External Evaluation and Review Report

Christchurch College of English Limited

Date of report: 23 November 2023

About Christchurch College of English Limited

Christchurch College of English (CCEL) delivers English language courses to a wide demographic of students, both onshore and offshore. The students' primary purpose is to improve their English language skills, either for personal goals or to continue in further tertiary study.

Type of organisation:	Private training establishment
Location:	53 Solway Avenue, Ilam, Christchurch
Eligible to enrol international students:	Yes
Number of students at the time of the EER:	Domestic: three equivalent full-time students
	International: 237 equivalent full-time students
Number of staff at the time of the EER:	Six permanent salaried teachers; four permanent salaried administration staff; 16 part-time teachers; three part-time administration staff
TEO profile:	[Christchurch College of English](#)
Last EER outcome:	At the previous external evaluation and review (EER), reported in January 2018, NZQA was Highly Confident in CCEL's educational performance and Highly Confident in their capability in self-assessment.
Scope of evaluation:	• General English (Training Scheme) (levels 1-4) [I.D 100959] • English for Academic Purposes (Training Scheme) (level 3) [I.D 101791] • International student support and wellbeing NZQA recognises the TESOL-specific English New Zealand standards and audit process as an important input to this EER.
MoE number:	8966

NZQA reference: C44936

Dates of EER visit: 12 and 13 September 2023

Summary of results

CCEL continues to show a commitment to self-improvement. Delivery of effective programmes and processes, supported by highly skilled staff, results in strong outcomes for all stakeholders.

Highly Confident in educational performance

Highly Confident in capability in self-assessment

- Programme design and delivery is effective in supporting students to achieve their goals.

- CCEL has sound contributing processes to measure progression and achievement, and is responsive to what the data tells them.

- Student achievement rates are high. Quality teaching and effective assessment practice informs students of their performance.

- The student voice is well represented and evidenced. CCEL shows strong capability in gathering and responding to student feedback.

- CCEL manages the pastoral care of its students well. There is a cohesive system to support the students. Students with additional learning needs or pastoral care requirements are supported in line with Code of Practice requirements.

- CCEL has highly trained and skilled staff who remain committed to professional improvement. Academic oversight of staff performance guides teachers in improving outcomes for students.

- Governance provides experienced guidance to CCEL. Reporting is regular and thorough. The international ownership is providing improved opportunities for professional development of staff which includes access to sector-led research. Strategising and planning at local level is informed and supported by the larger organisation.

- Collaboration between key stakeholders has improved since the last EER.

- CCEL manages its compliance responsibilities well. Sound processes and knowledgeable staff ensure compliance requirements are easily met.

Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	There is convincing evidence of high achievement at CCEL. Student achievement is measured by recording and tracking each student's progression, either within a language level of competence or across levels. Students spend a shorter average length of time at a level in CCEL than industry norms.[2]
	Successful completion is the measurement of achievement for the students who study English for Academic Purposes. Since the last EER, completion rates for this cohort have been consistently high, with EAP 1 averaging 94 per cent and EAP 2, 98 per cent.
	Processes to measure and respond to student progression and achievement are highly effective and form a cohesive and systematic tracking of the student's learning journey. A good example is the week five student progress assessment. Students and teachers benchmark progress and skills. This informs and guides teacher feedback.
	CCEL uses one CEFR[3]-aligned textbook series over all the levels. This practice allows consistency in assessments and supports the validity of assessment decisions. The process of moderation is well described in the English New Zealand audit, and NZQA supports the view that this area of quality assurance is well managed.
	CCEL has a process of clear and consistent academic oversight of progress and achievement which guides and

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

[2] Average progression from one level to the next is generally between 10 and 12 weeks for English language learners. CCEL students spend an average of eight weeks at a level.

