



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

CNSST Foundation trading as  
CNSST Education Institute

Date of report: 15 May 2023

# About CNSST Foundation trading as CNSST Education Institute

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*CNSST Education Institute (CNSSTEI) delivers English language, cultural and vocational training to Asian migrants and local communities in the Auckland region.*

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Type of organisation:	Private training establishment (PTE)
Location:	15 Clifton Court, Panmure, Auckland
Eligible to enrol international students:	Yes
Number of students:	Domestic: 197 (98.5 equivalent full-time students) Māori: 3.8 per cent, Pasifika: 3.8 per cent, disabled: nil  International: nil
Number of staff:	Seven full-time; 17 part-time contracted tutors
TEO profile:	<a href="#">CNSST Foundation</a> (link to provider page on NZQA website)  The PTE is part of the CNSST Foundation, a charitable trust whose primary focus is to provide services to Asian and Chinese migrants. The trust has developed several initiatives to help ensure migrants settle well and have ongoing support to integrate into New Zealand society.
Last EER outcome:	At the last EER in 2019, NZQA was Confident in both the PTE's educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>• New Zealand Certificate in English Language (Foundation) (Level 1); ID 118946, Ref: 1879</li><li>• New Zealand Certificate in English Language (Level 1); ID: 115854, Ref: 1880</li><li>• New Zealand Certificate in English Language (Level 2); ID: 115855, Ref: 1881</li><li>• Introductory Food Safety Training Scheme (ID: 126631)</li></ul>

MoE number:	7158
NZQA reference:	C51930
Dates of EER virtual visit:	15-17 February 2023

# Summary of results

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*CNSSTEI is providing high-value English language and vocational training in a supportive and culturally inclusive environment. CNSSTEI's self-assessment practices inform decisions, assist with programme improvement, and maintain alignment with stakeholder and community needs.*

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## **Confident in educational performance**

- Students gain useful skills and knowledge that positively influence their personal lives and work opportunities. For the mostly mature Asian students, the main objective, to communicate in English, is achieved. Some students gain credits for the training completed.

## **Confident in capability in self-assessment**

- CNSSTEI has a good understanding of student and stakeholder needs through ongoing interactions with key community and government agencies. The PTE collects regular student feedback and information about the PTE's social initiatives to understand the value of their services.
- CNSSTEI makes appropriate decisions about programme development, and reviews the effectiveness and suitability of programmes annually. Teaching staff and management collaborate to improve the training and address students' needs. External moderation confirms the validity of assessments. However, internal moderation processes could be better documented to strengthen understanding of assessment outcomes and contribute to improvements.
- The learning environment is inclusive and culturally appropriate for students of diverse backgrounds. Teachers provide students with engaging and supportive opportunities to learn and practise language skills. Class activities are authentic and meaningful.
- CNSSTEI's leadership is well connected, with a strong purpose and direction influenced by the organisation's research. It would be beneficial for the academic leadership to have greater oversight

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of quality assurance processes to ensure consistency of academic practices across all training delivery.

- The 2020 Tertiary Education Commission audit report indicates that CNSSTEI identified an error in the reporting of non-eligible learners, and withdrew these results from the next report. No further corrective actions were required. The PTE self-identified late reporting of student credits and fit and proper person declarations to NZQA. These non-compliances have been resolved.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students gain important linguistic and cultural knowledge and skills that improve their confidence in communicating in English. This leads to greater independence in their daily lives. Gaining credentials is not the main purpose for these mostly mature age students who have varied levels of school education.</p> <p>The average Intensive Literacy and Numeracy (ILN) course completions (43 per cent) indicate that some students successfully complete these courses but not most (refer to Appendix 1). In 2020, 35 of the 56 (63 per cent) students progressed to the next level of English language within CNSSTEI. CNSSTEI has acknowledged that these rates can be improved. A key reason for withdrawals is students needing to attend to personal matters overseas. In other cases, online learning may create barriers for learners who already have assessment anxiety. CNSSTEI has addressed this, and a dedicated technology support monitor is available in all classes. Almost all students successfully complete the pre-purchased English language tuition (PELT) and food safety courses.</p> <p>A small number of Pasifika and Māori learners<sup>2</sup> have participated in food safety training, with 100 per cent completion.</p> <p>There are no learners with a self-identified lived experience of disability.</p> <p>Self-assessment is generally strong. Data is tracked and provides an understanding of overall achievement year on year. It would be beneficial to separate the ILN data to analyse</p>

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

<sup>2</sup> Refer to Appendix 1.

