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External Evaluation and Review Report

Christchurch Institute of Business and
Technology Limited trading as UC
International College

Date of report: 13 January 2020

About Christchurch Institute of Business and Technology Limited trading as UC International College

UC International College (UCIC) provides a pathway to the University of Canterbury for international students who have not met the university's direct entry requirements. UCIC is based on the University of Canterbury's campus and embedded in the university's environment and activities.

Type of organisation:	Private training establishment (PTE)
Location:	Alice Candy Building, University of Canterbury Campus, Ilam, Christchurch
Code of Practice signatory:	Yes
Number of students:	Domestic: nil International: 277 equivalent full-time students (2018)
Number of staff:	Full-time: administration 12; teaching two Part-time: administration four; teaching 26
TEO profile:	See: NZQA - UCIC UCIC is wholly owned by Navitas Ltd, whose focus on the university pathway sector includes ownership of over 100 colleges globally and partnerships with 35 universities in Australia, New Zealand, United States, Canada, United Kingdom, The Netherlands, United Arab Emirates, Singapore and Sri Lanka.
Last EER outcome:	UCIC's previous EER outcome in 2015 was Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	The current EER looked at the following focus areas: <ul style="list-style-type: none">• Foundation Studies Certificate (Training

Scheme) (Level 4)

- University Transfer Programmes (Training Schemes) (Level 5)
- International Students: Support and Wellbeing

Together the focus areas make up the majority of UCIC's delivery.

MoE number: 7177
NZQA reference: C36988
Dates of EER visit: 13 and 14 November 2019

Summary of Results

There is clear and comprehensive evidence that UCIC is providing quality education and support leading to positive outcomes for its students and graduates who are valued by their university partner.

Highly Confident in educational performance

- UCIC has good course completions along with high student satisfaction with their education. Students are achieving their academic and personal goals. The PTE's long-term relationship with its university partner also signifies that the outcomes for graduates are valued.
- UCIC is effectively using its connections and relationships at multiple levels within the university to develop, deliver and continuously improve programmes that closely meet individual and stakeholder needs.
- Students are engaged in their learning and are experiencing a supportive and caring learning environment.
- Courses are taught by experienced, qualified staff who use their experience and familiarity with university study to ensure the education delivery is engaging and relevant to students' future study aspirations.

Highly Confident in capability in self-assessment

- The organisation is well managed and has a clear philosophy and values which are reflected throughout its operation. The activities are well resourced and UCIC uses its resources effectively. Important compliance accountabilities are being managed effectively. The contributing processes that underpin UCIC's high performance are well established and have been refined over time.
- Records and discussions indicate that self-assessment is well embedded and is comprehensive, authentic and transparent. NZQA is highly confident that UCIC will continue to use its self-assessment findings insightfully to maintain high performance.

Key evaluation question findings¹

1.1 How well do students achieve?

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>UCIC students are completing their courses at a consistently high rate. Overall programme pass rate data shows incremental improvements over the past three years. Programme pass rates for University Transfer Programme students has risen from an average of 72 per cent in 2016 to 77 per cent in 2018. Programme pass rates for Foundation Studies Certificate students have remained consistent at 85 per cent in 2016 and 86 per cent in 2018 (refer Appendix 1). These results are benchmarked with, and compare favourably against, similar courses offered in other Navitas campuses.</p> <p>Staff at UCIC demonstrate a good understanding of, and commitment to, the factors that lead to student achievement, and they regularly analyse and discuss ideas for improving achievement. The organisation has regular staff meetings where ideas for improving course delivery and student achievement are discussed and agreed.</p> <p>On average, 96 per cent of students who successfully complete their UCIC programme transfer to the University of Canterbury. Interviews with students and representatives of the university indicate that the students are well prepared for university study in New Zealand.</p> <p>The University Transfer Programme enables students to complete the first year of their university studies at UCIC within the same timeframe as direct first-year entry university students. After successful completion of the University Transfer Programme, students transfer to the university for the second and subsequent years of their degree programme. The</p>

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

	<p>Foundation Studies Certificate enables students to meet the entry requirements to transfer into the first year of study at the University of Canterbury.</p> <p>A Tracer study, undertaken by the University of Canterbury, has provided UCIC with valuable insight into the academic performance of its students once they have transferred to the University of Canterbury. This data has informed wider learning and teaching initiatives to improve student achievement. The academic performance of UCIC graduates has been compared with other cohorts, international and domestic, who have studied similar programmes. The results show that UCIC graduates perform favourably compared with other cohorts in almost all cases. For instance, in 2017 the proportion of students passing half or more of their credits in their first year of university study was 79 per cent for UCIC Foundation graduates and 81 per cent for UCIC University Transfer Programme graduates. This compares with 73 per cent for international students who were admitted directly from a New Zealand secondary school.</p>
Conclusion:	Self-assessment material reviewed by the evaluators, and commentary from students, UCIC and the University of Canterbury, confirm the success, extent and value of the educational performance of UCIC.

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:	<p>UCIC's efforts to meet the personal and academic goals of every student is a compelling feature of the organisation. The PTE is well attuned to the needs of students through years of experience in the same market, and through constantly seeking feedback from students and their university partner. It then uses the information gained to inform improvements to the design and delivery of programmes.</p> <p>Teachers identify the aspirations and interests of their students and, where possible, structure their teaching to align with those aspirations. This ensures that students' learning needs are being well met. There was evidence of the teachers regularly engaging</p>

	<p>in meaningful discussion about teaching practice and student progress. Teaching staff spoke about how they share ideas, experiences and knowledge through their daily interactions, staff meetings and professional development.</p> <p>Students regularly complete feedback surveys to provide feedback on the learning methods, course delivery and learning environment. The results of this feedback are collated, analysed and used effectively to inform improvements to course delivery. Annual staff professional development sessions centred around a panel discussion with UCIC graduates about their experience at university is a great example of self-assessment.</p> <p>Well-organised and managed external and internal moderation verifies the validity and reliability of assessments at UCIC. All assessments are moderated by relevant academic staff from the University of Canterbury, or other pathway providers, to ensure that the academic performance of UCIC students is at an appropriate level and context to enable the graduates to transfer successfully to the university.</p>
Conclusion:	UCIC's regular and purposeful interaction with its students and stakeholders, ensuring that programmes and activities meet their existing and emerging needs, is a strong feature of the organisation.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Incoming students to UCIC receive active, integrated and ongoing social and academic support from staff at all levels of the organisation. Intending students are well guided into courses that are appropriate to their aspirations and capabilities. Teachers and students described numerous activities and initiatives that motivate, engage and encourage students to get the full benefit from their time at UCIC.</p> <p>Students are engaged in their learning, and they have opportunities to apply their knowledge and skills in a range of contexts that are relevant to their needs and to their future study aspirations. Teachers provide timely, ongoing feedback to each student on their progress. Small class sizes enable staff to</p>

	<p>provide individual attention and support.</p> <p>The majority of teaching staff are permanent, which has engendered a long-term commitment to the organisation and the teaching profession.</p> <p>Attendance expectations are effectively communicated to the students and are monitored closely with timely and appropriate follow-up as required. Academic integrity controls are in use, focussed predominantly on ensuring that teaching staff know their students and identify when work presented is not representative of the students' abilities. Plagiarism control software supplements this process. A few instances of plagiarism were identified, and appropriate, fair sanctions employed.</p> <p>The organisation has effective processes to review how well it meets the intended outcomes of the Code of Practice.² This, and other evidence sighted, provides assurance that international students are well supported.</p>
Conclusion:	Students at UCIC are appropriately and expertly supported, both socially and academically, while studying and after they transfer to university study. This leads to academic success.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>UCIC's organisational strategy is formally documented, and management and staff have a common understanding of the PTE's vision and direction. Governance structures are robust and enable input by, and accountability to, both Navitas and the University of Canterbury.</p> <p>UCIC has employed qualified and experienced staff, which it manages effectively and actively develops. The value that UCIC management put on the experience and know-how of their teaching team is clearly apparent and makes a positive difference to educational quality. The performance of the teaching staff is formally reviewed on a semester or annual basis, but this does not preclude regular and ongoing feedback</p>

² Education (Pastoral Care of International Students) Code of Practice

	<p>of a formative nature.</p> <p>The organisation is well equipped with physical and learning resources for the number of students that it has and is ideally located on the university campus. There are systems in place to monitor resourcing so that there are always sufficient resources to meet the learning needs of the students. UCIC has well-established administration and management systems and procedures in place, with ethical practices.</p> <p>The organisation encourages reflection on its role and how to continue to make ongoing and continuous improvements to how it meets the needs of students and other stakeholders. Self-assessment is being well led by management and is comprehensively understood and adopted throughout the organisation.</p>
Conclusion:	UCIC has strong leadership and a clear vision and understanding of its business. Monitoring of performance within UCIC is regular, transparent and robust, resulting in highly effective support for educational achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Compliance is overseen by the quality and compliance co-ordinator who uses specialist software to assist with bring-up of deadlines and management of required actions. This is monitored at board and senior management level and by the joint academic committee, which oversees academic quality.</p> <p>Indications of effective compliance management include:</p> <ul style="list-style-type: none"> • NZQA attestations and returns have been submitted within required timeframes. There is no recent 'risk' history with NZQA. • There is comprehensive risk management planning which is also monitored regularly by senior management. • The courses at UCIC are being delivered consistent with their NZQA-approved training schemes. • UCIC is meeting its obligations in respect to the Code of

	Practice.
Conclusion:	UCIC has a clear understanding of its compliance accountabilities and manages these proactively and effectively to ensure obligations are met.

Focus Areas

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

2.1 Focus area: Foundation Studies Certificate

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: University Transfer Programme

Performance:	Excellent
Self-assessment:	Excellent

2.3 Focus area: International Students: Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The goals of the international students are well understood and the students are well supported by management, teachers and international student support staff to achieve their goals. Staff clearly understand their responsibility for the progress and welfare of the international students.</p> <p>Students interviewed described the range of pastoral care services and interventions, confirming how they have been supported.</p> <p>UCIC leadership is effective in managing areas of compliance, including Code of Practice obligations and immigration requirements. UCIC has completed a detailed self-review of its compliance with the Code of Practice using the NZQA template.</p> <p>A significant incident at one of the University of Canterbury halls of residence earlier this year has led to significant reflection and will lead to changes of practice by the university and the relevant service provider. This includes the service provider contracted to manage UCIC's accommodation. Although the</p>

	incident did not directly involve UCIC students, UCIC has been involved in discussions and has reviewed its procedures to ensure a similar incident could not occur with its students.
Conclusion:	International students are well supported to achieve their goals, both academic and personal, and for studying and living in New Zealand.

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.

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

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 1

Programme Pass Rates	2016 Pass Rate %	2017 Pass Rate %	2018 Pass Rate %
Foundation Studies Programmes			
Foundation Studies Certificate	84	87	86
Foundation Studies - Fast Track	100		
Foundation Studies - Engineering		100	
University Transfer Programmes (UTPs)			
UTP: Commerce	76	71	74
UTP: Commerce (Mixed English)	65	63	68
UTP: Engineering	74	81	81
UTP: Engineering (Mixed English)	53	52	81
UTP: Physical Science	78	73	83
UTP: Physical Science (Mixed English)	62	53	86
UTP: Science	76	85	90
UTP: Science (Mixed English)	69	70	100

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 fraud³*
- *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.*

³ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

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

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

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

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

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

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

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

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

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

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