



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Bay Learning Academy Limited

Date of report: 17 July 2025

About Bay Learning Academy Limited

Bay Learning Academy Limited is a Tauranga-based language-learning hub which primarily provides English-language learning to domestic and international students. The organisation also receives Tertiary Education Commission funding to provide te reo Māori and sign language courses.

Type of organisation:	Private training establishment (PTE)
Location:	22 Taupo Avenue, Bayfair, Bay of Plenty
Eligible to enrol international students:	Yes
Number of students:	Eight domestic students and 23 international students
Number of staff:	Seven full-time equivalents, including five full-time and six part-time staff
TEO profile:	See: Bay Learning Academy Limited
Last EER outcome:	At the previous external evaluation and review in 2020, Bay Learning Academy was found to be Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• General and Skills-based English Training Scheme levels 1-4 [ID:1244352-2]• International Students: Support and wellbeing
MoE number:	7154
NZQA reference:	C57363
Dates of EER visit:	18-20 February 2025

Summary of results

Bay Learning Academy's programmes and teachers are responsive to individual students, and the PTE continues to meet the important learning and wellbeing needs of the students. Bay Learning Academy also continues to effectively identify and review areas of priority need, and the PTE is improving its analysis of these review activities.

Confident in educational performance

- Bay Learning Academy and its programmes are of value to graduates and stakeholders, and the PTE is improving its systems for tracking graduate outcomes.

Confident in capability in self-assessment

- The teachers understand the students' goals and provide useful qualitative and quantitative feedback on students' progress towards their goals. Feedback from student satisfaction surveys is overall positive, with some isolated comments regarding textbooks and materials. Achievement-related self-assessment is generally effective, but there are opportunities for improvement in terms of the integration, capture and coverage of key data.
- Bay Learning Academy has structured the design and delivery of the programme to meet the varying needs of students as they progress through their studies. Pre-moderation activities are occurring and include the evaluation of materials against learning objectives. Post-moderation activities have been limited since the previous EER, and further activities in this area will further strengthen the verification of teacher judgments.
- Teachers and management are highly effective in supporting the learning and wellbeing needs of individual students. Processes for managing homestay arrangements are well organised, and the PTE maintains robust oversight of these arrangements. Learning environments and activities are inclusive, welcoming and purposefully designed to engage the students in their learning. Self-assessment has led to

improvements in student representation, facilities and accessibility of surveys.

- Bay Learning Academy has managed the impact of significant changes well, with its management team making improvements to strategic planning and the distribution of responsibilities. The PTE analyses the impact of organisational self-assessment activities on educational performance, and documentation of this analysis is improving. Provision of important resources to staff and students is effective, and so too is the PTE's recruitment and development of staff.
- Management of important compliance accountabilities is generally effective. Quality management system-related areas for improvement were identified by the PTE, and evidence provided indicates that relevant improvements are being made. Insurance-related issues identified during the international student file audit indicate that processes in this area could be further strengthened.

Key evaluation question findings¹

1.1 How well do students achieve?

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Student progress is a key indicator of achievement and value at Bay Learning Academy. Individual student progress is recorded in several ways, including entry and exit tests, ongoing progress reports, individual learning plans and final school reports. Teachers understand the students' goals and provide useful qualitative and quantitative feedback to them on meeting their goals. Teachers sometimes refer indirectly to the Common European Framework of Reference for Languages (CEFR) in student reports, though explicit usage of this framework is currently limited.</p> <p>A further key indicator of achievement and value at Bay Learning Academy is individual student satisfaction with the courses, teachers and pastoral care. Bay Learning Academy conducts surveys that ask questions about facilities, teaching, activities and satisfaction with the relevant course. Data provided by the PTE indicated overall positive feedback from the students, with constructive feedback being limited in volume and restricted to textbooks and materials. Evaluative conversations during the EER indicated that students are happy at Bay Learning Academy.</p> <p>While student satisfaction levels at Bay Learning Academy are high, the PTE acknowledged that the sample size of some student satisfaction surveys was limited and that a higher response rate would be worthwhile. The PTE aims to improve this response rate in future.</p>

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

	<p>Bay Learning Academy is using achievement data for the purposes of self-assessment. For example, the PTE has made adjustments to its programmes to cater for student demographic changes. However, there are opportunities to further enhance self-assessment in this area. For example, while the PTE records all student enrolments, there is an opportunity to connect this information across all areas of provision. This would enable the PTE to more easily report total student numbers at any time.</p> <p>Additionally, while some parts of Bay Learning Academy's database have a column pertaining to 'weeks enrolled', the PTE's formal tracking of this metric is not yet occurring. Therefore, the PTE might find it beneficial to formally track this metric, to further enhance its understanding of student progress and areas for growth.</p> <p>Bay Learning Academy and its programmes are of value to graduates and other stakeholders. The PTE has a WhatsApp group for students and graduates, in which graduates retain contact with the PTE and continue to practise their English.</p> <p>Upon completing their studies with Bay Learning Academy, students provide speeches that are circulated within the group, which enables ongoing inclusion. Additionally, the PTE provided anecdotal evidence of graduate outcomes, which include gaining proficiency in English, the confidence to socialise with speakers of English, and enrolment in further study.</p> <p>Bay Learning Academy intends to introduce a formal exit interview process to further support its tracking of graduate outcomes. Evaluative conversations with key stakeholders indicated that Bay Learning Academy is proactive and supportive regarding relevant matters, such as homestay arrangements and region-wide professional development activities.</p>
Conclusion:	<p>Students' learning goals are clearly identified, tracked and reported. The feedback gathered through student satisfaction surveys is mainly positive. There are opportunities for deepening and improving self-assessment of both achievement and other valued outcomes.</p>

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Teachers have a sound understanding of Bay Learning Academy's course structure, and of the progression of students within it. The PTE's General and Skills-based English Training Scheme has 12 modules, which each contain clearly defined learning outcomes, and which range from beginner to advanced. Students complete an entry test on arrival and are placed in the module most appropriate for them, given their current English ability across four skills (reading, writing, listening and speaking).</p> <p>Bay Learning Academy recognises the varying needs of students who enrol at the PTE, and teachers have autonomy in their customisation of training materials to meet individual student needs. The PTE regularly consults with the students regarding progression and changes in class level or teacher. Student progression through the training scheme is highly flexible rather than tightly prescribed, and takes levels of student confidence into account at each stage. Appropriateness of assessment is partly determined by the learning outcomes of those modules that fall within each class, but also by the student's level of comfort in the relevant class.</p> <p>Fairness, validity and consistency of assessment are supported by Bay Learning Academy's moderation processes. Pre-moderation processes evaluate learning materials and check the consistency of assessments against the relevant learning objectives. These processes also check the adequacy of provision for writing and speaking tasks, and the appropriateness of in-test instructions for students.</p> <p>Post-moderation processes critique assessment materials, verify the results of teacher judgments, and check grade boundary decisions. Evidence sighted by the evaluation team indicates that pre-moderation activities are occurring. Bay Learning Academy acknowledged that post-moderation activities have been limited since the previous EER, and the PTE has stated an intention to increase these</p>

	activities in future. Documentation of further activities in this area will further strengthen the verification of teacher judgments at Bay Learning Academy.
Conclusion:	Programme design and delivery are structured to meet the varying needs of students as they progress through their studies. Pre-moderation activities are occurring and include the evaluation of materials against learning objectives. Post-moderation activities have been limited since the previous EER, and further activities in this area will further strengthen the verification of teacher judgments.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Bay Learning Academy is highly effective at supporting the learning and wellbeing needs of individual students. As well as supporting students in meeting their learning goals², teachers and management also take an individualised approach to identifying and responding to additional support needs. The PTE creates supportive conditions for learning, with a student-to-teacher ratio in each class of 10 students or fewer per teacher. Additionally, teachers provide one-to-one support to students who face difficulties in their learning.</p> <p>Bay Learning Academy administers and manages homestay arrangements for students during their studies. Processes in this area are well organised and highly effective, with the PTE maintaining robust oversight of these arrangements. This oversight includes police checks, on-site visits and discontinuation of homestays as appropriate. Evaluative conversations with relevant staff and stakeholders indicate a high degree of vigilance and care for students.</p> <p>Learning environments and activities are inclusive, welcoming and purposefully designed to engage students</p>

² See 1.1 and 1.2 for further detail on the tracking of progress against student learning goals.

	<p>in their learning. A brief virtual tour indicated that classrooms are appropriate. Learning activities are structured around the relevant training scheme modules and occur across a range of settings. These settings include classroom-based tasks, homework tasks and out-of-class excursions in which students can test their language skills, such as visits to fire stations, libraries and art galleries.</p> <p>Self-assessment has led to important developments, including the introduction of a student representative system, improvements to facilities, and technological improvements to the administration of student satisfaction surveys. Evaluative conversations with relevant stakeholders indicate that the PTE provides a high standard of pastoral care for its students. Evaluative conversations with students indicated that improvements to the PTE's facilities were well received.</p>
Conclusion:	<p>Teachers and management are highly effective in supporting the learning and wellbeing needs of students. Processes for managing homestay arrangements are well organised, and the PTE maintains robust oversight of these arrangements. Learning environments and activities are inclusive, welcoming and purposefully designed to engage students in their learning. Self-assessment has led to improvements in student representation, facilities and accessibility of surveys.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Bay Learning Academy has experienced significant changes since the previous EER, including the loss of its founding director in 2023, and a change of ownership. The PTE has managed the impact of these changes well, with distinct areas of responsibility being allocated across the reconstituted leadership team. The leadership team has also developed a strategic plan consistent with the PTE's purpose, which tracks actions taken towards strategic goals. Management is supported by a board which does</p>

	<p>not have a mandate to enact change, but which provides useful financial and programme-related advice.</p> <p>Since the previous EER, there has been limited documentation of the analysis and impacts of Bay Learning Academy's organisational self-assessment activities on its educational performance. However, the PTE demonstrated considerable recent improvements in this area during the current EER. This includes the introduction of a self-assessment cycle organiser linked to programme delivery evidence, key evaluative questions and tertiary evaluation indicators. The evaluation team offered suggestions to deepen and better evidence this cycle organiser, and it is important that the PTE continues to consider ways to do so in future.</p> <p>Bay Learning Academy's provision of important resources to staff and students is effective, and so too is the PTE's recruitment and development of staff. Evaluative conversations with staff indicate that educational resources and facilities meet their needs, as well as the needs of students.³ Additionally, teaching staff engage in relevant in-house and external professional development and learning. Evidence sighted by the evaluation team indicates that staff have individual records of these activities.</p> <p>An emerging theme in Bay Learning Academy's in-house professional development is an increased focus on post-assessment moderation. Continued future activities will contribute to the strengthening of PTE capability in this important area.</p>
Conclusion:	<p>Bay Learning Academy has managed the impact of significant changes well, with its management team making improvements to strategic planning and the distribution of responsibilities. The PTE analyses the impact of organisational self-assessment activities on educational performance, and documentation of this analysis is improving. Provision of important resources to staff and students is effective, and so too is the PTE's recruitment and development of staff.</p>

³ See 1.4 for more detail on student perspectives regarding resources and facilities.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Bay Learning Academy has a system for managing important compliance accountabilities, and the PTE is continuing to develop this system following the significant changes noted in 1.5. This includes the ongoing development of the PTE's quality management system (QMS). Bay Learning Academy acknowledged that there had been gaps between QMS policies and practices.</p> <p>However, the PTE also provided compelling evidence pertaining to the ongoing review and updating of policy areas, and the internal recording of updates to QMS changes. This provides confidence that Bay Learning Academy will continue to keep its QMS up to date, as required by rules 4.1.(f) and 6.1.7.(a) of the Private Training Establishment Registration Rules 2022. It is important that the PTE also continues to follow and implement the content of its QMS, as per rule 6.1.7.(b).</p> <p>An international student file audit carried out during the EER found that Bay Learning Academy has appropriate record-keeping systems in place to record visas, passports and other entry information. However, this audit also identified an instance of non-compliance with respect to the meeting of insurance requirements. Sampling of documentation indicated that a Bay Learning Academy student remained uninsured for seven days during their candidature, which is in breach of clause 44(1)(a) of the Code of Practice.⁴ Bay Learning Academy acknowledged the significance of this finding during the EER, and it is important that the PTE continues to strengthen its processes in the relevant area to ensure that further breaches do not occur.</p> <p>Bay Learning Academy's management of other important compliance accountabilities is generally effective. Statutory declarations and fee returns were submitted within expected timeframes. Conflict of interest and fit and proper person declarations were received following changes within</p>

⁴ [Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

	<p>the organisation. Additionally, Bay Learning Academy has a copy of its Code of Practice self-review published on its website, which includes information on its processes regarding complaints and critical incidents.</p> <p>The PTE stated during the EER that it has recorded no formal complaints or critical incidents during the previous 12 months. Bay Learning Academy explained that it intends to include this information in its next annual Code of Practice self-review, and it is important that it does so, in line with clauses 13(f)(i) and 10(3)(g) of the Code.</p>
Conclusion:	<p>Management of important compliance accountabilities is generally effective. QMS-related areas for improvement were identified by the PTE, and evidence provided indicates that relevant improvements are being made. Insurance-related issues identified during the international student file audit indicate that processes in this area need to be strengthened (see Requirements below).</p>

Focus areas

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

2.1 General and Skills-based English Training Scheme Level 1-4 [ID:1244352-2]

Performance:	Good
Self-assessment:	Good

2.2 International Students: Support and wellbeing

Performance:	Good
Self-assessment:	Good

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 Bay Learning Academy Limited:

- Consider ways to improve the integration, capture and coverage of key data, including student progress data, as well as evidence pertaining to organisational self-assessment.

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 Bay Learning Academy Limited to:

- Ensure practices are in place to confirm students have appropriate insurance, in line with Clause 44(1)(a)-(d) of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.
- Report annually to the Code administrator (including on provider websites where available) on the number and nature of complaints made

and their outcomes, as required by Clause 13(f)(i) of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

- Report annually to the Code administrator (including on provider websites where available) on the number and nature of critical incidents and their outcomes, as required by Clause 10(3)(g) of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

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 2022, 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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 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, micro-credentials 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 2022. 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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