	each level achievement, progression between levels, and to identify improvement. CNSSTEI has internal targets for the courses. There is an opportunity for further benchmarking with other similar providers to compare achievement and improve outcomes.
Conclusion:	<p>There are strong achievement outcomes for the students, who are gaining useful skills and knowledge which are having positive impacts on their daily lives. Planned initiatives to improve student engagement and achievement are ongoing.</p> <p>Self-assessment is generally effective and includes analysis of trends and factors affecting achievement outcomes. There are opportunities to strengthen self-assessment by disaggregation of ILN data and external benchmarking.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>CNSSTEI students interviewed reported gaining confidence in their ability to converse in English, and overcoming cultural and social barriers. This increased confidence allows students to better integrate into New Zealand society.</p> <p>Students said their English language competence had improved.<sup>3</sup> Other notable gains were improved self-confidence and self-motivation, expansion of their social network and community engagement, and better cultural awareness and cross-cultural communication. Students gain improved confidence to communicate with local people, create new friendships, solve everyday problems, learn about New Zealand culture, and become independent, contributing members of New Zealand society. The language and vocational training enables students to support their family members, gain employment and establish their own businesses. These life skills are seen as important achievements and are highly valued.</p>

<sup>3</sup> In a comprehensive research project conducted by CNSSTEI, a series of surveys, interviews and daily contacts were analysed and led to key findings about learners' needs and valued outcomes. A sample of 119 student responses was used and key themes identified.

	<p>Destination survey data for the New Zealand Certificate in English Language (NZCEL) shows 41 per cent of students continue to study and 7 per cent gain employment.<sup>4</sup> Evidence of valued outcomes for students of the Food Safety Training Scheme indicates that 11 of 32 (34 per cent) students gained employment and 1 of 32 (3.1 per cent) went into further study.</p> <p>Self-assessment leads to a clear and thorough understanding of stakeholder needs and expectations. CNSSTEI's multiple mechanisms for gathering feedback and supporting evidence, including staff educational research findings, inform improvements and programme review.</p>
Conclusion:	Effective training leads to students gaining valuable transferable skills and knowledge. Self-assessment is generally strong.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Programme development, design and delivery is informed by staff and tutorial team input and is well aligned with stakeholder and community needs. An example of this is the development of three new programmes in response to the growing community demand for specific vocational training. CNSSTEI is providing effective training to build social and language skills necessary for migrants who are settling into New Zealand.</p> <p>Expert tutors provide contextualised training relevant to students' everyday lives. Students attest to tutors being patient and providing a respectful learning environment which supports them well and builds confidence in their learning.</p> <p>A three-step tutor observation process is supportive and developmental. The process is less intrusive, as noted in the last EER. Annual staff training days provide an opportunity for sharing improvements in teaching practice. Professional development is planned and based on staff needs.</p>

<sup>4</sup> This destination data was tracked yearly from 2018-21 through WeChat. The sample size was not indicated.



	<p>Positive national external moderation results confirm the validity of assessment in the ILN programmes. The internal post-moderation summary evidence provides some feedback to help direct development of staff capability. However, it was not clear how the approved learning outcomes are consistently being met in all assessments moderated. In the absence of external moderation, in the case of the Food Safety Training Scheme such information would inform consistent good practice.</p> <p>Self-assessment involves a clear cycle of nine stages, with generally strong programme review and reflections on improving delivery and teaching practice. Aligning processes to the policy on moderation of assessment across all programmes, and clearly documenting outcomes, would ensure greater consistency of practice.</p>
Conclusion:	Programmes are well aligned with community and industry needs, programme review is effective, and improvements are ongoing.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>CNSSTEI is well placed as part of the charitable trust to support its students through its exceptional network of social services. Students are well supported through this holistic, learner-centric approach. The extended social and wellbeing services that are available to students can be used to explore business and work opportunities, with guidance from industry professionals and subject experts.</p> <p>Barriers to student learning are addressed through the development and ongoing improvement to policy to support teaching practices. The flexible mode of delivery for online and face-to-face tutorials accommodates students who may have multiple home priorities or time constraints. The online environment is regularly reviewed, and improvements are made. A dedicated support person monitors classes to assist students with technology challenges. An interpreter is available should translation be required.</p> <p>CNSSTEI has clear goals in being inclusive and ensuring all</p>

	<p>learners of different cultural backgrounds are well supported, can build their confidence, and gain opportunities for success. Students learn English within a New Zealand context and through various cultural experiences such as visits to a marae. This helps students to feel part of the community.</p> <p>CNSSTEI has developed a disability action plan which sets the foundations for ensuring that future students who may have a disability are well supported.</p> <p>Regular monitoring of student and community feedback informs CNSSTEI of student needs and is used to make improvements and provide appropriate pastoral care support.</p>
Conclusion:	Students are highly engaged in their learning and are well supported by CNSSTEI's wrap-around services.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Social good is at the heart of CNSSTEI and drives the organisation's policies, processes and actions. The wider charitable trust services add significant benefits to the training division. Its social enterprises research projects contribute to the social intelligence around student and community needs and outcomes. Strong networks with industry and community groups, and government agencies ensures the PTE is well connected.</p> <p>The highly reflective and research-informed leadership provides clear direction. The founder of the organisation is a leader, highly regarded in the community, and motivates and supports management and staff to have a united focus on achieving strategic goals that benefit the community. The organisation operates on a continuous improvement cycle. Comprehensive environmental scanning and planning for change has seen CNSSTEI adapt its provision to meet stakeholder needs such as the recently approved NZCEL Level 3, the Food Safety Training Scheme and the Chinese cultural competency training programme.</p> <p>Management and teaching staff are highly qualified and have extensive expertise. Professional development is supported, and</p>

	<p>staff are encouraged to participate in academic study, workshops and seminars. Knowledge and learnings are shared with the wider team and inform decisions or improvements. The low staff attrition ensures continued focus on business objectives and indicates the value placed on staff.</p> <p>Covid-19 and the sudden loss of a senior member of staff has impacted the organisation. Some non-compliances have occurred.<sup>5</sup> However, management has responded well to these challenges and has taken appropriate action. Academic oversight of internal moderation processes could be strengthened.<sup>6</sup></p>
Conclusion:	A strategic and innovative management team supports the highly qualified and experienced teaching team to ensure student goals are met. Some internal processes need to have better oversight for ensuring consistency and accurate reporting.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The CNSSTEI senior management team works collaboratively to meet compliance requirements. The PTE has generally strong processes to manage its key compliance accountabilities including:</p> <ul style="list-style-type: none"> <li>• Programmes are being delivered in line with programme approval documents and ensure consistency with NZQA Rules. National external moderation finds consistently positive results.</li> <li>• CNSSTEI has acknowledged there was non-compliance in credit reporting over the last four years. In 2022, 73 per cent of learner credits reported ran over the 90-day requirement. This has recently been addressed. The impact of these changes has yet to be seen.</li> <li>• Effective record-keeping and monitoring of performance against contract requirements; timely reporting as required</li> </ul>

<sup>5</sup> Refer to 1.6.

<sup>6</sup> Refer to 1.3.

	<p>by funders, including the Tertiary Education Commission and Ministry of Social Development. An issue reporting ineligible students in 2020 was self-identified and other minor issues addressed.</p> <ul style="list-style-type: none"> <li>• Self-review against the Code of Practice 2021 is comprehensive. Staff are well informed about the Code, and student support and wellbeing is managed effectively.</li> <li>• All attestations and fit and proper person declarations are now up to date.</li> </ul>
Conclusion:	<p>CNSSTEI is effectively managing key areas of compliance. Some concerns were identified prior to the evaluation and have been addressed.</p>

# Focus areas

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

## 2.1 Focus Area 1: New Zealand Certificate in English Language (Foundation, Level 1, Level 2)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Conclusion:	<p>CNSSTEI understands the reasons for the low course completions (refer to Appendix 1). Strategies to improve achievement are being implemented. The impact of these improvements is yet to be seen.</p> <p>The approval of the NZCEL Level 3 programme was a response to the growing demand for students wanting further progression opportunities.</p>

## 2.2 Focus Area 2: Introductory Food Safety Training Scheme

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Conclusion:	<p>Overall achievement of food safety training is strong, with 98 per cent of students successfully completing between 2021 and 2022.</p> <p>Internal post-assessment moderation processes for food safety training could be strengthened to show how moderators' findings verified that learning outcomes were met and assessors' judgements were fair, valid, consistent and aligned to the marking schedule.</p>

# 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 CNSST Foundation:

- Review and formalise processes in the quality management system to strengthen internal post-assessment moderation. Internal moderators' findings should be documented to provide evidence of learning outcomes being met and that assessment practice is fair, valid, appropriate and consistent. Processes for internal post-assessment moderation should be clearly documented to guide practice and support academic staff. Internal moderation processes should be applied consistently across all programmes.

# 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.*

NZQA requires CNSST Foundation to:

- Ensure credits for learners are reported to NZQA within three months following assessment, as per *Part 2 – Maintaining consent and approval Section 13(1)(b) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021*. Policies and procedures on credit reporting must be amended, and relevant staff must be advised, to comply with the Rules.

# Appendix 1

**Table 1. CNSSTEI enrolment and achievement rates 2019-22**

	PELT	ILN		Introductory Food Safety
	2019-22	2020	2021-22	2021-22
Total enrolled	552	287	326	52
Enrolled and scheduled to complete	541	90	161	52
Completion	537	37	73	51
Non-completion	4 (in progress)	53	88	1
Withdrawals	0	58	50	1
Completion rate	99%	41%	45%	98%
Māori learners	0	0	0	2
Pacific	0	0	0	2
Disabled	0	0	0	0

# Appendix 2

## 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<sup>7</sup>*
- *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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<sup>7</sup> 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 2021, 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 including ITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.*

*In addition, the Private Training Establishment Registration Rules 2021 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, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. 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](http://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/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)