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Report of External Evaluation and Review

Christchurch College of English
Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 11 January 2018

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MoE Number: 8966
NZQA Reference: C26051
Dates of EER visit: 26 and 27 October 2017

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:	Christchurch College of English Limited (CCEL)
Type:	Private training establishment (PTE)
First registered:	1 April 1992
Location:	University of Canterbury campus, Solway Avenue, Ilam, Christchurch
Delivery sites:	University of Canterbury campus, and Level 7, 155 Queen Street, Auckland
Courses currently delivered:	<ul style="list-style-type: none">• Cambridge Course (Level 3)• English for Academic Purposes (Level 3)• General English• Teaching ESOL (English to Speakers of Other Languages); Cambridge CELTA (Cambridge Certificate in English Language Teaching Adults) (Level 5)• TESOL (Teaching English to Speakers of Other Languages); Cambridge TKT (Teaching Knowledge Test) Course (Level 3)
Code of Practice signatory:	Yes, since 2002
Number of students:	Domestic: 17 CELTA candidates in 2017 International: at the time of the external evaluation and review (EER) in October 2017, 351 international students were enrolled: 280 at CCEL

Christchurch and 71 at CCEL Auckland. Projected total enrolments for 2017 are 1,393 (1,089 at CCEL Christchurch and 314 at CCEL Auckland).

In 2017, 42 nationalities were enrolled at CCEL Christchurch, with the highest enrolments from China (29 per cent). CCEL Auckland has 24 nationalities enrolled – the highest from Brazil (23 per cent).

In 2016, 1,409 international students enrolled at CCEL (with the majority enrolled in General English), and 1,176 in 2015.

Number of staff:	53 full-time equivalents: 30 teaching and 11 administration staff at CCEL Christchurch and eight teaching and four administration staff at CCEL Auckland.
Scope of active accreditation:	As identified above for courses currently delivered.
Distinctive characteristics:	English language school; member of English New Zealand; nearly all enrolments are international students; two distinct sites.
Recent significant changes:	<p>Change of ownership immediately prior to the EER but with operations unaffected.</p> <p>Large growth in student numbers since 2016, and particularly enrolments in the English for Academic Purposes course. Increased staffing and numbers of host families. Greater resourcing of technology and appointment of an e-learning specialist. Introduction of e-learning curriculum and evening classes in 2017.</p>
Previous quality assurance history:	<p>At its last EER in 2013, NZQA was Highly Confident in both CCEL's educational performance and capability in self-assessment.</p> <p>CCEL was audited by English New Zealand in 2017 and met all required standards.</p> <p>In November 2015, a Cambridge Centre Inspection assessed CCEL's Cambridge exam centre as fully compliant and an unannounced inspection in July 2017 resulted in an excellent rating.</p>

2. Scope of external evaluation and review

The following focus areas informed the EER:

- General English – the course in which most students enrol.
- English for Academic Purposes (EAP) – a course that has experienced recent growth and which specifically prepares learners for academic study. Two external pathway partnerships are aligned with this course.
- International Students: Support and Wellbeing – a mandatory focus area.

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.

Two evaluators conducted the EER over two days at CCEL Christchurch, and also engaged with CCEL Auckland staff, students and stakeholders by Skype and phone. The evaluators engaged with the following people:

- CCEL's Christchurch and Auckland principals, academic manager, and accounts administrator
- Administration, accommodation and student support staff
- Teachers at both CCEL Christchurch and Auckland
- Learners from both CCEL Christchurch and Auckland
- EAP graduates
- CCEL's pathway partner representatives
- Host family representatives (including by phone prior to the EER site visit)
- One retailer (contacted prior to the EER site visit).

One evaluator also met with CCEL's managing director (then chief executive) prior to the EER visit as he was out of the country at the time of the EER site visit.

An observer from English New Zealand attended the EER.

Documents reviewed included (but were not limited to): CCEL's self-assessment summary and supporting documentation, dashboard reporting, student surveys and

results, host family survey results, students' progress reports and academic records, tracer study results, academic planning team agenda and minutes, academic management reports, and student and academic handbooks.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud¹*
- *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.*

¹ 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.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Christchurch College of English Limited**.

