



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report



Kiwi English Academy Limited

Date of report: 12 September 2023

About Kiwi English Academy Limited

Kiwi English Academy is a long-standing, Auckland-based provider delivering English language courses to international students – school age (11-17 years) and students aged 18-plus.

Type of organisation:	Private training establishment (PTE)
Location:	Ground Floor, 27 Davis Crescent, Newmarket, Auckland
Eligible to enrol intl students:	Yes
Number of students:	International: 64 students enrolled in the first three months of 2023 No domestic students No students have self-identified as having additional learning needs or a disability through a question in Kiwi English Academy's enrolment form. Kiwi English Academy has had very few learners with additional learning needs.
Number of staff:	Three full-time equivalents, nine part-time
TEO profile:	Kiwi English Academy Ltd Kiwi English Academy has typically enrolled international students focused on academic pathways to secondary schools in New Zealand or to tertiary study. The student cohort shifted markedly during the Covid-19 restrictions, with most students enrolling with the aim of developing their English language for personal reasons and with a short-term focus. With the border now open, Kiwi English Academy is seeing a return of pathway-focused students enrolling in 2023.
Last EER outcome:	At the last EER in 2018, NZQA was Highly Confident in Kiwi English Academy's educational performance and Confident in the PTE's capability in self-assessment.
Scope of evaluation:	The following two focus areas were selected for the EER:

- General English courses
- International Students: Wellbeing and Support

MoE number: 8854

NZQA reference: C48328

Dates of EER visit: 15 and 16 May 2023

Summary of results

Exceptional self-assessment provides a comprehensive understanding of educational performance and continuous improvement. Quality staff and a caring and supportive learning environment ensures the needs of learners are fully met.

Highly Confident in educational performance

Effective management processes and procedures have supported continuity throughout the uncertainty and change brought about by Covid-19. The PTE has continued to develop processes and systems to effectively support teaching and learning and self-assessment activity, and to support future resilience.

Highly Confident in capability in self-assessment

Small and changing student cohorts due to border closures and Covid-19 have limited the body of data on proficiency gains and outcomes for longer-term students. Nevertheless, comprehensive, insightful self-assessment shows that throughout this period students consistently improved their English language and enjoyed their learning experience. High retention and attendance were sustained.

The PTE has excellent processes to understand, track and support student progress, achievement, and wellbeing, and to identify where extra individual support is required. It meets students' needs well and provides very responsive support tailored to the individual. The quality of academic and support staff is excellent.

Kiwi English Academy demonstrates an in-depth understanding of the Code of Practice¹ and meaningful self-review to ensure Code compliance and to action areas for improvement. The PTE's management of key NZQA accountabilities has required improvement in some aspects, but the organisation has demonstrated a responsiveness to strengthen its processes.

Organisational self-assessment ensures authentic, ongoing review across priority areas, and meaningful, quality data that is used for continuous improvement.

¹ [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>All students complete the Cambridge English Placement Test (CEPT) at the outset of their learning. Long-term students (enrolled for 11-plus weeks) complete another CEPT at the end to gauge their proficiency gains.</p> <p>For 2019, 88 per cent of long-term students achieved expected results. For 2020-21 and a large part of 2022, proficiency gains data for long-term learners was limited due to Covid-19, more short-term enrolments, and learners being motivated to enrol for personal and social rather than academic reasons. There was a decline in the percentage who achieved the expected CEPT scored on graduation. Nevertheless, each year for 2020-22, 85 per cent or more of all students (long and short-term) said their English had improved. Student attendance remained high, averaging 95 per cent.</p> <p>With the return of long-term students in 2022-23, the PTE has resumed tracking the proficiency gains of these cohorts. Excellent reporting clearly shows whether these students have moved CEFR levels³ in line with the number of weeks enrolled. As such, and because most students have moved levels, it is easy to identify the few who have not. The PTE has put relevant individual support in place for these students.</p> <p>The progress of both short and long-term students is supported and understood through weekly formative tests, with results tracked across the learning journey and cohorts to benchmark results overall. Exit surveys also track all students' perceptions of their English language improvement, with a benchmark set at 85 per cent self-identifying improvement. For the past four years, this benchmark has been met or surpassed, except in</p>

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

³ Common European Framework of Reference for Languages.

	<p>2019 (73 per cent). The PTE attributed the 2019 result to lower student confidence, identifying high actual CEPT results and satisfaction with teaching staff and the learning experience.</p> <p>Academic benchmark data is collated and shared quarterly and annually with staff to review progress and achievement.</p>
Conclusion:	The PTE understands and supports learner progress and achievement very well. Students improve their English language, though proficiency gains data for long-term students is limited due to the impact of Covid-19 on enrolments.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Data on graduates' perceptions of their English language improvement and progress provides an important contribution to self-assessment due to the limitations on progression and pathways data throughout Covid-19. As stated in 1.1, exit survey results show a high percentage of graduates identifying that their English language has improved. This is an important outcome, particularly for the higher number of short-term students who enrolled during this period and who identified that they had achieved this primary goal.</p> <p>The alumni survey has well-designed questions focused on understanding outcomes, including graduate pathways, the attainment of 'soft skills', and preparedness for next steps. The small number who completed the survey in 2021 and 2022 (and graduated one to two years prior) mostly identified that they had improved their language skills, communication and confidence and felt well prepared for their next steps. From 2023, Kiwi English Academy intends administering the survey annually and to all alumni to improve pathway and outcomes data.</p> <p>Course offerings have been specifically designed to respond to students' goals and pathways. The PTE supports students to gain social networks through facilitated social interactions between peers, including across different classes. Class projects support continuous peer interactions and English language</p>

	<p>development. Students also acquire New Zealand-specific and Māori cultural knowledge through weekly dedicated sessions.</p> <p>Kiwi English Academy is well connected to key stakeholders through established collegial relationships and engagement with members of KiwiEdLink (education providers who match international students to New Zealand institutions). The PTE worked with secondary schools during Covid-19 to support individual ESOL⁴ students with their English language development. A conversation with one of the schools confirmed the successful progress of the five students supported.</p>
Conclusion:	Students develop core skills, improve their English language, and make social, cultural and academic connections. Self-assessment tools provide an effective means to understand value, though alumni data has been limited due to Covid-19.

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>Appropriate class placements are supported through well-designed language testing and student interview processes.</p> <p>Student survey feedback for 2020-22 demonstrates continually high recommendation rates and impressions of teachers. Student attendance and retention is also high.</p> <p>Classes and course weekly and block planners are aligned to the CEFR, with flexibility in the use of different teaching resources to benefit the students. Resources are current and in line with sector practice. Teachers and the academic leadership regularly review the course syllabus and the block planner.</p> <p>Internal post-moderation of speaking and writing assessments occurs every second block, with action taken if there is a disparity between the marker and moderator's scores by more than one point. Results are closely reviewed to check for consistency of marking, as demonstrated by moderation outcomes. Fair and consistent marking is supported using</p>

⁴ English for Speakers of Other Languages

	<p>marking rubrics and regular professional development activities – students also have access to marking rubrics to support their understanding of the marking process. The PTE does not have an external moderation partnership in place, which it recognises could add another layer of value.</p> <p>Students receive regular written and verbal reports on their progress, as do parents of under 18-year-old students.</p> <p>Cohesive processes of effective self-review ensure that both the staff and academic leadership have an in-depth understanding of course delivery and activities in real time and year-to-year.</p> <p>A student survey and catch-up with students around two weeks after the course has started gives early insights into how well student needs are being met and the opportunity for any issues to be addressed. Course and end-of-block surveys are well designed to understand the matching of needs, and are continually analysed and used to make improvements if needed.</p> <p>The PTE’s collegial relationships with KiwiEdLink partners provide important insights into the secondary school sector and to understand and ensure courses are responsive to need.</p>
Conclusion:	Courses are well designed and delivered and their effectiveness in matching needs is continuously reviewed, with improvements made as needed.

1.4 How effectively are students supported in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students receive a comprehensive handbook and online induction with study and other key information. This information is available to them and their parents through the learning management system. Students’ learning goals are well understood through goal-setting at enrolment and tracking progress towards those goals through academic counselling.</p> <p>Kiwi English Academy builds close, open communications and effective relationships between students and teaching and support staff. This assists staff to identify and respond to the students’ needs and encourages students to proactively ask for guidance and support.</p>

	<p>Social connections and opportunities to acquire and apply knowledge and skills are facilitated inside and outside the classroom, including through social and cultural activities.</p> <p>Kiwi English Academy gives the students useful and timely feedback on their progress (verbal and written). The PTE also tracks students' progress at weekly staff meetings, as well as the completion of learning tasks and assessment through the learning management system. Achievement data is used to identify additional individual support needs, and the close monitoring of attendance data is also used to identify need.</p> <p>As mentioned in 1.3, the PTE regularly surveys and engages the students to understand how well their needs are being met. Learner support and guidance targets are reported against and regularly reviewed. This includes understanding students' satisfaction with their homestay accommodation and aspects of wellbeing. Homestay and safety checks are routinely undertaken. As a standard process, the PTE visits under-18-year-old students in their homestays four times a year.</p> <p>Kiwi English Academy's self-review against the Code of Practice has been in-depth and meaningful. It has led the PTE to incorporate a new student wellbeing and safety pillar into its strategic plan to give this strategic prominence and priority. It has also identified areas where the PTE can continue to build on its performance in this area.</p>
<p>Conclusion:</p>	<p>Excellent self-review ensures close understanding of and responsiveness to student needs.</p>

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

<p>Performance:</p>	<p>Excellent</p>
<p>Self-assessment:</p>	<p>Excellent</p>
<p>Findings and supporting evidence:</p>	<p>Throughout the significant challenges brought by Covid-19, Kiwi English Academy did an excellent job of balancing innovation and continuity, which has been critical to continuance and now rebuilding. Kiwi English Academy created and responded to new opportunities through adapting its delivery to different student cohorts and moving to online delivery. It embedded a new learning management system which it has used effectively to support teaching and learning and enhance data analysis and</p>

	<p>reporting. In addition, and to support future sustainability, the directors have established a new entity for online delivery and are building its management team. All developments are well aligned to the PTE’s educational purpose.</p> <p>Kiwi English Academy’s academic leadership and management is effective. Staff feel well supported and able to rely on management to address any issue or challenge that may arise. Management engages continually with staff to ensure a strong understanding of educational achievement and responsiveness.</p> <p>Teaching staff are well qualified and experienced, reflecting effective recruitment practices. Staff induction processes are effective. Staff feel valued through positive feedback and opportunities to grow within the organisation and professionally. Staff development is supported through timetabled teacher-only days, internal professional development sessions, teaching observations and an annual staff appraisal process. Sufficient resources are allocated to support learning and teaching.</p> <p>Self-assessment is comprehensive, providing excellent oversight. Data is regularly and effectively analysed across all aspects of performance, using benchmarks to determine and implement actions if required.</p>
Conclusion:	Educational performance is well supported by effective governance and management who have demonstrated resilience and responsiveness to change. Self-assessment is comprehensive and effective.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Kiwi English Academy demonstrated its understanding of NZQA key accountabilities and has established processes in place to meet these requirements. The PTE also has an in-depth understanding of Code of Practice expectations and has established processes in place across all relevant aspects of the Code to support the wellbeing and safety of students.</p> <p>In the main, the PTE has demonstrated effectiveness in meeting key compliance accountabilities. In the last few years there has</p>

	<p>been some lag with expected timeframes for notifying or submitting information to NZQA, and the need to tidy some compliance-related aspects. However, the PTE has streamlined its processes, such as diarising timeframes to meet reporting deadlines. It has amended some student information on its website given the need to be clear that online courses delivered through the non-registered NZQA entity Kiwi English Academy Online are not NZQA approved, though some references to NZQA still need to be removed.</p> <p>A review of international student file information showed that all files sampled have up-to-date visas and passports and insurance in place. The comprehensiveness of insurance for one student was not clear. The PTE had previously engaged with the student and their agent for further information. However, the evaluators considered that more enquiries were needed to check its coverage. This has since been satisfactorily undertaken by the PTE, with the extra steps taken potentially able to inform an update to internal procedures.</p> <p>Kiwi English Academy ensures regular communication with agents and caregivers, including to provide updates on processes and developments. Homestay providers are regularly surveyed, and student feedback is routinely sought on homestay and agent experiences.</p> <p>The Code of Practice is well understood across the organisation, including as a part of staff induction processes. Self-review against the Code has been undertaken meaningfully and with relevant staff input. Actions to strengthen performance have been identified for development.</p>
<p>Conclusion:</p>	<p>Key compliance accountabilities are mostly well understood and managed effectively.</p>

Focus areas

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

2.1 General English courses

Performance:	Excellent
Self-assessment:	Excellent

2.2 International Students: 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 Kiwi English Academy Limited:

- Review procedures to ensure there is always comprehensive checking and understanding of student insurance coverage. This recommendation results from one instance where the extent of student insurance coverage was not clear (see 1.6).
- Ensure timeliness in meeting NZQA requirements. This recommendation relates to a lag in Kiwi English notifying NZQA about the continuance or lapsing of courses, and in seeking course approval for online delivery. It is recognised that this was during the uncertainty of Covid-19 restrictions (see 1.6).
- Consider establishing an external moderation process – given that review of assessment is only conducted internally – to add value from an external perspective (see 1.3).

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 Kiwi English Academy Limited to review all information to students about and from the entity Kiwi English Academy Online Limited. This is to: a) make it clear that Kiwi English Academy Online and its courses are not NZQA-registered, approved, or accredited, and b) require the PTE to add an explicit statement to this effect in its information / documentation to students.

This requirement arises because of the positioning of Kiwi English Academy Online on the PTE's website, some reference to NZQA in the online academy's student documentation, and Rule 6.1.2 of the Private Establishment Training Registration Rules which requires PTE's to make it clear where education or training is not approved by NZQA.

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 fraud⁵*
- *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.*

⁵ 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). 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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