[3] Common European Framework of Reference for Languages

	supports the students to achieve. Reporting is of a high standard.
Conclusion:	Achievement is very strong. Progression and completion rates support an excellent rating. Self-assessment processes and their effectiveness provide convincing evidence of sound systems.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Students are achieving valued outcomes by attending CCEL.
	Students achieve progress towards their goals. Between 2018 and 2023, annual tracking found that an average of 90 per cent of students confirmed that their English had improved more than, or as they expected, on completion of their study. This feedback assures CCEL that they are continuing to offer a learning experience that aligns to their vision 'to enjoy learning English'.
	The very few domestic students enrolled are supported to use their English to engage more in their everyday community lives.
	Other measures CCEL uses to confirm how well students are gaining valued outcomes are through overall satisfaction and recommendation rates. Since the last EER, over 90 per cent of students would recommend CCEL to others. Any drop in the positive response rate is assessed by management and responded to.
	Around one-quarter of CCEL students have specific academic goals, with most graduates going on to study at the University of Canterbury (UC). Tracer study data shows that between April 2020 and August 2022, 82 per cent of all CCEL EAP 2 students were successfully enrolled at UC. High enrolments continued in semester 1, 2023.

	CCEL has recently gained access to the performance trends of the graduates and is now able to benchmark their performance against other enrolled students.

With the information available to date, undergraduates have slightly underperformed against their counterparts, while postgraduate students have compared favourably. Earlier iterations of graduate performance will be available shortly, and CCEL intends to analyse the data for any notable trends.

Offshore students can complete their academic study at home, lowering their costs and preparing them for study prior to arrival in New Zealand. Graduates attested to having an improved sense of confidence and sense of place.

Reporting of outcomes to key stakeholders has improved since the last EER, and there is good evidence of collaborative discussion of performance and key outcomes. This reporting process is in its initial stages and CCEL has not yet had the required time to query findings and initiate any changes that may need to occur. Reporting and tracking of the smaller numbers of graduate outcomes with another key stakeholder, UCIC, needs improvement. |
| Conclusion: | Overall, there is sound evidence that students are achieving valued graduate outcomes. Nearly all students achieve their primary outcome of study. The tracking and reporting of longer-term outcomes for EAP students could be improved to provide more convincing evidence of positive outcomes. |

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	The increased scope and range of programme delivery has increased since the last EER. This has improved access to learning relevant to the needs of the students. CCEL students may now access learning through online, hybrid and face-to-face modes of delivery; and e-learning supports all modes of delivery.

The owners have made significant investments and training in using technology as a mode of delivery. Ongoing, relevant professional development is a particularly strong feature of the organisation. Highly experienced academic leadership guides and develops teachers' professional skills through observations, seminars and self-evaluation resources. The teaching staff are well qualified and experienced, and the reflective culture of CCEL is evident in their willingness to self-reflect, develop and access the further training offered by Navitas.

CCEL uses student feedback to improve and develop delivery. There is strong evidence that CCEL is responsive to student critique, and that it is used to adjust teaching and learning, resources and delivery.

A highly effective system of programme review ensures that assessments and courses are current, reflect the New Zealand context, and develop and test the relevant skills at the correct level of competency. Teaching staff have input and involvement in decision-making and outcomes.

CCEL academic staff contribute to key stakeholder (UCIC and UC) joint committees: the joint academic advisory committee and the joint management committee. The reports evaluate academic performance and inform staff of areas of strength and potential need for improvement.

CCEL received three commendations from the recent English New Zealand audit, two of which related to strong |

	programme design and delivery and the reflective practices employed by staff. Evidence seen by the EER team supports this view.
Conclusion:	CCEL continues to develop and improve its English language programmes to respond to the needs of the students and stakeholders. Sound self-assessment reporting and analysis leads to change and improves outcomes for students.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	CCEL provides students with a well-supported learning experience which begins prior to enrolment. Student goals are discussed, monitored and supported during their course of study. Teachers conduct regular tutorials, giving students clear guidance and support towards their learning goals. Teachers provide comprehensive feedback, and students are clear on which language skills need development and how best to achieve this. Progress reports provide qualitative and quantitative evidence of progression and achievement. Progress over time is tracked and students can compare results and self-evaluate their performance.
	CCEL staff work collaboratively with key stakeholder partners to ensure students intending to pathway to further tertiary study are well informed and supported. Offshore students studying online attested to the ease of communicating with CCEL and the usefulness of the pathway information shared. First language counsellors and academic leaders also offer guidance and support. CCEL has sound systems to support academic integrity, and students are well informed of its importance.
	CCEL understands the value of the student voice and has excellent systems to capture representative feedback. Data analysis is highly evaluative; trends, deviations and outliers are analysed for contributing factors and changes

	made where necessary. CCEL made changes to programme times after evaluating student feedback.
	Processes to support the pastoral care of students are well developed and followed by staff. CCEL has a system of responding and benchmarking to the Code of Practice through weekly student story meetings and administration meetings. Staff cross-check their processes against the Code regularly, and make amendments as needed. Procedures to support students under the age of 18, student accommodation options and complaints are all clearly documented. While CCEL did not have any students at the time of the EER who identified as having a disability, staff were able to describe the support put in place for former students with extra learning or pastoral care needs.
Conclusion:	CCEL has highly effective systems in place which support students throughout their learning journey.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	As part of the Navitas Limited University Partnerships Australasia Division, CCEL benefits from shared services, research findings and sector intelligence, a broad scope of extracurricular training opportunities and investment in resources. The vision, purpose and direction of CCEL remains the same. The local management team drives planning and strategising, with support from Navitas where required.
	CCEL strategy and operations are supported by highly experienced governance and academic leadership. Reporting to governance is regular and thorough, providing detailed quarterly reports to three governing bodies: Navitas New Zealand board, UC-UCIC-CCEL joint academic advisory committee and UC-UCIC-CCEL joint management committee. A New Zealand board provides knowledge and expertise in cultural and compliance requirements. The joint committees are giving academic

	leaders the opportunity to discuss key educational drivers for success.
	Recruitment and development of staff is well managed. Professional development of staff has a broad scope. There is regular development of academic staff, and evidence of good uptake and usefulness of the extramural Navitas offerings. This includes mental health training and opportunities to discuss education with offshore colleges.
	Resources have been improved, with a wider range of modes of delivery being offered. CCEL has a history of using data effectively to inform and improve delivery. This capability has been extended further with improved collaboration between stakeholder partners.
Conclusion:	CCEL continues to show evidence of a culture of self-evaluation and a willingness to continue to improve delivery. Highly experienced staff supported by sound policies and procedures contribute to strong educational outcomes for stakeholders.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	CCEL has effective compliance management processes to ensure that the organisation continues to operate in a legal and ethical manner. Regular reporting ensures the New Zealand board maintains oversight of compliance requirements in the local context. A compliance calendar and staff dedicated to managing compliance support successful operations.
	Staff are well informed of compliance matters and consistently apply the organisation's policies and procedures. Regular meetings allow staff to share information and consult with their peers.
	Oversight of programme delivery is a strength of this organisation. The closure of the Auckland campus due to the Covid-19 pandemic was well managed in conjunction with NZQA. Programme approval and accreditation history

| | has no issues. NZQA's monitoring of the offshore-online English for Academic Purposes in 2021 had a satisfactory outcome. All other NZQA attestations and required documentation is up to date.

CCEL undertook a self-review of the Code of Practice, with oversight by the chair of the New Zealand Board. CCEL has an annual self-review process which drives an action plan for improvement. Changes are reflected in organisational documents.

There are clear policies and processes to secure the welfare of under-18-year-old students studying at CCEL. These are in alignment with the Code of Practice.

CCEL is a member of English New Zealand and adheres to English New Zealand standards. The recent audit had three commendations and no recommendations. |
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| Conclusion: | Clear systems are in place to ensure compliance requirements are met. Staff are well informed of compliance matters and conduct regular self-review. |

Focus areas

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

2.1 General English (Training Scheme) (levels 1-4)

Performance:	**Excellent**
Self-assessment:	**Excellent**

2.2 English for Academic Purposes (Training Scheme) (level 3)

Performance:	**Excellent**
Self-assessment:	**Excellent**

2.3 International student support and wellbeing

Performance:	**Excellent**
Self-assessment:	**Excellent**

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 Christchurch College of English Limited:

- Work collaboratively with all key tertiary stakeholders to track achievement and graduate outcomes.

- Use the improved stakeholder reporting process to identify areas for improvement within CCEL delivery.

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 fraud[4]*

- *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.*

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[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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 but excluding universities, and*

- *maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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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