There is clear and comprehensive evidence that CCEL is meeting the most important needs of learners and other key stakeholders.

From the outset of learners' engagement with CCEL, the organisation works with learners to identify their goals and support their wellbeing. Throughout their enrolment with CCEL, staff and management support learners to appropriately define their goals and work towards their achievement, or to redefine and work towards different goals as these may change.

Learners are consistently progressing through the English language levels. They develop independent learning skills and other core skills important to higher study and employment in a New Zealand context, for example peer communication and sharing of ideas, presentation and communication skills, critical thinking, research and enquiry. Learning is contextualised to learners' different goals.

In 2017, 98 per cent of graduates have indicated that their expectations have been met or exceeded at CCEL. This aligns with similar results in 2015 and 2016. Results from the 2016 external English Language Barometer I-Graduate Survey show CCEL to be above average in results for all overall categories as benchmarked against other New Zealand and international English language schools.

CCEL works closely with pathway partners to ensure EAP learners are well prepared to progress to academic study. Recent tracer studies confirm that CCEL graduates are well prepared and do well in New Zealand tertiary education – around three-quarters of graduates who have taken up an offer of place in further study have successfully completed or are in progress to complete their qualification.

There is clear evidence of highly effective processes that clearly contribute to learning and other important outcomes:

- Learning content and lesson plans are tailored to learners' goals. Learning activities are purposefully developed and embedded in the curriculum to develop core skills (e.g. independent learning).
- CCEL works hard to facilitate out-of-class learning opportunities to support learners in their learning experience, including through involvement in the university's student activities and university life.

- CCEL responds quickly and well to any concerns learners identify (whether it be academic, personal, or relating to learners' homestay experiences).
- The recently introduced e-learning curriculum is enhancing learners' learning and skills development.
- Feedback from pathway partners is used to improve processes of learning. Staff from pathway institutions are actively encouraged to interact with CCEL learners. They strongly value their relationship with CCEL.
- Moderation is focused on ensuring consistent, fair and robust assessment.
- Regular and useful tutor feedback is valued by learners for supporting their learning and development.

No significant gaps or weaknesses were evident.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Christchurch College of English Limited**.

CCEL has highly effective self-assessment that pervades and evaluates all programmes and activities. Self-assessment is authentic and driven by a strong belief in its value. New initiatives, for example the recent implementation of e-learning, are closely reviewed and evaluated to ensure they have the desired effect, with changes made in a timely way to bring about improvement. CCEL is continuously looking at different ways to achieve better results. An example is recent organisational approaches to observation and professional development.

Organisational goals are relevant and carefully reviewed. CCEL closely monitors progress towards organisational goals and goal attainment. Actions are identified if goals are not achieved, as are the reasons for non-achievement.

Learners' views are highly valued and CCEL systematically seeks learner feedback to understand the complete student experience. Learner feedback is engaged with in real time and CCEL responds immediately to any matters requiring further attention.

CCEL has established different benchmarks that it uses to maintain a regular and close understanding of educational performance. It uses data to engage with staff and learners to better understand learner progress and to ensure that learners are involved with and supported in their learning.

CCEL uses the findings of self-assessment insightfully to make comprehensive improvements. Recent examples include: developing more e-learning activities to help with listening practice, supporting learners at earlier intervention points in the EAP course which is resulting in stronger pass rates, and providing learners with targeted support to help them to prepare for enrolment in EAP courses.

The quality and validity of the self-assessment information is consistently high. CCEL continuously reviews the effectiveness of its self-assessment tools and revises them if it identifies that its approach could be more effective.

Findings²

1.1 How well do students 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**.

CCEL uses a number of methods to understand learner achievement, which demonstrates that learners are consistently progressing through English language levels, passing academic courses, continually progressing in their goals, learning new skills, and are satisfied with their progress.

CCEL has strong processes in place to systematically monitor individual learner achievement at both an organisational and teacher level. It has developed a dataset over time, collating the average time learners have spent enrolled with CCEL and in different courses and levels. The data shows that learners have been progressing in English language levels at a fairly consistent rate since 2013.

CCEL's dataset provides an internal benchmark used to monitor achievement and student learning, to check assessments, to look for outliers and trigger discussions about individual learner progress, and to support learners to consider ways to better support their learning.

Patterns of learner progress are monitored by management after every six-weekly test cycle. Any outliers are identified and individual learners are identified for specific consideration if achievement patterns diverge. This information is discussed with teaching staff who conduct regular tutorials with learners to discuss progress, review, refresh and break down individual goals, and identify different ways to support learner progress. Documentary evidence and feedback from staff, learners and management confirmed the continuous focus on the achievement of learners' goals.

Teachers' meetings include a standing question asking if there is anything management needs to know about individual students, which provides another mechanism to ensure follow-through of individuals whose level of achievement requires additional focus.

Independent learning skills are being fostered through the integration of learner autonomy into all syllabus and assessment design, supervised independent learning, and student self-reflection on their proficiencies and progress. The newly

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

implemented e-learning curriculum is further supporting learners to develop skills in self-assessment and reflection.

CCEL reports very low non-completion numbers. EAP students receive a formal report on their course final grade at the end of their 12-week programme which is linked to the Common European Framework of Reference for Languages (CEFR), thus providing an internationally recognised and comparable benchmark for language ability.

Management closely reviews pass rates to identify individual needs and to identify where wider initiatives may be required. For example, after CCEL noticed a pattern of lower pass results in the EAP course, it introduced an earlier intervention point for individual students as well as additional workshops. Following these changes, CCEL has observed stronger results, with just three learners from its most recent cohort not passing.

A departure survey includes a question that asks learners about satisfaction with their progress made. For the 2017 year to date, 98 per cent of graduates said they were either happy or very happy with their progress. This was the same excellent result achieved in 2015 and 2016, and has been maintained alongside significant growth in student numbers.

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 **Excellent**.

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

Results from an external English Language Barometer I-Graduate Survey in 2016 show that CCEL is a college delivering English language education that is considered above average in all overall categories assessed when considered against other benchmarked New Zealand and international English language schools.

A CCEL departure survey (completed by around 500 students each year) demonstrates very high overall learner satisfaction with the learning experience at CCEL – for the 2017 year to date, 97 per cent of learners indicated that their expectations were met or exceeded which is on par with 2015 and 2016 results.

Learners and staff emphasised the value of CCEL's introduction of e-learning to learners' skill development and enhancement. Specific activities integrated into learning activities and the curriculum are supporting learners to develop core skills important to higher study and employment in a New Zealand context. These include peer communication and sharing of ideas, presentation and communication skills, critical thinking, research and enquiry. It was evident from anecdotes,

stakeholder feedback and pathway data that these skills are supporting graduates to be successful in their chosen pathways.

CCEL has established strong pathway relationships with the University of Canterbury and the UC International College (UCIC), which are of high reciprocal value and support EAP learners' progression to higher study. CCEL is one of the main providers of learners for these institutions. Feedback from these key stakeholders confirms that learners are suitably prepared for academic study by CCEL, and that the relationship with CCEL is of importance to them.

Pathway data demonstrates that CCEL learners do well in the New Zealand tertiary education environment. For example, 74 per cent of CCEL graduates who were enrolled in CCEL's EAP course between 2012 and 2016 and who subsequently took up an offer of place at the University of Canterbury (n=154) have either successfully completed their qualification or are currently in progress to complete. While 26 per cent are identified as 'incomplete', this is more realistically 16 per cent as 10 per cent could not complete for reasons clearly outside of the provider's control.

Departure survey results identify whether graduates are returning to their own country or are travelling or working in New Zealand, or have a confirmed pathway place. CCEL maintains contact with its graduates through social media which is tailored to keep graduates engaged with the college.

CCEL Auckland was recognised in 2016 as the Cambridge Examination Preparation Centre of the year for the Australasian region, which reflects an exemplary standard in commitment to students, parents and teachers, 'as well as an innovative approach to the utilisation of digital technology to ensure a Customer First approach'.³

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 **Excellent**.

Student evaluation findings show very high satisfaction with CCEL as a place to study English, with 98 per cent of 2017 graduates to date indicating that CCEL is a good place to study English, and 99 per cent indicating this in 2015 and 2016.

³ <http://www.cambridgeenglish.org/information-for-schools/preparation-centres/awards/>

Learner satisfaction is monitored closely through evaluations on arrival, six-weekly, end of course, and at departure. Evaluations include a focus on learners' satisfaction with the class programme, their teacher and CCEL's activities programme. CCEL's continuous reflection on how to improve its courses and learners' holistic learning experience and outcomes is well evidenced, including through the student evaluation process, end-of-course debriefs, recent initiatives implemented, and planning underway to develop the EAP course.

CCEL engages with learners before they enrol to identify their goals, plans and proficiency (see Findings 1.4). In the first week of the students' arrival, CCEL engages with them about their English language levels and study goals. Regular testing and tutorials provide learners with information and feedback on their progress and ongoing learning. In General English, for example, learners are tested every six weeks in reading, writing, listening, speaking, grammar and vocabulary. Results are used to engage with learners about their language level and related progression. Learners receive a progress report which includes their test results, comments on progress and attendance information.

The strength of CCEL's testing and feedback processes was highlighted in the English New Zealand 2017 audit report which found that CCEL has an 'impressive system of assessment and reporting to learners, including an extensive placement report, as well as a thorough tutorial and progress reporting system'.

In 2017, CCEL implemented an effective e-learning component which is matching students' learning goals and needs very well. Student survey feedback identifies that 90 per cent of students have found that e-learning has helped them with their English. CCEL has closely monitored the implementation of e-learning and used evaluation findings to make enhancements after each e-learning cycle.

CCEL's 2017 English New Zealand audit report commended CCEL for: 'Thoroughly documented syllabuses for every course programme, which are extremely user friendly and allow teachers to better consider their learners, course goals, learning outcomes and expected standards of student achievement'. The syllabus documents provide clear links to levels 'in the form of "can do" statements for both skills and language, as well as references to learning materials that are appropriate for each level, and the expectation of what a student at that level is able to achieve'.

To support consistent practice, teachers are provided with a booklet on level testing which conveys expectations and provides guidance on matters such as test preparation, testing procedures, moderation and completing student tutorial reports (including a focus on students' current and longer-term language goals).

CCEL supports fair and consistent marking through clear guidance and authentic moderation processes. Internal moderation actively engages teaching staff in reviewing peer marking. It is purposefully designed to enhance and inform teaching practice, and is used to improve resources and to focus teachers before the substantive marking process is undertaken. Post-moderation ensures that

marking has been robust. This involves cross-marking and co-assessment on both oral and written assessment. In 2017, external moderation in the EAP course has been undertaken by CCEL's pathway partners.

CCEL's pathway partners confirm that CCEL's programmes and activities prepare students well for higher study, and recent tracer studies⁴ provide confirmation of this. Part of this preparation includes formalised, timetabled engagement of students with the pathway institutions during the EAP course.

CCEL is using tracer study data to identify different ways to further support learners' pathways. CCEL engages regularly with its pathway partners, is considered highly responsive by retailers and host families, and supports stakeholders' engagement in the school through regular updates, including by newsletter, and by seeking feedback (e.g. host surveys).

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 **Excellent**.

In line with CCEL's focus on connecting with learners at the earliest possible point in time, in 2017 CCEL introduced an online test for learners to complete pre-arrival. The test provides an early indication of possible English language levels. It is used to engage with learners pre-arrival about their study at CCEL and to provide a springboard for discussion about learners' goals and aspirations. This engagement enables CCEL to actively work with learners from an early stage to identify their reasons for study, to map out a programme of study, and to minimise any barriers to goal attainment (e.g. introducing intensive learning if needed to gain entry to university).

Pre-arrival test results are also used comparatively with the placement test undertaken on arrival to support discussions about learners' views on their proficiency, and assists CCEL with class and timetable planning.

The English New Zealand 2017 audit report commended CCEL for its 'pedagogically-principled curriculum which takes advantage of new technologies and current learning methodologies (such as Task-based Learning, and an embedded focus on critical thinking), and is integrated with extensive, self-created e-Learning material, providing a complete package for learners'.

⁴ A tracer study is a graduate survey designed to measure the impact of a course of study.

The e-learning curriculum is by all accounts enhancing students' learning through increased teacher feedback (following all learning tasks), additional learning resources, revision of recent in-class learning, and the development of skills such as independent learning, time management, sharing of ideas, communication and self-reflection on learning and goals.

Before each level test in General English, learners complete a self-assessment form about their learning experience and satisfaction with their engagement in learning and progress in different areas. Learners are given easy-to-follow descriptors linked to levels to help them select how good they think their English is, which is subsequently compared to their test results. As mentioned in Findings 1.3, learners receive highly effective tutorial feedback and reports summarising their progress, and this feedback is contributing to learners' skills development.

Teachers work closely with learners to identify and break down their learning goals into achievable sub-goals, and to support learners to identify how they may achieve these goals. This is a continual process embedded into learning, student self-reflection and teacher feedback, including processes of reflection to check and refresh learners' goals. Students interviewed during the EER reflected on the value of tutor feedback and the important contribution this had made to their progress and attainment of goals.

Teachers tailor learning activities in response to learners' goals. For example, they include New Zealand contextual information relevant to employment and travel, and engage learners in conversations relevant to their New Zealand experiences. Students' input into learning content is actively sought on a weekly basis. Teaching plans are reviewed two-weekly.

Recently, CCEL has introduced a nine-weekly review point for EAP students focused on their likelihood of achieving their pathway goal. This enables different pathways to be planned for if need be, and also enables continued ongoing support for the planned pathway. CCEL has also recently trialled a type of pre-EAP taster for learners who would benefit from pre-course support.

CCEL obtains student departure feedback on nine teacher competencies, including the extent to which teachers have found out about learners' study needs, helped students with e-learning, used technology, corrected them, and talked to learners about their progress. A further indicator used by CCEL to identify that strong guidance and support is maintained (and that level placement decisions are reliable), is the relatively consistent average time that learners have spent in General English levels in the last couple of years.

Data that CCEL has captured on average time in the levels and courses is used to provide learners with an indicator of possible enrolment timeframes and to guide learners and identify their support needs. Teachers have begun to use this information to engage with learners about their progress as part of tutorial sessions.

Central to CCEL's purpose is for learners to enjoy learning English. CCEL focuses on students' holistic experience to ensure this, including monitoring satisfaction with important aspects of the New Zealand experience (e.g. homestays, food, activities). Learners are surveyed at multiple points to ensure continued satisfaction, which is high.

CCEL has worked hard to engage learners in out-of-class activities, and has included the involvement of students from the university to engage CCEL students in wider activities and social events. For the 2017 year-to-date, graduates surveyed were overwhelmingly satisfied with CCEL's activities programme. A similar result was achieved in 2015 and 2016.

1.5 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**.

CCEL has responded well to recent growth, managing increased learner numbers through changed class timetabling and a significant investment in e-learning technology which is enhancing the student learning experience. At the same time, there has been an investment in self-directed learning resources and facilities. Resourcing of course books and materials is appropriate.

Staff appointments are carefully made to ensure a strong organisational fit and that key staff have the appropriate knowledge and experience to succeed in their roles. Management are very accessible to staff. Professional development engages staff in key matters important to the organisation (e.g. bringing staff up to speed on the use of e-learning technology), but is also tailored to individual development goals identified through annual professional development interviews.

As well as peer teaching observations, CCEL has introduced development observations (focused on teachers' beliefs) which have been very well received. Specialist training has been resourced to support this.

Self-assessment is authentic and purposeful. CCEL is not afraid to try different options and revise decisions or attempt things in different ways to find the best solution to meet its needs. This was evident, for example, through different professional development options trialled, and the way survey tools are reviewed.

CCEL uses different self-assessment tools and resulting information to inform planning, budgeting and the management of resources, and to ensure management has an ongoing understanding of educational performance. Examples include:

- The dataset CCEL has developed over time to understand average learner enrolments and time spent in different levels.
- Six-weekly snapshots taken at the time of General English level tests which highlight current attendance percentages and any issues, as well as any negative student feedback, how this has been responded to, and whether it has been resolved.
- The significant work undertaken alongside pathway partners to understand how well graduates do in further education once they leave CCEL.

Student evaluations are valued as an important self-assessment tool and are conducted and reviewed regularly. Feedback is used to feed into organisational planning and to immediately follow-through on any potential issues that emerge.

All evaluations and self-reflections are aimed at understanding whether students' needs are being met in all areas of their experience, for example in learning, out-of-class activities, and at home.

Organisational goal-setting, monitoring and review are well documented. This shows a thoughtful and purposeful process of identifying goals and focus areas, planning and implementation, as well as factors that may impact on the full attainment of goals and resulting steps.

CCEL engages with staff, learners and other key stakeholders to consult and/or inform them about organisational decisions. Strong relationships are maintained and actively fostered with external stakeholders and for the benefit of learners.

1.6 How effectively are important compliance accountabilities managed?

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**.

CCEL has a number of processes in place to ensure that important compliance accountabilities are effectively managed. Specifically, and in relation to the Code of Practice (the Code):

- There is a clear set of criteria for recruiting and retaining retailers (agents). Information is sought from learners in their first week to check the accuracy of information provided by their retailers.
- Homestay accommodation is monitored through student surveys undertaken in the first week of enrolment, six-weekly, and at the end of the course.

- All new homestays are checked by the police and visited by CCEL. CCEL revisits homestays if any issues arise and if the home has not been checked for some time. All homestays are contacted prior to student placement to ensure there have been no changes of circumstance. A suggestion from the EER, and taken on by CCEL, is to record the occurrence of these phone calls as evidence of this process.
- A meeting is held with learners under the age of 18 years every six weeks to check on their wellbeing.
- Reports on progress and wellbeing are provided to parents.
- Attendance is closely monitored, and related processes and requirements are clearly set out in information provided to students.
- Passports, visas and insurances are double-checked for currency at enrolment/arrival. Spreadsheets and visa and insurance reports are run weekly, and any areas to address are responded to.
- The student management system automatically flags student visas and insurance policies due to expire.
- A memorandum of understanding is in place with the University of Canterbury to ensure it and CCEL are clear on respective responsibilities under the Code.

Sampling of a small number of student files during the EER found that learners' visas, passports and insurance were up to date.

Self-review of the Code is purposeful and authentic and involves a fresh 12-monthly review of how CCEL meets Code requirements (and is not just a confirmation that previous practices are unchanged). The director/principal undertakes this process with information fed in from relevant staff. Annual reviews assess staff performance against relevant key performance indicators.

The evaluators considered that CCEL could make more explicit – in pre-arrival and/or arrival information to learners – the requirement for insurance cover to include the learners' travel to, from and within New Zealand (or ensure all such documentation is consistent in this regard). In addition, while CCEL takes steps to understand the extent of cover of learners' insurance policies when in a foreign language and/or issued in a foreign country, this process is not without its challenges. As this is an area CCEL is looking to streamline, the Code guidelines on this topic could contribute further strategies for consideration pending any changes being made to policies or practices in this area.

Since changes made to health and safety legislation in 2015, CCEL formed a health and safety committee and reviewed changes required to respond to the legislation. The committee meets regularly to ensure hazard identification and minimisation, and to continuously identify ways to improve health and safety.

At CCEL's most recent English New Zealand audit in 2017, CCEL met all requirements and received several commendations.

In the last two years, CCEL has received favourable Cambridge Centre inspection reports, including a commendation.

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**.

2.2 Focus area: English for Academic Purposes

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

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

2.3 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**.

Recommendations

NZQA recommends that Christchurch College of English:

- Ensure that the requirement for learners to hold travel insurance is explicitly stated in its pre-arrival and arrival information advising learners of insurance requirements.
- Continue with plans to streamline how it manages insurance policies issued in a foreign country/language.

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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