



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

External Evaluation and Review Report



Kiwi English Academy Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 17 July 2018

Kiwi English Academy Limited at a Glance

Kiwi English Academy provides English language courses for international students wishing to study at secondary or tertiary level in New Zealand. The academy caters to both school-age students (11-18 year olds) and adults.

Type of organisation:	Private training establishment (PTE)
Location:	27 Davis Crescent, Newmarket, Auckland
Code of Practice signatory:	Yes
Courses:	<ul style="list-style-type: none">• General English• General English plus Examination Preparation• General English plus Conversation• General English plus High School Preparation• General English plus IELTS¹ Preparation• General English plus Transition to Tertiary
Number of students:	1,807 (34 EFTS ²) in the year to August 2017
Number of staff:	Eight full-time; seven part-time
Scope of evaluation:	<ul style="list-style-type: none">• General English programmes including IELTS Preparation• International Student Support and Wellbeing
MoE number:	8854
NZQA reference:	C28647
Dates of EER visit:	1 and 2 May 2018

¹ International Language Testing System

² Equivalent full-time students

Summary of Results

NZQA is **Highly Confident** in educational performance

NZQA is **Confident** in capability in self-assessment

Kiwi English is a long-established, well-led school which effectively meets the learning and pastoral needs of the students, including tour group visitors, young learners preparing to enter secondary school in New Zealand, or longer-term students with academic goals.

Almost all students are retained in study and show strong progress in learning the English language. External language progression tests and frameworks assist in accurate, consistent testing and aid student guidance.

Programme design and review, teaching quality and oversight, and resources and facilities are all appropriate and have been subject to improvements since the last external evaluation and review (EER).

The General English programmes – including the IELTS Preparation course – match the needs of a wide range of students and other stakeholders. Any changes occur as a result of ongoing self-assessment involving teachers and management.

Student pastoral care, guidance around learning, social activities, as well as disciplinary processes and services such as homestays, effectively support and involve students in their learning.

Governance and management are effective in setting strategy and policy, resourcing the school, and managing its quality using ongoing review including stakeholder input. This directly supports the high quality of educational achievement.

Some areas of self-assessment, particularly compliance-related, need improvement.

Key evaluation question findings

1.1 How well do students achieve?

Performance: **Excellent**

Self-assessment: **Good**

Summary:	Most students are retained in study and show strong progress in using the English language. The school uses effective teaching and testing. Understanding and use of achievement data is very sound.
Findings and supporting evidence:	<p>Students are tested using the external Cambridge English Placement Test at entry and exit for students studying for 12 weeks or longer. Progress tests occur on a planned schedule. Students and teachers have reliable information on language gains, and this is used to guide students' individual study and ensure needs are well matched.</p> <p>Ninety-three per cent of students progressed at least one English language proficiency level over 12 weeks in 2017. Student progress is benchmarked against the CEFR.³ Students are required to show progress across skills to move up a level. Reflection has led to some changes and improvements in testing practice.</p> <p>A new database for monitoring student progress was introduced by a former director of studies. This information is now available online. It shows the four skills⁴, grammar and homework performance scores, and strengthens self-assessment.</p> <p>Confidence in the use of English and overall communications skills is also assessed and monitored. Students are involved in evaluating their own achievement. With the exception of one student in 2016-2017, the few students with a goal of taking the IELTS test have consistently achieved their target band score over the past two years.</p>
Areas for improvement:	There is an opportunity for analysing and reporting at a more global level (across all students and groups of students, for example) to gain a fuller understanding of performance and enable year-on-year benchmarking.

³ Common European Framework of Reference for Languages

⁴ The four skills of language are a set of capabilities that allow one to comprehend and produce spoken language correctly and effectively. They are: Listening, Speaking, Reading, and Writing.

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

Performance: **Excellent**

Self-assessment: **Good**

Summary:	Students clearly benefit from their time at Kiwi English. Schools receiving students from Kiwi English value the preparation and socialisation these students have received. This specifically meets the parental expectations for young students and helps these learners to adapt to life away from their home country.
Findings and supporting evidence:	<p>Young students (under 18 years) are prepared to enter and succeed in mainstream education in New Zealand. The school has a network of homestay hosts who provide an invaluable component of the overall learning experience. Feedback from secondary schools, and monitoring of graduates' NCEA pass rates, is valuable evidence supporting this view. The inclusion of NCEA-aligned maths, science and English classes is also valuable preparation for students entering mainstream schooling. An alumni survey was conducted for the first time in 2017. The results further support the feedback gathered through exit surveys that show students value the guidance and support provided by Kiwi English. Forty-five per cent of longer-term students pathway to further study in New Zealand at either high school (38 per cent) or a tertiary institution (7 per cent). Many of these go outside of Auckland, bringing benefits to other regions.</p> <p>Most students who have pursued IELTS have achieved the test score they required to enter tertiary study, and have progressed to university or other tertiary education in New Zealand and overseas. The school wants to expand this course, and has the capability to do so.</p> <p>Social media or other contact with older graduates indicates that many later use their English for their career, and many travel around New Zealand as planned. There is strong evidence of value to graduates, and their experience matches Education New Zealand's international education goals for the provision of quality English language and a positive student experience.</p>
Areas for improvement:	The recent launch of an alumni survey is a positive step towards gaining increased knowledge of graduate outcomes and use of English. Building a stronger evidence base around the value of outcomes for the 30 per cent of long-term students, particularly those who pathway to tertiary study, would further strengthen self-assessment.

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**

Summary:	<p>There is an excellent match between the design and delivery of the General English programmes, including IELTS Preparation. These courses match the needs of a wide range of students and related stakeholders. Changes to educational processes occur as a result of ongoing self-assessment involving teachers and management. There is considerable expertise among staff in teaching English as a foreign language.</p>
Findings and supporting evidence:	<p>Documentation of the curriculum and its review are sound. Teachers seek to meet students' learning needs. They are empowered to select and use learning resources based on an overall plan supplied by the head of school. This process and the materials used align to the CEFR.</p> <p>Better aggregating and visual reporting of student progression data is a significant improvement in self-assessment since the last EER. Trends over time, and any anomalies for particular students, are now visible to all staff. Learning interventions can be made promptly based on solid evidence.</p> <p>Moderation of assessment (for writing and speaking) and teacher induction/appraisal are appropriate and well documented. Staff have the appropriate qualifications and experience for their roles, and engage in professional development.</p> <p>School organisation, leadership, timetabling and physical resources have been fine-tuned over time, although refinements and innovations still occur. As indicated, NCEA-aligned maths, science and English classes add value to the school curriculum. Teachers of these subjects teach at both Kiwi English and Auckland Grammar. This cross-fertilisation of ideas and exposure to secondary education is valuable to the academy as many students are preparing to enter New Zealand schools.</p>
Areas for further development:	<p>Continued development of digital resources and embedding of these into teaching is a strategic goal for Kiwi English. This goal can and should be progressed more rapidly with the new generation of teachers at Kiwi English who have experience in digital learning.</p>

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

Performance: **Good**

Self-assessment: **Excellent**

Summary:	Student pastoral care, guidance around learning, disciplinary processes and provision of services such as homestays effectively support and involve students in their learning.
Findings and supporting evidence:	<p>Support staff are experienced in their roles, are from various cultures, and work from a clear understanding of student and stakeholder needs. As with other areas of the school, data-based monitoring and reporting of student progress and a new student management system have increased staff knowledge of student progress by sharing focused, easily understandable data.</p> <p>Teachers provide timely, ongoing feedback to each student on their progress. Where student learning is impacted by external factors, such as homesickness or unexpected personal challenges, student support staff offer assistance or advice. These actions reflect the intent of the Code of Practice and are recorded.</p> <p>Students are well cared for. Teachers and students described numerous activities and initiatives to motivate, engage and encourage students to get the full benefit from their time at Kiwi English.</p> <p>Students participate in and enjoy a range of extra-curricular activities. Those in homestay situations often benefit from increased use of their English in everyday situations, and are exposed to the dynamics of family culture in New Zealand. Oversight of homestays is well resourced and effectively managed.</p> <p>Attendance expectations are effectively communicated to the students and are monitored closely. There have been challenges with attendance and engagement by some younger students, particularly in 2017. Warnings have been given to some students.</p>
Areas for improvement:	Two areas of potential weakness identified by the evaluators were discussed with management, who agreed they may need further consideration: ensuring the sufficiency of induction meetings which are currently quite brief; and ensuring that parents of younger students receive regular progress reports (currently this is directed largely through agents). Although current processes are appropriate and consistently applied, there is opportunity for improvement.

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

Performance: **Excellent**

Self-assessment: **Good**

Summary:	Governance and management are effective in setting strategy and policy, resourcing the school and managing its quality using ongoing review and stakeholder input. This supports the quality of educational achievement. The self-assessment of compliance needs improvement. This has affected the rating for self-assessment.
Findings and supporting evidence:	<p>Overall strategies and key decisions are documented and well monitored. Key processes and examples include: the strategic plan (with three clearly stated and reviewable 'imperatives'); risk and succession plans.</p> <p>Recent implementation of teacher-only days – and the review of courses and other curriculum and testing-related discussions – are a positive initiative for strengthening reflection and teacher input. The teacher induction manual was reviewed in 2018. There is appropriate delegation of responsibility. Upgraded facilities, new classroom technology and a new student management system have been introduced since the last EER.</p> <p>Developments in self-assessment have come about through new management initiatives, and in some cases as a result of hiring new staff with specialist skills in particular areas. Key examples include the test data analytics now in use and the graduate and other online surveys which all provide useful information for review.</p> <p>The owner/director's involvement with KiwiEdLink⁵ provides ongoing sector contact with tertiary providers, secondary and primary schools in New Zealand and internationally. 'Pre-first day' school visits for young students is an example of this relationship in practice. High school partners and agents have been surveyed to gauge their satisfaction at working with Kiwi English, with positive findings.</p>
Areas for improvement:	An issue with one overseas agent not operating as required by the PTE and the Code of Practice led to that relationship ending. However, the necessary administrative adjustments at the PTE are not yet fully embedded into routine practice.

