

Report of External Evaluation and Review

Bay Learning Academy Limited
trading as Bay Learning Academy

Confident in educational performance

Confident in capability in self-assessment

Date of report: 27 November 2015

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MoE Number: 7154
NZQA Reference: C18172
Date of EER visit: 18 and 19 February 2015

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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:	Bay Learning Academy Limited trading as Bay Learning Academy
Type:	Private training establishment (PTE)
First registered:	4 December 2012
Location:	22 Taupo Ave, Bayfair, Mount Maunganui
Delivery sites:	Bay Learning Academy has no additional delivery sites
Courses currently delivered:	<ul style="list-style-type: none">• New Zealand Certificates in English Language (NZCEL) (Foundation and Levels 1-5)• Certificate in TESOL (Teaching English to Speakers of Other Languages) (Levels 4 and 5)• Certificate in TECSOL (Teaching English to Child Speakers of Other Languages) (Level 4)
Code of Practice signatory:	Yes, for international students 18 years and over
Number of students:	At the time of the visit: <ul style="list-style-type: none">• 10 ESOL (English for Speakers of Other Languages) (all international)• One English for Migrants• Five TESOL (two international, three domestic)

Number of staff:	Four full-time equivalents, two part-time
Scope of active accreditation:	<p>A range of ESOL unit standards that are expiring and being replaced by English Language/New Zealand Certificates in English Language (NZCEL) unit standards (Levels 1-5)</p> <p>A few outdoor recreation and adventure tourism unit standards (Levels 3-5)</p> <p>For details, see: http://eqa-rdca.nzqa.govt.nz/edorg/provider/accreds-view.do?providerId=1992787553</p>
Distinctive characteristics:	<p>Bay Learning Academy is an English language school which caters for both international and domestic students. It provides English courses for speakers of other languages and first English language speakers. Successful learners can improve their English and gain certificate qualifications in English language and Teaching English to Speakers of Other Languages and/or Teaching English to Child Speakers of Other Languages. Bay Learning Academy is developing alliances and subcontracting arrangements with other organisations (including Coromandel Outdoor Language Centre, Pacific International Hotel Management School, Waikato Institute of Education, Kingston Institute of Business and Technology in Auckland, the NZCEL forum, plus Bay of Plenty Polytechnic and Otago Polytechnic).</p> <p>Currently students are from Brazil, South Korea, China, Thailand and the Czech Republic. Bay Learning Academy has also had students from Saudi Arabia, Argentina, Chile and Japan.</p> <p>Bay Learning Academy is a small language school which is determined to maintain low but viable student numbers and run small class sizes because it believes this approach supports better learning through the building of relationships between tutors and their students.</p>
Recent significant changes:	<p>Bay Learning Academy developed its level 4 TESOL certificate which NZQA approved in March 2014.</p> <p>Bay Learning Academy student numbers had not</p>

increased significantly since initial registration in December 2012 at the time of the EER visit (a total of 16 students). However, as at 9 November 2015, the total number of students had nearly doubled to 30.

Previous quality assurance history:

This 2015 external evaluation and review (EER) is Bay Learning Academy's first since its initial registration at the end of 2012.

Bay Learning Academy has successfully engaged in standard NZQA processes leading up to its first EER, including meeting NZQA requirements with regard to programme, course and consent to assess applications, student fee protection attestations and audit, statutory declarations, financial reporting, and annual returns.

Bay Learning Academy met national external moderation requirements for the majority of the six standards moderated in 2014 – two of the three assessment decisions for one standard were not verified.

2. Scope of external evaluation and review

The following focus areas were agreed by NZQA and Bay Learning Academy:

- English for Speakers of Other Languages (ESOL)/New Zealand Certificates in English Language (NZCEL)

These courses were Bay Learning Academy's starting point and are the PTE's core business. Bay Learning Academy had expected seven domestic and five international students the week beginning 5 January 2015. The PTE anticipated that there would be more by the time of the EER visit, and there were – 10 domestic and six international students. If and when the PTE has more students, it intends to run small ESOL classes of no more than six students, TESOL no more than eight students.

