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Report of External Evaluation and Review

The Campbell Institute - Capital
Language Academy

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 17 May 2016

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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:	The Campbell Institute - Capital Language Academy
Type:	Private training establishment (PTE)
First registered:	2002
Location:	Level 1, 104 Dixon Street, Wellington
Delivery sites:	17D Aberfeldy Avenue, Highland Park, Auckland
Courses currently delivered:	General English; International English Language Testing System (IELTS); Cambridge First Certificate in English (FCE); and Cambridge Advanced English (CAE) Exams; work and study programmes; University of Cambridge Certificate in English Language Testing to Adults (CELTA) (Wellington only)
Code of Practice signatory:	Yes
Number of students:	International only: Wellington, 110-180; Auckland, average of 30 students. Student countries of origin are: Germany (23 per cent), China (15 per cent), Thailand (7 per cent), Saudi Arabia (6 per cent), Switzerland (5 per cent), South Korea (4 per cent), Taiwan (3 per cent), Brazil (2 per cent). More than 50 per cent of students are aged 20-29.
Number of staff:	25 full-time equivalents

Scope of active accreditation:	As above
Distinctive characteristics:	<p>The Campbell Institute is a University of Cambridge-accredited teacher training centre and ESOL (English for Speakers of Other Languages) examination centre. CELTA is a standardised, practical, hands-on teaching qualification that is recognised internationally.</p> <p>The Campbell Institute is a private business which receives no government funding. Students may enrol on any Monday, a system called rolling enrolments.</p>
Recent significant changes:	<p>Until recently, The Campbell Institute was a family business with three directors, a flat structure and an operations focus. After a thorough review of governance and management (including external advice and mentoring), it was recommended that The Campbell Institute appoint an independent director to the board and establish a new position of general manager. These appointments were made in 2015. Subsequently, one of the founding directors passed away, leaving a remaining board of three directors.</p>
Previous quality assurance history:	<p>At the previous external evaluation and review (EER) in 2011, The Campbell Institute was found to be highly confident in educational performance and confident in capability in self-assessment.</p>
Other:	<p>The Campbell Institute is a member of English New Zealand, a quality assurance organisation for English Language schools. The English New Zealand Standards require member schools to undergo a full audit every four years. Up to 20 per cent of the membership is spot-audited each year to ensure ongoing compliance, including monitoring of student attendance. The standards assessed cover: academic staff qualifications and experience, academic content, professional support and development, curriculum design and delivery, student assessment, the learning environment and resources, and self-assessment and student feedback. NZQA recognises the</p>

English New Zealand Standards and audit reports as contributing to the English language schools quality assurance. English New Zealand schools are also bound by a code of ethics.

The Campbell Institute is a member of Education Wellington, and a member of Study Auckland, a network of 200-plus education providers in Auckland who host international students. It is also a member of Combo Schools – an arrangement where students can study at any of four English language schools in Auckland, Napier, Wellington or Queenstown.

The Campbell Institute is the only English language school that provides pathway programmes to Victoria University of Wellington. It also has a partnership arrangement with Le Cordon Bleu New Zealand.

An English New Zealand board member observed this EER as part of the ongoing training activities between English New Zealand and NZQA.

2. Scope of external evaluation and review

The focus areas selected were the mandatory focus area of governance management and strategy, and the General English and CELTA Teacher Training programmes. General English was selected as it has the most enrolments. CELTA teacher training was selected as The Campbell Institute is the only CELTA teacher trainer in the Wellington region and CELTA is externally moderated by University of Cambridge assessors, providing a measure of international comparison.

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.

The EER team of two evaluators visited the central Wellington site over two days. They met with the director, general manager, director of studies and CELTA trainer, assistant directors of studies (two), student support officers, international marketing manager, and all the teaching staff. The team interviewed a range of general

English students and two graduates from the CELTA training, the latter employed by The Campbell Institute. The team sighted self-assessment documentation, the 2016 business plan, the strategic plan (2016-2018), student evaluations of teacher performance and course materials, student and teacher handbooks, course outlines, the prospectus, and evidence of teacher observation feedback. The evaluators also sighted a range of student exit reports from different general English language classes, and the student management system that tracks student progress and attendance.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **The Campbell Institute - Capital Language Academy**.