⁵ KiwiEdLink is an organisation of education providers which matches international students to New Zealand institutions.

1.6 How effectively are important compliance accountabilities managed?

Performance: **Adequate**

Self-assessment: **Good**

Summary:	<p>The owners of Kiwi English are conscious of their key compliance accountabilities to NZQA and manage them reasonably well. This evaluation revealed an ‘internship’ model of a course for a few students which had neither been notified to nor approved by NZQA. The embedding of administrative changes around communications with agents and the details of their agreements is not yet completed.</p>
Findings and supporting evidence:	<p>Kiwi English has made changes to the monitoring of agents and the management of students’ visa and/or insurance needs. However, the planned improvements have not yet been convincingly embedded into administrative processes.</p> <p>A Code of Practice review was completed in 2017. It was comprehensive, outcomes oriented, and involved information from key stakeholders. Attestation of this was provided to NZQA in a timely manner. Some administrative processes were modified as a result.</p> <p>Oversight of homestays is well resourced, with improved coverage of support available to students. Appraisal of applicants (including police checks) and follow-up inspections of existing homes occurs and is well documented.</p> <p>The owner/director’s involvement with KiwiEdLink provides an opportunity to engage with and appraise agents at their locations. An agent monitoring register assists with early identification of any concerns.</p> <p>The director of Kiwi English has been in communication with NZQA about updates to training scheme approvals. The current approvals are outdated and require more detail and likely modification to more closely align with current requirements.</p> <p>Student files sampled contained the necessary information. A process for ensuring visa and insurance coverage is congruent with study duration. One student from France did not have the required study visa, but there had been follow-up with Immigration New Zealand.</p>
Areas for improvement:	<p>Although no particularly serious non-compliances were found in this evaluation, Kiwi English needs to be more proactive in engaging with NZQA to ensure that all training schemes and forms of delivery are agreed and accurately reflected by the current approval.</p>

Focus Areas

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

2.1 Focus area: General English Programmes including IELTS preparation

Performance:	Excellent
Self-assessment:	Good

2.2 Focus area: International Student Support and Wellbeing

Performance:	Excellent
Self-assessment:	Good

Recommendations

Recommendations are not compulsory but their implementation will 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:

1. Further develop self-assessment of achievement by analysing and reporting at a more global level (across all students and distinct groups of students, for example) to gain a fuller understanding of performance and enable year-on-year benchmarking.
2. Continue building a stronger evidence base around the value of outcomes, particularly of those who pathway to further study.
3. Monitor induction processes to ensure they are as effective as possible, and that all students (particularly those under 18) receive and understand key information.
4. Ensure, as far as feasible, that parents/caregivers of younger students receive regular progress reports on students sent by Kiwi English via agents.

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:

1. Prioritise completion of the process for updating and gaining NZQA approval for all training schemes, ensuring that all teaching and directed learning hours are accurate for each mode of learning.
2. Correct or modify any policy, promotional materials, handbooks or other administrative forms with reference to the voluntary work experience some students undertake, to ensure the language used is accurate and reflects intended outcomes.

Appendix 1

About Kiwi English Academy

Distinctive characteristics:

Kiwi English Academy provides English language classes to students of a wide range of nationalities and ages. The academy is organised into a junior and senior school. The junior school (for ages 11-17) offers a structured high school preparation programme, where students can earn NCEA credits at level 1 for those who wish to pathway to high school in New Zealand. The academy has many contacts in the sector to assist with these pathways. This stream accounts for approximately 35 per cent of the long-term learners and underscores the importance of the KiwiEdLink organisation led by this PTE. The same programme has also been delivered on site at Auckland Grammar School since 2010. The school also manages homestays for the students.

Around 40 per cent of the students (and 60 per cent of long-term students) aim to pathway to further study in New Zealand at either secondary or tertiary level. The rest enrol either with the intention of improving their English for their career or to travel around New Zealand before returning to their home countries. This includes tour groups who are offered short-duration English courses and travel arrangements.

The student nationality mix (including both individuals and study tour students) is: Thailand 21 per cent; China 18 per cent; Japan 16 per cent; Korea 13 per cent; South America 10 per cent; Vietnam 10 per cent; Russia 5 per cent; Spain 4 per cent; other 3 per cent (including France, Italy, New Caledonia, Middle East, Taiwan).

Of the student cohort in 2017, 62 per cent were individual students and 38 per cent were study tour students.

Of the individual students, 30 per cent were long-term students (i.e. 12 weeks or over).

Recent significant changes:

A director of studies who was appointed in 2017 left after a few months to return overseas.

Previous quality assurance history:

At the last EER in August 2014, NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of Kiwi English Academy Limited.

Kiwi English had a 95 per cent visa approval rate at the time of the

EER.

Kiwi English has NCEA assessment materials moderated by NZQA. They have had good results and are assessing at the national standard.

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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud⁶*
- *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.*

⁶ 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.

Appendix 2

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz