Adults (CELTA), Level 5 and Teaching Knowledge Test (TKT) Level 3. CCEL is also an approved provider for migrants.

All courses include supervised independent and self-review learning and may vary in length from two to 50 weeks. At the time of the external evaluation and review (EER) visit, CCEL

had 213 students on campus. CCEL operates a system of continual enrolment where new students can enrol each week.

Longer term, CCEL students may move on to university study in New Zealand or their home country. CCEL has a partnership agreement with the University of Canterbury (UC). This agreement allows CCEL students to benefit from access to UC amenities, such as the library, cafeteria, and student group activities. A reciprocal benefit is that CCEL students often continue their academic study at UC. The relationship between CCEL and UC was mentioned by students as one of the reasons they chose CCEL over other providers.

CCEL hosts large groups of international students who visit New Zealand to improve their English skills and enjoy the cultural, social, and environmental experiences New Zealand has to offer.

The previous two quality audits of CCEL by NZQA were conducted in 2003 and 2006. The organisation met the relevant NZQA requirements and those of the Code of Practice for the Pastoral Care of International Students.

Executive Summary

Statement of confidence on educational performance

NZQA is **highly confident** in the educational performance of the Christchurch College of English Limited.

The key reasons for this are:

- The majority of CCEL's students enrol to learn or to improve their knowledge of English language. This external evaluation has confirmed that the outcomes for students are very positive. Both students and teachers have reported significant improvements in students' English language skills compared with their entry-level skills. The 2009 student departure evaluations showed a 97 per cent satisfaction rating for both teaching and learning.
- CCEL students are given a placement test on the first day and placed in a class with other students at the same level. Assessment is continuous throughout a course. Every six weeks students are tested and receive individual progress reports. In addition, teachers reported that they met weekly with each student in their class to monitor their progress, both academic and personal. Any issues identified were dealt with promptly and appropriately.
- CCEL offers a comprehensive service to all students. Each nationality is represented by a student counsellor, who is available on site fortnightly and by phone at any time. A nurse also visits the college fortnightly. Both these services are complemented by CCEL staff in the client services division who work an on-call roster system. These services provide timely, appropriate advice, enabling students to focus on their performance and learning needs.
- A sample of students, representative of the CCEL student body, was interviewed. Their comments, in combination with the student evaluations sighted by the evaluation team, showed consistently high levels of satisfaction with course content, teaching skills, and the ability of CCEL to meet individual student academic and personal needs. This has resulted in high student motivation to learn, extend their study time, or re-enrol for further study.
- Results sighted from Cambridge examinations, which are moderated and benchmarked worldwide, are excellent.
- CCEL has a database for collating and analysing student data, such as learner retention, and course and qualification completion. This database is used to proactively identify and analyse areas for improvement in either the results themselves or in methods of programme delivery, allowing CCEL to initiate and track ongoing improvements.
- External stakeholders, such as UC staff and other language school tutors, reported that CCEL students are well prepared for further study. Homestay parents were long-standing, and repeat business was considerable. There were examples of off-

shore institutions that had been sending groups of students to CCEL for over 14 years. CCEL has therefore developed a highly credible reputation based on its results and performance which attracts students and meets stakeholder needs.

- The quality, responsiveness and availability of management were exemplified by both students and staff. Students consistently reported examples of the guidance and support offered in a variety of situations. Staff consistently reported that all the managers, including the owner, were genuinely approachable and responsive. Both staff and students reported that they were valued members of CCEL.

Statement of confidence on capability in self-assessment

NZQA is **highly confident** in the capability in self-assessment of the Christchurch College of English Limited.

The key reasons for this are:

- CCEL's self-assessment was comprehensive and robust. It accurately represented the depth and breadth of the organisation's activities and emphasised the importance of learning outcomes for students. The evaluation team was satisfied that the ongoing processes and procedures CCEL reported in its self-review document were reflected in practice and enabled the organisation to monitor and review its educational effectiveness.
- Teaching staff had contributed to the self-review document and were current with the evaluative process. They showed their understanding of CCEL's business and valued the working environment where open discussion, sharing good practice, and contributing ideas to enhance the success of CCEL was encouraged.
- A strength of CCEL's self-assessment process was that effectiveness is reviewed formally and informally. The ability to respond quickly when required enables CCEL to be responsive to student and staff needs on a daily basis. In this way issues are dealt with in a timely and appropriate manner and any emergent trends identified are factored into the ongoing formal review cycles.
- CCEL understands the interdependence of educational, social, and cultural outcomes for students. This focus is reflected in students who consistently reported positive experiences from their first to last day at CCEL. The provision of relevant programmes and engagement with the community show that CCEL has a clear sense of its organisational purpose and direction.
- CCEL supplements its own self-assessment with external audit, such as the recent October 2009 audit completed by PriceWaterhouseCoopers, and the ongoing English New Zealand audits. The findings of these audits feed into CCEL's strategic direction and planning documents to inform ongoing teaching and learning.
- The evaluation team was impressed by the environment of enquiry and self-assessment that CCEL's management and staff have created to assure ongoing

improvement for both internal and external stakeholders. This includes learner feedback from students, feedback from homestay families, and strategic and business plans detailing how CCEL meets identified stakeholder needs and aspirations.

- CCEL would like to enhance its current comprehensive database which analyses trends and demographics by seeking input from an external expert whose expertise could be used to analyse data in a more robust manner than at present. This advice would be used to complement future strategic planning, marketing, and quality assurance.

Basis for External Evaluation and Review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

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 courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITPQuality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria 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).

Findings

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

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/for-providers/keydocs/index.html>

Outline of scope

The agreed scope of the external evaluation and review of Christchurch College of English Limited included the following mandatory focus areas:

- Governance, management, and strategy
- Student support, including international students.

The following programme focus areas were chosen:

- General English
- Teacher training.

General English represents a high proportion of student enrolments. It is the entry-level course for most students, part-time and full-time options are available, and there is beginner to advanced levels.

Teacher training represents a strategic direction for CCEL, which aims to become the provider of choice for CELTA and DELTA training in Canterbury.

Part 1: Answers to Key Evaluation Questions across the organisation

This section provides a picture of the TEO's performance in terms of the outcomes achieved and the key contributing processes. Performance judgements are based on the answers to key evaluation questions across the focus areas sampled. This section also provides a judgement about the extent to which the organisation uses self-assessment information to understand its own performance and bring about improvements, i.e. capability in self-assessment.

1.1 How well do learners achieve?

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 **Excellent**.

Context

CCEL runs small classes with a maximum of 14 students in any class at any one time. Every attempt is made to have a representative cross-section of nationalities in each class. This approach acknowledges the importance attached to providing a culturally stimulating learning environment. All teachers are required to hold a recognised qualification for teaching English to speakers of other languages. Students and staff both reported high levels of satisfaction with student academic progress.

Explanation

CCEL establishes the English language level of students on arrival, using their own placement test and tracks their progress every six weeks. Day one involves a half-day formal orientation, where enrolment, study plans, and goals are finalised. "Culture shock", transport options, Christchurch weather, New Zealand cultural expectations, Western diet and food, keeping yourself safe, and homestay accommodation are also explained. The care and consideration shown to new students assists their transition to living and studying in New Zealand. This benefits both students and the provider. Students are reassured that CCEL has thought about and meets their needs which reduces their anxiety about coming to a new country to study. Teachers benefit from students who are well prepared and able to concentrate on their studies.

Counsellors are available to assist students with any queries, in their first language. CCEL gives each student a card with contact details for the counsellors and emphasises that they are available round the clock to assist students during their time at CCEL. Students are also told that there is a nurse available for them and when she will next be on campus. A student welfare staff member is also available to assist students if required. The availability of these services reassures students, staff, homestay parents, and students' families of origin that the student has ready access to a comprehensive system of support services.

Management commented that students have clear goals and direction. Students attend CCEL for a variety of reasons, from a short two-week visit to two years and then further undergraduate study. Each teacher has ongoing meetings with individual students to discuss their academic progress and general welfare. If an issue is identified, and it is outside the

teacher's role or expertise, it is referred to the appropriate support person. For example, the teacher may confer with the academic manager for support and guidance, or the student may be referred to the counsellor or nurse. This is carefully documented and is followed up by the appropriate professional, with feedback to whoever initiated the referral. This ensures that the relevant personnel are well informed and confident that referrals are actioned and that information is fed back to the relevant people.

Students complete satisfaction surveys every six weeks, rating their approval of the course content and their tutor's effectiveness. This information is collated and acted upon. For example, if the satisfaction rating for a teacher is low this will be addressed with the teacher and an appropriate solution arrived at. A student may be shifted to another class or a strategy developed with the teacher to address the issue.

The General English programme uses standard texts, such as New Headway and Cutting Edge. Both students and staff commented on the up-to-date resources and supplementary learning materials provided. Teachers also said requests for new materials were welcomed by management. If budgetary constraints meant it was not possible to purchase these materials immediately, the teachers were always kept informed and encouraged to keep asking.

Student evaluations consistently reported high levels of satisfaction with academic achievement and personal well-being and development. Records sighted showed significant measureable achievements.

When asked the most important contributor to improving learner achievement, students commented: "the people are great; the teachers are always happy and smile a lot. This means I can easily ask for help from my teacher. Also, my teacher lets me know how I am going (with my English) and gives me extra help if needed".

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 **Excellent**.

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

Context

CCEL monitors student satisfaction, and where appropriate, satisfaction of the homestay parents. Around 700 homestay parents are on CCEL's database and about 250 families have students on an ongoing basis. CCEL has a comprehensive interview and vetting service undertaken by its client services staff. Informal feedback from the homestay parents, including some families who have been homestay parents for many years, indicates that the service provided has mutual benefits, an indication of the time and effort CCEL staff expend to match the students with the homestay family.

Explanation

The value to learners is evidenced by few student withdrawals and the high levels of satisfaction consistently reported over many years. Satisfaction is also indicated by repeat

business from clients; some institutions have been sending students to CCEL since it first opened.

CCEL monitors the progress of students who stay in New Zealand and go on to study at UC, which provides feedback about the students' readiness to undertake further study. The Individual Learning Programme is designed to help students to "learn how to learn", set their own learning goals, and measure their own progress. These are essential skills for success in the New Zealand tertiary environment.

CCEL intends to continue to collect information from stakeholders. A survey in 2010 will gather more formal feedback from host families, agents, and students, to enable more detailed analysis of the value of outcomes for key stakeholders.

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 **Excellent**.

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

Context

CCEL has a comprehensive induction process where students' needs are analysed according to their personal needs and their goals and aspirations for study. They are also given an entry test which is used to match them with the appropriate programme and level of study. This enables them to study with other students who are at a similar academic level. Every six weeks the students' academic progress is measured. In addition, students also evaluate the course content and their tutor. This enables CCEL to track students' academic progress and satisfaction ratings for their course and tutor.

Explanation

Students' satisfaction survey results and comments indicated that their academic needs were being well met. Students and staff interviewed emphasised that students' social, cultural, and personal needs were also being met.

CCEL regularly employs extra counsellors if the student profile requires it. An example of this was when CCEL first had Saudi Arabian students. In order to meet the particular needs of this student profile, CCEL employed a specialist on the Middle East. Management also communicates regularly with the Saudi Arabian Cultural Mission (SACM) in Canberra, Australia. A manager recently travelled to Canberra to advance these discussions further. Staff also reported that there were information meetings to discuss the needs of this student group. Also, to accommodate the needs of the homestay families involved with the Saudi students, first time host families receive a \$50 halal meat voucher. A newsletter covering topical issues is sent to all home stay families.

There is a weekly programme of out-of-class activities available to CCEL students, ranging from weekday activities of sport and barbecues and weekend excursions to local attractions such as the Antarctic Centre. The range of activities available demonstrates the care CCEL takes to support the social and cultural needs of its students.

Students who advance to undergraduate study at UC often return to visit staff at CCEL. They have reported that they felt well prepared for their university study. The college has provided a prayer facility to meet the needs of Muslim students. This space is regularly used by staff at UC, another example of the interaction between the two organisations.

All homestay families are kept informed and current with any new developments at the college. The sales and enrolment team has tripled in recent years, in order to service the needs of the students.

CCEL works from a purpose-built building which is light and inviting. Both students and staff impressed the evaluation team as happy, hard working, and focused on their respective roles. There was an agreed vision that learners will “Enjoy Learning English”. The programmes and activities at CCEL meet the individual needs of students. The managers and staff are committed to ensuring the vision statement is a reality. This is achieved through open and honest interaction between all the key internal stakeholders, and an understanding from management and the board that this is a dynamic business environment and that an effective way to ensure CCEL adapts and progresses is to include students and staff in ongoing dialogue and genuine consultation.

1.4 How effective is the teaching?

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 **Excellent**.

Context

Teachers are required to hold an internationally recognised teaching certificate, such as CELTA, for teaching English to speakers of other languages. Teachers and students relate well to each other and active student-teacher engagement and respect is evident. Students’ progress, as noted in their records, indicates that there are effective teaching strategies in place. This is confirmed by student and teacher comments. Some teaching staff have been with CCEL for over ten years.

Explanation

CCEL places students in appropriate classes for their academic levels. It also tries, where practicable, to have an ethnic mix in each class. The classes are small, with a maximum of 14 students in each. This allows teachers to get to know their students well and assist them to set their individual goals.

The teaching techniques described by the staff include the importance of analysing students’ academic records to ensure lesson plans are appropriate for the learners; working with themes that relate to the learners’ interests and previous knowledge; and encouraging students to take responsibility for their own learning needs. This was evidenced by the part of the programme where students choose an aspect of English language as their focus, for example punctuation. They need to decide how to find the information required and what sources would be relevant. At the end of the class each student meets with the teacher to gauge their progress. In this way they gradually learn to become more independent in their learning. They are also

encouraged to apply their language skills outside the college, for example with their host family, at the bank, or at the shop.

Teachers are very supportive of each other. This support is formal and informal. CCEL operates a mentor programme where small groups of teachers work with each other around a particular area of the curriculum or teaching methodology to develop their expertise and share their ideas collegially. A buddy system operates for new teachers to assist them with administration and teaching matters. Teachers commented that they are encouraged to regularly critique the resources they are using and to request new resources through the academic manager. The teaching resources are replaced or updated in a systematic way, ensuring that resourcing is effective.

Some staff have been students on the CELTA course at CCEL. Their experience of their teachers was summed up by this comment: “They are the best teachers I’ve ever had. They knew their stuff and established great rapport with the class”. A number of the CELTA graduates have gone on to work at CCEL.

The general tenor of the comments from many of the teachers interviewed was: “this is the best place I’ve ever worked; I am a valued member of the CCEL team”.

1.5 How well are learners guided and supported?

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 **Excellent**.

Context

Students at CCEL are international students either visiting New Zealand as tourists or on student visas. The organisation is a signatory to the Code of Practice for the Pastoral Care of International Students, which is a requirement for enrolling international students. Students interviewed said they were very well looked after, had easy access to information about life and study in New Zealand, and would not hesitate to ask any of the staff at CCEL if they were not sure of something. The students all commented that there were a range of people from whom they could seek advice and information.

Explanation

Students interviewed said they would recommend CCEL to their friends and family. They said they were very nervous and confused when they first arrived in New Zealand and that all the people they met at CCEL were very helpful and calm. When asked what the single most important aspect of their experience at CCEL had been, they said: “Everyone is smiling and happy. That means you are not afraid to ask them for help. You know they will be kind”.

The effect of this is that students are well supported, recommend CCEL to their family and friends, and take home a very positive impression of their education and New Zealand.

As noted in other parts of this report, students commented that the support and encouragement they had received, both academically and personally, from all the staff at CCEL was considerable. This included the excellent organisation of their programmes, the facilities, and

the support staff available on permanent call, for example the counsellors, health nurse, and client services team members.

A Chinese student reported that he had been supported and guided by CCEL staff when he was in breach of the driving rules in New Zealand. Staff accompanied him to meetings and organised appropriate support for him. His comment was: “They went the extra mile for me”.

CCEL is a well known and respected English language school. This is evidenced by management comments that they are sometimes called on for advice from others in their community.

CCEL’s self-review and timely follow-up action for students means they are continually improving and fine-tuning the support offered to students. An example of this is the nurse who originally visited CCEL and spoke to groups of students together. It was noted that students seemed to have questions but would not approach her after the class. A system of individual appointments was introduced. This has led to her coming to CCEL more often and better meeting the needs of the students. Also, when the number of Saudi students grew, management initiated information evenings for homestay parents and in-house training for staff. This increased appreciation of the culture and led to fewer misunderstandings and miscommunication at CCEL and at home. This resulted in the students feeling welcomed and understood and more repeat business for CCEL.

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

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 **Excellent**.

Context

CCEL is a medium-sized organisation with a management team and related support staff. The organisation has a board which includes the owner, general manager, a representative from the UC (to reflect the CCEL-UC partnership), a solicitor, and a business expert. When required, the business expert acts as a mentor to the owner.

A system of focus groups, where students elect a representative from each class, allows issues to be raised with managers and acted on. For example, the students’ request to have a reference book that they can keep was agreed to by the board and management.

Explanation

Staff explained that they have been consulted on and have a clear understanding of CCEL’s purpose and direction. They enjoy the open communication between all parts of the organisation. The comment was made and acknowledged by staff interviewed that: “I could go and knock on the door of any manager at CCEL and they would make time to listen to me”. Staff also commented that any request, for example for new teaching resources, was always investigated and reported back on, irrespective of the answer.

The evaluation team noted a strong coherence of purpose and direction among all staff, including management, the owner, and the board. The general manager commented that

from 2006 in particular, CCEL had concentrated on mechanisms and processes that contributed to “establishing a culture of critique”.

The evaluation team noted that there was extensive documentation of strategic planning records, reports on projects (for example, the student forums) quarterly reports on the annual plan goals and achievements, monthly financial reports, and minutes of board meetings. Teams within CCEL contribute to monthly reports discussed at management level. Records of the strategic planning meeting are produced each year. Actions from these meetings are communicated to all staff.

As one manager commented: “The emphasis when making decisions about specific goals is to prioritise those that support the whole student experience, not just their educational achievement, as we know that they are here for much more than that”.

CCEL is a member of English New Zealand and the CCEL managing director is the current chairman. English New Zealand promotes quality English teaching and conducts periodic audits. CCEL has been audited recently.

CCEL staff are encouraged and financially supported to attend and present papers at conferences relevant to their professional development. The college has an extensive library of resources supplemented by materials developed in-house to meet the specific learning needs of CCEL students.

Staff commented that they welcomed the opportunity their performance management gave them to freely discuss their progress and formulate an agreed programme of professional development for the following year.

Governance and management at CCEL is directly linked to supporting students to achieve by being responsive to teachers and students on a day-to-day basis and by ongoing self-assessment which is comprehensive, robust, transparent, and authentic.

Part 2: Performance in focus areas

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

2.1 Focus area: General English

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

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

Context

General English is the entry-level course for most students, with part-time and full-time options available. There is no examination. Students undertake this study for a range of reasons: to improve their written or spoken English, to experience another culture, to improve their listening skills. At any one time there may be 130 students studying General English, levels 1-6.

Explanation

The outcome data on achievement in General English shows how students progress from one level to another, the length of time this takes, and the level they attain. Progress is tracked at six-weekly intervals following assessment. Students make significant measureable progress at CCEL.

A trend in 2009 has been for students to reach level 4 and then decide on their next move. They can advance to a number of options, such as Business English or Teaching English to Speakers of Other Language (TESOL). There has also been a trend to shift from higher English language courses to IELTS courses. IELTS is perceived as more difficult. This shift has been particularly noted with Korean students and seems to be linked to employers, for example Samsung, requiring IELTS for their new employees.

The evaluation team was shown the Student Study Booklet which is being piloted for General English. It is a user-friendly booklet which allows students to track their reasons for study and their progress within the course. Currently the Self Directed Learning Study Goal cards track students' progress.

CCEL's departure evaluations for General English in 2009 showed a 97 per cent satisfaction rating. Another measure of the success of this course is that many students extend their planned study, and others return at a later date to take up other study options at CCEL.

2.2 Focus area: Teacher Training

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

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

Context

Teacher training has been prioritised by CCEL as a future strategic direction. From 2010 a current member of staff will become the director of teacher training. This is part of the organisation's capacity building to ensure teacher training for both domestic (CELTA and DELTA) and international teachers (TKT and TESOL) grows and meets its goals.

Explanation

The CELTA course, which is moderated and benchmarked by Cambridge University, has been offered by CCEL for many years. In 2009 the CELTA pass rate was 100 per cent. Fifty candidates entered for the qualification. One withdrew from assessment, six passed in a band above Pass (Pass B or Pass A) and all others achieved Pass grade. These results demonstrate the excellent teaching received by the trainees. CCEL employs all its successful candidates on group programmes after the course wherever it can, and offers continued work to the best beyond that.

Currently, CCEL offers CELTA courses three to four times each year. DELTA is also offered two to three times per year for current staff and other people that have the CELTA qualification. DELTA is a niche qualification which is crucial for career movement. It is the minimum qualification required in the United Kingdom and Australia, which makes it highly transferable. In New Zealand DELTA is required for a director of studies position at an English language school.

The TKT test is designed for international students. CCEL has included the teaching component of TKT with TESOL and has gained approval as a TKT examination centre. This means CCEL can test its students at suitable times throughout the year. Overseas applicants often want to study in an English-speaking country such as New Zealand.

These developments will allow CELTA to be offered four times a year (CELTA is a four-week course). DELTA is organised in three modules, and each module has a mixture of internal and external assessment components. For example, all of module three, an extended assignment, is marked at Cambridge. The results for the next intake for module one will be available in June 2010. There are only four approved DELTA examiners in New Zealand at present. CCEL intends to contact all CELTA graduates to let them know DELTA is now available for them to study at CCEL.

CCEL's longer term goal (two to three years) for DELTA is to gain NZQA approval to offer DELTA to off-shore candidates. One outcome from the self-assessment of DELTA was that CCEL required more support. To this end, a specialist from overseas has been recruited.

In response to a perceived need, another initiative is the evening teacher development courses which will be available to all teachers in the area. Ideally, attendees will have up to two years' teaching experience. This meets an identified need for ongoing development and support for people who have just completed CELTA.

This multi-faceted approach to teacher training has the potential to increase the opportunities for both overseas and domestic teachers to upskill their qualifications. It could also provide additional business for CCEL, including upskilling current staff members; attracting overseas candidates to train in New Zealand; providing coherent, staircased professional development for local English Language teachers; and enhancing Canterbury's image as a good place to study.

2.3 Mandatory focus area: Code of Practice for Pastoral Care of International Students

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

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

Context

CCEL has delivered education programmes to international students since it was established in 1991. The client services staff at CCEL are primarily responsible for arranging homestay accommodation and monitoring student satisfaction with these arrangements.

Explanation

All staff are concerned and involved with the welfare, care, and support of the international students. This means there are many people watching out for the students. This was noted by management and staff as a strength of the way CCEL operates. Referral to specific people with specific expertise is also available, for example the counsellor with first-language knowledge, the health nurse with medical expertise, and the academic manager with oversight of the academic processes at CCEL.

The success of the pastoral care for students is reflected in the excellent student retention and completion data and the number of students who extend their study or return to CCEL for further study at a later date.

CCEL maintains a complaints register which was sighted by the evaluation team. It was noted that there were very few complaints and those recorded in the register had been dealt with in a professional manner that maintained the dignity of all concerned.

As noted elsewhere in this report, CCEL staff understand and respect their students. They have clear processes for supporting students and a variety of specialist personnel to assist students if required. The respect CCEL staff show to students is reciprocated by the students.

As one student commented: "I was worried about not having any friends. By the end of the first week I had many friends".

2.4 Mandatory focus area: Governance, management, and strategy

The overall rating for performance in governance, management, and strategy is **Excellent**.

The overall rating for capability in self-assessment in governance, management, and strategy is **Excellent**.

Context

CCEL is a medium-sized organisation where staff are involved in decision-making on an ongoing basis. This is supported by robust processes for collecting, disseminating, and providing feedback, already discussed in this report.

Explanation

CCEL governance and management is guided by documented policies and procedures which are well understood by staff at CCEL. Within these formal structures there is the ability to be responsive to issues as they arise. Staff confirmed that the philosophy espoused by management, one of inclusivity and consultation, was correct. The organisation was viewed by both staff and management as having a good reputation both locally and internationally. This was perceived to be a function of the culture of CCEL, where the leadership team was confident and informed, consulted appropriately, and encouraged new ideas and initiatives. Staff also commented that CCEL had a clear strategic vision which, coupled with the ability and experience to respond to issues as they arose, made them feel very confident about CCEL's long-term future. The benefits and improvements, described by staff and management, of comprehensive self-assessment mean CCEL is committed to ongoing needs analysis and improvement.

Statements of Confidence

The statements of confidence are derived from the findings within and across the focus areas. A four-step scale is used: highly confident, confident, not yet confident, not confident.

Statement of confidence on educational performance

NZQA is **highly confident** in the educational performance of Christchurch College of English Limited.

Key reasons are:

- In all the focus areas of this external evaluation and review the evaluation team observed and sighted documentation that showed coherence in policy, planning, record-keeping, staff and student comments, and academic achievement.
- Students make significant gains in their English language ability and in the social, cultural, and personal development that are the focus of CCEL.
- Feedback from internal and external stakeholders attests to the value of the learning acquired at CCEL.
- CCEL welcomed the opportunity to discuss its business with the NZQA evaluation team and regularly seeks input from external sources: NZQA, English New Zealand, PriceWaterhouseCoopers.
- Students commented that CCEL employs experienced teachers who are well-resourced and supported in their work by their colleagues and management.

Statement of confidence on capability in self-assessment

NZQA is **highly confident** in the capability in self-assessment of Christchurch College of English Limited.

Key reasons are:

- Staff and management are able to describe clearly what they do to review their organisational programmes, track student progress, collect and analyse stakeholder satisfaction ratings, and review policies and procedures.
- Management reflects objectively and sets and prioritises realistic goals. This has led to coherent policy-making, accurate documentation, and good record-keeping.
- CCEL has used ongoing self-review for many years to inform strategies to improve the business and keep staff well informed and included in decision-making.
- CCEL is committed to self-assessment, as it has proved to be an essential business tool for understanding and reflecting on what works well and why it works well.

Actions Required and Recommendations

Further actions

The next external evaluation and review will take place in accordance with NZQA's regular scheduling policy and is likely to occur within four years of the date of this report.

Recommendations

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

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