- Students' entry test results and initial interview are used to place them in the most appropriate English language-level class. Students' goals and objectives are recorded and this information is passed on to the relevant teacher. Students continue to be assessed on an individual basis at the time of enrolment and during the first day of placement. There is a comprehensive first-week review conducted by the school director. It addresses academic and non-academic needs. Any issues identified are acted on and followed up by the appropriate staff member. First-week reviews and exit test results are sent to agents and parents, if appropriate. These are highly appreciated, as acknowledged in email replies.
- General English students' progress is measured and analysed by English language skill test results at entry and exit and at six and 12-week intervals. While individual progress is variable and not always linear, overall results indicate that student progress is excellent. The leadership team monitors the school-wide average progress ratings to review the quality of the teaching and learning.
- Assessment is valid and reliable and supports learning. It is used to monitor learner progress and diagnose strengths and weaknesses in students' language development. It is also used to inform students of their progress and achievement and to guide improved teaching practice. Student evaluations of teachers indicated overwhelmingly that students rated the teachers highly and understood the strengths and weaknesses in their learning. Progress reports are complemented by learning conferences where the teacher explains and answers student queries about their academic progress.
- The Campbell Institute has more highly qualified and experienced academic staff than required by English New Zealand. They are collegial and supportive of each other and the students. The professionalism of the academic staff is reflected in the comprehensive needs assessment of students on entry and the ongoing and regular review of students' academic progress and goals.
- Staff are provided with regular professional support and development. This includes sharing their collective knowledge and expertise, which both challenges and improves their teaching practice. They are also expected to teach across different English language class levels. This adds challenge and encourages adaptability. It is also an indication of their desire to grow professionally and improve their skill sets.

- Programmes and activities match the needs of learners closely. For example, the length of study depends on the reason for enrolment and may vary from two weeks to a year (with about 10 weeks being the New Zealand and international average). Reasons for study include: to learn sufficient English to travel in New Zealand, to learn English and play a sport, or to prepare for an exam such as IELTS. The Campbell Institute staff show great flexibility in meeting this diverse range of student needs.
- Students develop their cognitive abilities, including learning to learn and self-management. This is particularly important for students seeking admission to New Zealand tertiary organisations, as it prepares them for study where they will be expected to manage their own time and study commitments with minimal support.
- School-based learning is complemented by a comprehensive activities programme where students participate in a range of community events, assisting their understanding of New Zealand culture and providing everyday opportunities to practise spoken English. These activities are carefully selected to challenge and enhance classroom learning. The activities co-ordinator role has been consolidated into a long-term position, indicating the importance and value of this role to management.
- Student induction and pastoral support is comprehensive and appropriate. No formal complaints were received in 2014/2015, indicating that the school's proactive approach to guidance and support is working effectively. Students improve their well-being and enhance their abilities and attributes. The Campbell Institute provides a positive, caring, physically and emotionally safe environment. The policy of ensuring a mix of cultures in the student body ensures that students interact with a wide range of cultures. This extends their worldview and encourages use of English as it is the 'shared language'.
- Some students gain useful, industry-specific qualifications. The Campbell Institute is a University of Cambridge-accredited teacher training centre and ESOL examination centre. CELTA teacher trainers complete a standardised, internationally recognised qualification. CELTA courses during 2015 had a 100 per cent pass rate, with one withdrawal, indicating excellent candidate selection processes and delivery.
- Assessor reports from the last six courses offered, undertaken by five different assessors, showed only one minor recommendation, indicating the high quality of the teaching and learning. The Campbell Institute employs graduates from its CELTA teacher training programme, indicating that the qualification is valued and prepares graduates for employment in the sector.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **The Campbell Institute - Capital Language Academy**.

- Success for The Campbell Institute is determined by its analysis of academic rigour and students' levels of satisfaction. Evidence of academic rigour is strong, as expressed above in the highly confident judgement of educational performance. Student satisfaction across the range of classes offered is consistently positive, indicating strong organisational performance.
- The iGrad¹ student evaluations show that the learning satisfaction rates are high and above the New Zealand average. The top ratings relate to teachers, learning support and course content. iGrad results are reviewed at management and staff meetings at both the Wellington and Auckland campuses. Discussion on possible areas of improvement led to the establishment of the learning hub in Wellington, where learners can receive one-to-one academic support outside regular class time.
- Purpose and direction at The Campbell Institute is clear, and staff and management are committed to core values that promote a professional and 'family atmosphere' for students, staff and external stakeholders. This caring environment encourages open communication and a proactive approach to decision-making.
- Resources are allocated to support teaching and learning, and staff are valued for their experience, personal qualities and commitment to students. There are regular formal staff meetings and other less formal opportunities where staff can contribute ideas and influence change.
- Regular feedback from external stakeholders (homestay family surveys, agent surveys) is collected. The feedback indicates high degrees of satisfaction with programmes and activities.
- Balancing continuity and innovation has been a primary focus over the last two years. Changes to the circumstances of key personnel provided the opportunity to rethink and consequently restructure aspects of the organisation. This has included recruiting an independent board member with an additional skill-set and creating a new staff position of general manager.
- The organisation has responded appropriately to significant change with a concentrated period of self-assessment and consequent decision-making. These changes have not affected students' academic performance and staff have been well supported over this time. The full impact of these changes is

¹ iGraduate International Insight operates the International Student Barometer, a benchmarking tool used to track the international student experience.

still to be measured, analysed and fully reviewed. However, there is sufficient evidence that capability in self-assessment is robust, authentic and ongoing at The Campbell Institute.

Findings²

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Students' entry test results (placement test) and initial interview are used to place them in the most appropriate English language-level class. Students' goals and objectives are recorded and this information is passed on to the relevant teacher. Students continue to be assessed on an individual basis at the time of enrolment and during the first day of placement. There is a comprehensive first-week review conducted by the school director. It is comprehensive and addresses academic and non-academic needs. Any issues identified are acted on and followed up by the appropriate staff member. First-week reviews and exit test results are sent to agents and parents, if appropriate. These are highly appreciated, as acknowledged in email replies.

General English students' progress is measured and analysed by English language skill test results at entry and exit and at six and 12-week intervals. While individual progress is variable and not always linear, overall results indicate that student progress is excellent. Movement between classes is guided by progress reports, staff discussion and individual student circumstances to ensure the best outcome for a student. Students' collective academic results are discussed and tracked at staff and management meetings to ensure progress made is in line with expected patterns. However, the primary focus is on individual students and their holistic progress, which includes factors such as how well they settle into class, adapt to their homestay and make friends.

The Campbell Institute's assessor judgements are valid and at the correct academic level. CELTA candidates are carefully screened for success, classes are small, and as a result most learners meet qualification requirements. CELTA courses during 2015 had a 100 per cent pass rate, with one withdrawal, indicating excellent candidate selection processes and delivery. Assessor reports from the last six courses offered, undertaken by five different assessors, showed only one minor recommendation, indicating the high quality of the teaching and learning.

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

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

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Learners acquire useful and meaningful skills and knowledge. The iGrad student evaluations show that the learning satisfaction rates are high and above the New Zealand average. The top ratings relate to teachers, learning support and course content. iGrad results are reviewed at management and staff meetings at both the Wellington and Auckland campuses. Discussion on possible areas of improvement led to the establishment of the learning hub in Wellington, where learners can receive one-to-one academic support and the implementation of regular learner-teacher conferencing following progress testing.

School-based learning is complemented by a comprehensive activities programme where students participate in a range of community events, assisting their understanding of New Zealand culture and providing everyday opportunities to practise spoken English. The activities co-ordinator role has been consolidated into a long-term position, indicating the importance and value of this role to management. The Campbell Institute is also a member of Combo Schools – an arrangement where students can study at any of four English language schools in Auckland, Napier, Wellington or Queenstown. This works well for students who want to study English and travel around New Zealand at the same time.

Other valued outcomes are provided by The Campbell Institute English + Work programmes such as the demi au pair programme, barista certificate, internship and volunteer programmes and English + Sports programmes. These include living and working in a New Zealand home as an au pair, combining English and a sport such as rugby or sailing, or combining English in an environmental or social context as a volunteer. These activities enhance language learning, encourage well-being and fitness, and support community development.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Programmes and activities match the needs of learners closely. Extension rates are high and continuously monitored. These have trended up over the last three years as a percentage of overall enrolments. Qualitative analysis to determine the reasons for these extensions will be undertaken this year. The length of study for general English students depends on the reason for enrolment and may vary from

two weeks to a year (with about 10 weeks being the New Zealand and international average). Reasons for study include to learn sufficient English to travel in New Zealand, to learn English and play a sport, to prepare for an exam such as IELTS, or to meet entry requirements to a New Zealand tertiary training organisation. The students' international experience would be enriched by the inclusion of more information about New Zealand culture and way of life.

CELTA has part-time and full-time study options to accommodate students' work and other commitments. The CELTA assessments have been reworded which has helped to clarify the criteria for the candidates.

The Campbell Institute policy of ensuring a mix of cultures in the student body ensures that learners interact with a wide range of cultures. This extends their worldview and encourages them to use English in conversation as well as in class. Learners develop their cognitive abilities, including learning to learn and self-management. This is particularly important for students seeking admission to New Zealand tertiary organisations as it prepares them for study where they will be expected to manage their own time and study commitments with minimal support.

The Campbell Institute's social media following has grown steadily. Feedback is mostly from alumni who retain a level of interaction, reinforcing the 'family style' connections for life concept. Online reviews are consistently positive. Success stories are frequently published on the website to demonstrate the range of outcomes available to learners. At the graduate assembly, learners often reference their appreciation for the effort made by their teachers, the opportunity to build an international network of friends, and the benefits from mixing with a range of nationalities, including greater understanding of the differences and similarities between people.

Learning is structured for the benefit and needs of learners. For example, the morning English class is formal and the afternoon class less formal, catering to students' reduced ability to concentrate over the day and to enable them to practise a range of written and spoken English language skills. Students' goals are incorporated into class register lists to aid teachers to focus on outcomes and tailor programmes to meet learner needs. There are many opportunities for students to attend free classes, for example job hunter, conversation classes, coffee club and pronunciation and spelling workshops.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Assessment is valid and reliable and supports learning. Online interviews and pre-test results predict a learner's level and required duration of study to achieve their objectives. These have proven to be consistent with on-site testing, allowing relatively accurate predictions to be made and enabling forward planning for both students and teachers. Lesson plan templates for daily and weekly planning are provided to teachers. Teachers are required to submit their weekly plans to the director of studies. These plans are checked for comprehensiveness and relevance to student needs.

Regular academic development meetings are held between the Wellington and Auckland campuses to ensure consistency and to share best practice. The focus of the meetings ranges from placement and exit testing result comparisons to inter-campus moderation of assessment materials and assessor judgements. Key performance indicators are to be established to assist with consistency measurements between Wellington and Auckland campuses.

The level of qualifications and experience of school staff is above average for the sector. Academic staff are collegial and supportive of each other and the students. They are also expected to teach across different English language class levels, which makes them more versatile and adaptable.

Annual teacher observations by management focus on practice that has a direct impact on learning, including classroom atmosphere, planning and learner engagement. Individual feedback is provided to teachers, followed by targeted professional development. Teachers are also offered the opportunity to participate in peer observations and to facilitate internal professional development for staff. The information flow between the teaching staff and the two assistant directors of study and the director of study is direct and professional. Regular meetings and planning days contribute to ongoing improvements to materials and resources. Learners talked about how much they enjoyed having tutors who were of a similar generation and that lessons were full of current and interesting topics and materials.

Learners can gain useful, industry-specific qualifications such as Cambridge CELTA. The director of studies is a well-respected CELTA teacher trainer. The Campbell Institute employs external CELTA tutors on a contract basis as needed. The external staff are highly qualified and respected in the industry and provide valuable exchange of information and current methodology.

CELTA teacher trainers complete a standardised, internationally recognised qualification. The Campbell Institute employs its own graduates from its CELTA teacher training programme, indicating that the qualification is valued and prepares

graduates for employment in the sector. Internal moderation is strongest in the Cambridge classes. Other internal moderation is more informal and between same-level tutors. The Campbell Institute might benefit from professional development that focuses on internal moderation, particularly as teachers are regularly expected to teach across different English class levels. The moderation would provide greater assurance of the validity of assessment and thereby enhance teacher confidence and effectiveness.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Student induction and pastoral support is comprehensive and appropriate. It includes meeting students on arrival and orientating them to the local community and facilities. The Campbell Institute has a well-established network of homestay families and a regular newsletter and events on campus, where families mix with staff and students. Attendance is tightly tracked and complies with Immigration New Zealand requirements for international students. The student management system signals low rates of attendance which are followed up promptly. First-week reviews with students assist with identifying homesickness and any early adjustment issues. The documented complaints process, while not often used, provides a forum for students to receive independent advice and support. No formal complaints were received in 2014/2015, indicating that the school's proactive approach to guidance and support is working effectively.

The Campbell Institute provides a positive, caring, physically and emotionally safe environment. Staff participate in regular review of the Code of Practice for the Pastoral Care of International Students. The pastoral care team meets regularly to discuss at-risk learners. This may be for academic, accommodation, or other issues. This has led to improved integration of academic and administrative student management. While there are staff with specific student support responsibilities, all staff monitor student well-being, increasing the likelihood that issues will be noticed early.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Resources are allocated to support teaching and learning, and the recruitment and development of staff is effective. The Campbell Institute's membership of English New Zealand provides assurance to NZQA that The Campbell Institute has met specific criteria around: appropriately qualified academic staff, professional development support, course design and delivery, student assessment, premises and equipment, complaints procedures. The school is expected to complete an annual self-assessment audit to verify compliance with the English New Zealand Standards. English New Zealand audits are held every four years and may include a random non-notified audit, to ensure standards are upheld on an ongoing basis. In addition to these requirements, the leadership team monitors the school-wide average progress ratings to review the quality of the teaching and learning.

A full prospectus was developed and introduced in 2014, including detailed course descriptions and information about key aspects of school life. Clear descriptions of programmes are published online, including foreign language materials. This detailed material enhances appropriate choice of courses by students. Course offerings are informed by governance and management monitoring of demands and trends in international education.

The organisation has responded appropriately to significant change by a concentrated period of self-assessment and consequent decision-making. These changes are mainly viewed as positive by staff and management. However, they have altered the previous internal channels of communication (where a director worked alongside the teachers and provided a day-to-day, one-stop-shop for requests and information). This loss of day-to-day access to a director led to a perception, by a few staff, that their ability to get their needs met quickly and to influence decision-making had been reduced. The Campbell Institute would benefit from considering ways in which teaching staff can more effectively engage with management to ensure that management has the full advantage of staff input and vice versa.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 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**.

2.3 Focus area: CELTA Teacher Training

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

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

Recommendations

NZQA recommends that The Campbell Institute – Capital Language Academy:

- Consider how student requests for more information about New Zealand culture and way of life could be included in the curriculum.
- Consider that academic staff might benefit from professional development that focuses on internal moderation, particularly as teachers are regularly expected to teach across different English class levels.
- Consider ways in which teaching staff can more effectively engage with management to ensure that management has the full advantage of staff input and vice versa.

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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