- Teaching English to Speakers of Other Languages (TESOL); Teaching English to Child Speakers of Other Languages (TECSOL)

These courses are a more recent development in the short history of Bay Learning Academy and are intended to help contribute to Bay Learning Academy's growth. There were five students on these courses at the time of the EER visit. Related to this focus area, Bay Learning Academy's relationship with Kuaka New Zealand, an organisation that brings in students from Japan periodically. Bay Learning Academy's intention is to run small classes for these courses of no more than eight

students. Students are able to attend classes for both courses where there is a common element and can gain one or both certificates. In addition, Bay Learning Academy developed a level 4 TESOL certificate to enable students unable to achieve the level 5 certificate to achieve at level 4. The level 4 TESOL certificate course has been approved by NZQA.

In accordance with NZQA policy, the scope also included the following mandatory focus area:

- Governance, management and strategy.

Given the small number of international students, the other mandatory focus area of international student support is reported under key evaluation question 5.

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.

Two evaluators conducted the EER over one and a half days at the Mt Maunganui site. The evaluators interviewed the principal/managing director and a board member who is also Bay Learning Academy's accountant. They also interviewed current students, teachers and the administrator. During the visit, the evaluators spoke to a range of graduates and other key stakeholders including a homestay provider, a former Bay Learning Academy employee, representatives from one of Bay Learning Academy's collaborative partners, migrant referral services, and international student agents. Prior to the visit, the evaluators sighted a range of documents, which included a self-assessment document and plan and related information, board strategy document, student report, teacher observation, teacher appraisal, stakeholder list, and achievement information.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Bay Learning Academy Limited trading as Bay Learning Academy**.

The key reasons for this are:

- General English students are enrolled for an average of 15 weeks (quite a long period compared with similar language schools). International students are improving their English and are broadening their personal experience as they learn about New Zealand culture, and about other cultures from other students. Evidence of progression through language levels is found in individual learner records and learner feedback.
- Achieving improved reading, writing, listening, and especially speaking skills is a priority for many students, some of whom have been living and working in New Zealand for some time before attending Bay Learning Academy. Most students reported positively on their progress, improvement and growing confidence in everyday communication in English since attending Bay Learning Academy. Their improvement in oral communication partly reflects their easy access to their teachers and their small numbers which makes it easier for them to only speak English when they are together.
- Learners undertaking courses to gain certificates in Teaching English to Speakers of Other Languages (TESOL)/Teaching English to Child Speakers of Other Languages (TECSOL) are genuinely motivated to improve their own English and to teach others. There was sound evidence that graduates were going on to teach others locally and elsewhere in New Zealand and overseas.
- Student satisfaction survey results (overall 88 per cent chose categories 4 and 5 in 2014, with 5 being the highest score) confirm that most students enjoy their study experience and value the individual attention and support they receive in a small, friendly, family environment. Students enjoy Bay Learning Academy's activities and the opportunities they provide to improve their English. Bay Learning Academy's strong links to the community also support an inclusive English-speaking experience.
- Appropriate management, academic and student support and resources and processes are in place – they contribute to current learner achievement and value and provide a basis for further improvements in educational performance. They also support teachers in addressing students' individual needs and achieving their individual goals.
- There is evidence that Bay Learning Academy is meeting many of the most important needs of learners and other key stakeholders. There is also

evidence of processes that contribute to learning and other important outcomes. Nevertheless, the body of evidence is not consistent, comprehensive or clear enough about a range of outcomes for NZQA to be more than confident in Bay Learning Academy's educational performance.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Bay Learning Academy Limited trading as Bay Learning Academy**.

The key reasons for this are:

- Feedback from learners, teachers and other stakeholders, some formal and much informal and anecdotal, has been used to identify areas for improvement. There is evidence of effectiveness in using such information to make improvements. For example, teachers have successfully argued for a change in textbook resources which Bay Learning Academy has supported. In another example, Bay Learning Academy has developed a lower-level TESOL qualification to enable more international students who, unlike first language speakers, struggle at level 5, to succeed and still teach others effectively. This has succeeded in increasing student numbers reflected in running three courses in 2014 and four or five in 2015. The destination outcomes for graduates are becoming increasingly clearer although they do not yet include areas such as how well students' confidence in their use of English language or knowledge of New Zealand grew during their time at Bay Learning Academy.
- Bay Learning Academy's understanding of how well learners have achieved their individual goals is based on teachers' observation and support of individual students in the classroom. Student satisfaction surveys contribute to this understanding. Bay Learning Academy does not use individual learning plans which would readily address this issue, especially given such low student numbers but also if student numbers increase. Bay Learning Academy has introduced the exit placement test and improved exit questionnaire which should help the PTE and its learners and graduates to realise the extent to which individual personal goals identified at entry are being achieved. The level 5 TESOL learners write reflective journals which the teachers can use as a tool for establishing how learners rate their progress in achieving their individual goals.
- With three teachers who have been at Bay Learning Academy for more than one year and two who had been at Bay Learning Academy for less than a year at the time of the EER visit, the extent to which they felt valued and supported by management varied, but most were positive in this regard. Staff have the opportunity to participate in professional development including that which the Bay Learning Academy principal arranges for English language tutors regionally and nationwide. Strengthened teacher

observation processes appropriately linked to appraisals would give teachers valuable feedback on their performance.

- Bay Learning Academy has identified that a focus in 2015 will be NZCEL. The PTE has recently appointed one experienced staff member to deal with this considerable challenge. This is an opportunity for teachers to work more closely together than they currently do and to develop their assessment and moderation practices. This should enable the teachers to build on Bay Learning Academy's most recent external moderation results which indicate encouraging progress in these important areas.
- Self-assessment is of variable quality, was overly comprehensive for the size of the PTE and lacked appropriate prioritisation – combining the self-assessment plan and quality assurance calendar should help address this. The board chair's comments on the 2014 annual strategic plan and what was actioned, and what was not, contributed to Bay Learning Academy's self-assessment.
- Self-assessment is not yet strong enough for NZQA to be other than confident in the PTE's capability in self-assessment. The evidence of effectiveness in Bay Learning Academy making improvements supports the evaluators' conclusion that the PTE can further develop its capability in self-assessment. Bay Learning Academy is, however, moving in the appropriate direction to strengthen its self-assessment practices.

Findings¹

1.1 How well do learners achieve?

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

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

Learners are achieving their study objectives and making progress in English language acquisition. International students are also learning about New Zealand culture and gaining confidence as they broaden their personal experience. International students enrol with Bay Learning Academy to improve their English language in order to work and travel in New Zealand – or to continue doing so – or to go on to further study, including in some cases to gain their TESOL or TECSOL certificate or improve their IELTS (International English Language Testing System) score.

Learner progress is measured through a regular testing regime, using standardised placement assessments when students enrol and again when they leave – the results show an average 8.6 per cent improved score based on a small number of elementary and advanced students (one per cent for a student who attended for four weeks to 22 per cent for a student who attended for 50 weeks) – and regular weekly or fortnightly class tests. Results are recorded in learner records and progress reports and used to determine advancement to higher-level classes for those students who show sufficient evidence of progress.

Bay Learning Academy identifies the reasons why learners enrol in the PTE and does its best to match their different needs. The duration of programmes (average 12 weeks) means that it is difficult to accurately measure English language acquisition. The uptake of unit standards within such a short timeframe is low. However, records and shifts in class levels – students must achieve 80 per cent in their progress tests to move up a level – together with evidence of student satisfaction with their progress, confirm that Bay Learning Academy general English/ESOL learners are achieving well. Students who stay longer than four weeks receive a written report (or for fewer than four weeks, an oral report) which reflects their progress and English language proficiency when they leave Bay Learning Academy.

Most TESOL/TECSOL students complete their certificate courses successfully, although a few do not at level 5 (out of 36 students in 2013-2014, two withdrew for personal reasons and two failed, over all a completion rate of 89 per cent). The level 4 TESOL course is expected to enable such students, mainly non-English first

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

language students, to succeed. IELTS uptake is relatively low, but about half the small number in 2014 (four out of nine) who started out intending to sit the external IELTS did not do so. Bay Learning Academy reported that it was aware why most students did not take their IELTS test immediately after their tuition, but evidence of this and its mitigation was unclear.

The teachers and the principal are strongly focused on individual learner progress, which is highly appropriate. While Bay Learning Academy identifies students' intentions and goals, and the teachers use this information to address individual student needs, this approach is not part of a systematic process. The PTE does not specifically use individual learning plans (where teachers discuss with the learners each week and usually include student self-reflection). Bay Learning Academy does use lesson plans that record what teachers and students do, but they do not clearly capture individualised learning. While the evaluators appreciate that there must be quite a high degree of individual attention because of the low number of students and small class sizes, a more systematic approach – including all teachers entering additional relevant comments in the student management system – to review the extent to which study goals have been achieved and for targeting teaching activities was unclear.

Bay Learning Academy has high student satisfaction rates, but because of low student numbers is not yet able to effectively benchmark individual general English/TESOL/TECSOL/IELTS learner achievement – collaborative alliances are not currently used for this purpose but are intended to be in the future. It was unclear whether this would include higher levels and other English language schools beyond its English language partners' alliance.

Bay Learning Academy has introduced a student achievement data system which is not yet operating to its full potential and should support improved self-assessment in a number of areas, not just achievement.

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 **Good**.

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

Learners and graduates interviewed by the evaluators reported that they are getting good value from their investment in time and money in English language learning at Bay Learning Academy. They were satisfied with their progress and the teaching, support and activities which they enjoyed, particularly the international students. The evaluators' findings were consistent with Bay Learning Academy's self-assessment in these regards – whether formal or informal and anecdotal. The current identification of students' different purposes and aspirations, ongoing student self-reflection and individual learning plans, and the exit processes introduced in June 2014 should help inform Bay Learning Academy as to how well

students' intentions and goals are being met and the value of the outcomes to them and other key stakeholders.

Students believe they are achieving their objectives and improving their English and, for international students in particular, also learning about New Zealand (and other cultures from other students). Those undertaking TESOL/TECSOL courses are committed to using their experience, what they learned and their certificates to teach others, and there was sound evidence that this is occurring. Bay Learning Academy has increasingly good information about graduates who gain employment in New Zealand and overseas, any who progress to further study, and those who travel within New Zealand or return overseas. The student numbers are relatively small though. Since the EER visit, Bay Learning Academy has reported that it has continued to develop its use of social media to gather information on individual outcomes. It has key stakeholders with whom it has strong working community relationships and it could readily extend its self-assessment to better include employers, especially in the case of those employing TESOL/TECSOL graduates within as well as outside New Zealand.

Bay Learning Academy has relationships with other education organisations including those who send group programme students during the year. Such an exchange enabled experienced and less experienced former TESOL students to gain support and experiential advice and it was successful in doing this. Bay Learning Academy has arranged a popular and experienced overseas English language practitioner to provide professional development opportunities in the local area and other regions throughout New Zealand. This initiative is a substantial money-earner for Bay Learning Academy, intended to provide quality professional development and promote the PTE. Bay Learning Academy also supports the community through its English for Migrants course, although this is at an early stage and two learners have been involved so far. Bay Learning Academy also manages internships for local polytechnic students – which are highly regarded by the students and their polytechnic – during the annual December-January holiday. There is evidence that these organisations are very satisfied with the education and support services provided by Bay Learning Academy and the extent to which learners improve their English and broaden their experience.

TESOL and TECSOL students benefit from practicums with local schools. Students receive feedback from fellow students when they are learning in the classroom. Improved reporting from schools based on teacher observations, a responsibility of Bay Learning Academy, would provide added value to the total learning experience.

Bay Learning Academy is continuing to develop its evidence of the destination or outcomes of its students who undertake general English, many of whom travel, TESOL/TECSOL or IELTS, or who enrol in English study for migrants. Such development to date has not specifically included how well the students' time at Bay Learning Academy has improved their confidence in their use of English (and their knowledge of New Zealand).

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 **Good**.

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

Overall, Bay Learning Academy is meeting the needs of its general English/ESOL learners by delivering English language programmes based on internationally recognised texts, with the inclusion of additional New Zealand content, and activities that are targeted towards the interests and abilities of the students. There was sound evidence of the use of different modes of learning, a strong New Zealand flavour, and using connections with the wider community, to immerse students in the culture. Interviews and placement tests at the time of enrolment, as well as a scheduled review within the week of commencement, ensure students are placed at the correct level. Regular classroom tests provide feedback on learners' progress. Use of the placement test again when students leave provides a further indication of progress during the course of study.

The very high student satisfaction rates, verified by the students interviewed by the evaluators, suggest the programmes and activities are matching the needs of learners. The regular weekly or fortnightly local activities, with periodic trips further away within New Zealand, are inclusive, affordable and popular with general English/ESOL learners – the activities provide important English language learning opportunities. The activities operate at multi-levels of English language proficiency, and use New Zealand material, and small student numbers provide easy access to teachers for the students. Bay Learning Academy is responsive to individual student interests and what individual students want to do with regard to class and outside activities in particular.

Bay Learning Academy's development of a level 4 TESOL certificate course approved by NZQA is an example of matching student needs. It was based on identifying that students from different countries who failed at level 5 could succeed at level 4. This has been confirmed by enrolments and results, and Bay Learning Academy is now running more TESOL courses in 2015 than 2014 as a consequence. Whether the lower-level certificate is as valuable to those who go on to teach others is difficult to determine as this depends on the English language competence of the student, the level to which they plan to teach (children to pre-intermediate), and motivation for doing the lower-level certificate. The main distinction between a level 4 and level 5 TESOL certificate is the level of English the student has and their ability to work independently – there is a requirement for a self-reflective journal at level 5, including further research in an area of interest to them.

Bay Learning Academy's matching of learner needs extends to being prepared to take on one student for up to a month even if they are the only student enrolled on the course at a particular time. While Bay Learning Academy programmes and

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activities overall match the needs of learners and other stakeholders well, more and better information from stakeholders such as employers of students and graduates would benefit the PTE. Bay Learning Academy is developing its assessment and moderation practices for the NZCEL, including working with other English language providers. It has sound development plans for the level 4 TESOL course. Such initiatives have the potential to benefit both teachers and their learners. So too would further development of student feedback on their progress based on entrance and exit testing and other forms of assessment, including during the course, as well as written reports for all students regardless of their length of stay. The evaluators noted that Bay Learning Academy made changes to its afternoon classes and their content and delivery based on student feedback. While some students appreciated the change to a multi-level approach, others found that having more than one teacher taking the class was less to their liking.

1.4 How effective is the teaching?

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

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

Recruitment, induction and orientation are sound and supported by a teacher manual which the evaluators found most teachers were aware of and used to varying extents. Bay Learning Academy has a small number of suitably qualified and trained teachers with a range of experience at the PTE and at other language schools in New Zealand and overseas. Some teachers have strengths and interests in different areas such as beginners, TESOL or IELTS. Teachers were not clear about whether they would like to work in different areas or at different levels or, in fact, whether they could. Teachers work quite collegially together, particularly the longer term teachers – new teachers take a little while to be assimilated into the culture of the organisation. The principal still teaches part of the TESOL course to maintain knowledge and keep up-to-date with emerging methodologies.

Overall, the resources and the internal and external collaborations and professional development are quite strong. Currently, although Bay Learning Academy contributes to some collaborations and professional development with organisational partners, these organisations may be able to participate and contribute more when they address NZCEL consistency, assessment and moderation challenges. Most teachers at Bay Learning Academy considered they were valued.

Learning is planned and structured for the benefit and needs of the learners. The small number of students means small class sizes, more individual attention and greater teacher availability after regular school hours – although it also means that in some instances the teachers are teaching multi-level classes for which they may need additional support and professional development. Students interviewed compared such features favourably with their experiences at much larger

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institutions. Eighty-four per cent of general English students expressed their satisfaction with the teaching by choosing 4 and 5 on a five-point scale in the feedback survey in 2014. (The ratings for TESOL in 2014 were lower, but student numbers initially were also very low and the ratings improved significantly from July to December.) Bay Learning Academy is also responsive to student needs and interests, which include New Zealand content for international students in particular, and they have to remember to balance provision in terms of syllabus and curriculum and good practice – this will be a challenge as they develop their NZCEL practices.

Learning activities in particular and resources are highly effective in engaging the learners. The activities provide learners with real opportunities to apply and develop their English knowledge and skills in a variety of real-life situations, for example a visit to Plant and Food Research to support one learner.

Bay Learning Academy is inclusive and involves teachers and students in both single and multi-level classes, with students helping other students. The PTE has policies and procedures intended to minimise barriers to learning, based primarily on good practice and a flexible quality management system.

Challenges include managing the similarities and differences between a responsive/reactive approach to general English/ESOL supported by textbooks, compared with assessment of unit standards underpinned by a curriculum framework which supports achievement compared with the TESOL/TECSOL (and IELTS) curriculum structure and requirements. Another important challenge is for the principal to be able to transfer her English language knowledge and skills within her current role and the organisational structure.

1.5 How well are learners guided and supported?

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

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

Learners at Bay Learning Academy receive sound individual guidance and support from the teachers, principal and administrator/student support staff member. The website, brochures, student handbooks and enrolment material are relatively up-to-date but need further attention to ensure accuracy and completeness. Bay Learning Academy has to rely mainly on agents for communication (or more experienced and proficient students), who speak the first language of most of the learners for whom they are responsible on an as-needs basis – the agents are very supportive of Bay Learning Academy and speak highly of what it offers, as do community education agency representatives.

Attendance is closely monitored by the tutors, the administrator and principal, all of whom encourage all learners to participate in all learning and social activities. An annual review is conducted as required which helps ensure that Bay Learning Academy is complying with the Code of Practice for the Pastoral Care of

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International Students. There is good evidence that international students feel well guided and supported and that agents and homestay hosts are confident in the care and guidance provided by Bay Learning Academy.

Bay Learning Academy is committed to achieving high levels of student satisfaction. Student feedback – which is gathered, collated, analysed and used to identify areas for improvement – confirms that Bay Learning Academy is fulfilling its commitment. The activities programme, which includes a cross-cultural seminar, is a real strength of Bay Learning Academy, as mentioned. These activities are useful for providing effective levels of support and student satisfaction, which the board, the principal and all staff, as well as students, all contribute to.

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

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

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

Governance and management work closely to help improve decision-making. Bay Learning Academy's current relationship with its board, teachers, staff, learners and other key stakeholders reflects its culture and intention of being a small, friendly school offering a high level of personal care and attention. A strategic and collaborative approach has gained widespread support, and TESOL is proving an attractive offering in addition to general ESOL English. Most staff feel well supported, although the low student and staff numbers have an impact on how closely they are sometimes able to work together.

Bay Learning Academy's purpose and vision are clear. However, although the PTE is advertising a wide range of courses, Bay Learning Academy was not currently running all of these courses at the time of the visit. The content of the website suggests a lack of clarity around the type of students the PTE wants to attract. Learning English and Learning to Teach English are the PTE's core business. Only time will tell whether the commitment to a small boutique/niche language school will attract sufficient students and be sustainable. For example, governance has supported to date such practices as taking on one student at a time on their own for at least up to a month, but may need to determine whether to continue doing so until student numbers increase even slightly.

In its few years of existence, Bay Learning Academy has shown an ability to anticipate and respond to change. Development of and gaining approval for a level 4 TESOL certificate course is one example of this and, along with the level 5 TESOL and TECSOL certificates, helps generate revenue which supports the academy. Delivering professional development for other English language teachers around the country shows an entrepreneurship which also generates revenue for the academy.

A key to these developments is the principal who has considerable expertise and experience in English teaching and learning. The evaluators and the principal agreed that the leadership of Bay Learning Academy would be more effective if the principal was able to spend more time running the overall business and less time in operations and teaching. To facilitate this, the principal has begun to delegate more operational responsibilities to Bay Learning Academy's administrator which will free the principal to share her English language expertise and experience with her teachers more effectively. A director of studies has also been appointed. The addition of another educator to the board, possibly from one of Bay Learning Academy's collaborative educational partners, may also provide additional support. Since the EER, Bay Learning Academy has reflected and has indicated that it has received expressions of interest from new third parties in providing further investment, marketing expertise and educational support and advice. Insurance has been in place since Bay Learning Academy was registered to cover for the principal should she be away for any length of time.

The quality of Bay Learning Academy's self-assessment is important to its viability and educational performance. Self-assessment is ongoing, authentic, transparent, reasonably robust, and has led to improvements – but unfortunately it is too comprehensive for the current size of the organisation. The 27-page self-assessment plan, which is tracked and monitored regularly by the principal, is not prioritised or focused enough on what really matters, especially important given the limited resources available to a small PTE. This is partly the consequence of the plan being constructed with the help of professional peer advice without fully understanding what is realistic to achieve, especially with limited delegation. The two-page quality assurance calendar does prioritise to some extent, although it is a mixture of different kinds of reviews and meetings. The governance strategic plan has a different intent, but its prioritised approach is likely to be more effective. Since the EER visit, Bay Learning Academy has combined the self-assessment plan and quality assurance calendar to better enable Bay Learning Academy to achieve its full potential in educational performance and self-assessment capability. The governance strategic plan remains separate from the operational document and provides effective oversight and strategic overview.

The evaluators noted that the board develops an annual strategic plan, which sets out clear objectives and targets for improving educational and organisational performance and reviews six-monthly. The business and development manager, who is also the board chair, commented at the end of January 2015 that a number of initiatives were implemented in 2014 which included improved quality systems such as enrolment, student data recording and analysis, including the recording of a range of student test results and a limited range of other outcomes. The relevance, value and use of some of this information, and related summaries, graphs and analysis, were not always clear but helped identify the success, profitability and financial viability of different activities and courses provided by Bay Learning Academy and any changes in the student market. Evaluating the effectiveness of the student management system was one of Bay Learning

Academy's priorities, and the evaluators support this as reflected elsewhere in this report. The board chair also noted that some initiatives were not implemented, such as a clear and concise marketing strategy ('this is still done ad hoc'), and sound market analysis that identifies trends. While the board chair indicated Bay Learning Academy was financially viable and ahead of some expectations, these initiatives not yet implemented are important if Bay Learning Academy is to succeed as a business.

Staff are committed to Bay Learning Academy and what it is trying to achieve, and teachers accept that its facilities, resources and professional development are sufficient to achieve this. Regular engagement with staff from collaborative partners and other NZCEL forum members has the potential to provide further benefits for development and collaboration. The value of a systematic approach which includes the effectiveness of teaching and student support and the active development of plans to address areas for improvement cannot be underestimated. It is not yet apparent that there is a sufficiently coherent approach to self-assessment across the PTE involving staff at all levels.

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 **Good**.

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

2.2 Focus area: ESOL (English for Speakers of Other Languages)

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

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

2.3 Focus area: Certificate in TESOL (Teaching English to Speakers of Other Languages) (Levels 4 and 5); Certificate in TECSOL (Teaching English to Child Speakers of Other Languages) (Level 4)

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

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

Recommendations

NZQA recommends that Bay Learning Academy:

- Continue to develop governance and management practices that make the best use possible of the expertise and experience available to strategise and continue to improve educational performance and achievement.
- Develop further its capability in self-assessment so that it focuses on and contributes to the viability and sustainability of the academy, improved educational performance and achievement, and fuller knowledge and understanding of valued outcomes relevant to learners and other key stakeholders, including employers and community.
- Continue to review current self-assessment practices and documents to develop an integrated self-assessment approach that enables Bay Learning Academy to set priorities for educational performance.
- Use the priorities identified to target initiatives such as a clear and concise marketing strategy that enables market analysis to identify trends.
- Continue to develop the potential and full use of the student management system.
- Enable and encourage ongoing sharing of information by all teachers.
- Continue to widen the scope of its NZCEL moderation and benchmarking and partners to cover all levels.

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz