



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Duke Institute of Studies Limited

Date of report: 5 March 2024

About Duke Institute of Studies Limited

Duke Institute of Studies (DIOS) delivers General English programmes to a wide demographic. DIOS also supports local intermediate and high schools and their stakeholders.

Type of organisation:	Private training establishment
Location:	12 Huron Street, Takapuna, Auckland
Eligible to enrol intl students:	Yes
Number of students:	Domestic: three equivalent full-time students as at 29 November 2023 International: 35 equivalent full-time students as at 29 November 2023
Number of staff:	Six full-time equivalents, two part-time staff
TEO profile:	Duke Institute of Studies
Last EER outcome:	In December 2019, NZQA was Confident in DIOS's educational performance and Confident in their self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Academic English for IELTS¹ Preparation (Level 4), ID 116818• Certificate in General English Proficiency, including IELTS preparation, ID 109046-1• International Students: Support and Wellbeing
MoE number:	7449
NZQA reference:	C55219
Dates of EER visit:	29 November-1 December 2023

¹ International English Language Testing System

Summary of results

DIOS is effective at supporting students to achieve positive outcomes. Recent improvements to delivery and process are yet to show outcomes that have been analysed and reported. Some systems still require further development.

Confident in educational performance

- Students are achieving well. This includes students who take the IELTS exam. There is effective support to enable students to progress. Analysis of and reporting on overall performance could be strengthened.

Confident in capability in self-assessment

- There are highly positive outcomes for students and stakeholders. DIOS has sound processes to communicate with, and respond to, stakeholder needs.
- The design and delivery of programmes is well aligned to student needs. Teachers are responsive and experienced at meeting a wide range of student needs. Academic oversight has improved since the last EER. However, many of the initiatives are very recent and there is little evidence of the impact of any changes.
- DIOS has highly effective processes to support the students, which includes homestay and pathways to further study for young learners. Staff would benefit from being included in, and working towards, better self-assessment of their performance against the Code of Practice.
- Governance and management are capable and experienced at oversight of education. Reporting on performance indicators needs some development. This will enable leaders to make sound decisions based on clear evidence.
- DIOS has met all of its important compliance accountabilities. Staff would benefit from being more included in compliance self-assessment activities.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>DIOS can clearly evidence that their longer-term students³ make measurable gains in language skill and ability. Nearly all of these students progress to a higher level of proficiency after 12 weeks of study. A good proportion of students who continue their studies progress further.</p> <p>All students have their learning journey tracked and recorded. Progression is monitored through summative and formative testing. Weekly test results are recorded in graphical form on individual student files. Eligibility for a student to move up a level is through achieving 70 per cent over all the skills tested.</p> <p>Students are very self-aware of their respective areas of language skill and proficiency. Students interviewed by the EER team clearly expressed the next steps they needed to take to continue their learning journey. This is good evidence of effective feedback from tutors.</p> <p>The students' level of language achievement is clearly articulated in their leaving reports. Staff from local high schools validated the accuracy of the levels reported and the usefulness of the accompanying teacher commentary. This evidence is a useful benchmark.</p> <p>DIOS is embedding a new student management system which will enable them to easily measure and report progression and achievement at cohort level. Previously, the system relied on manual input from individual files, with some potential for error. The quality of reporting at management level could be improved by better</p>

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

³ Students who attend DIOS for 12 weeks or more.

	representation of data and some evaluative comparisons of performance.
Conclusion:	Students make good progress at DIOS. Individual achievement is well understood by all stakeholders. Reporting and comparative analysis of student performance could be improved. This would enable DIOS to evaluate if any changes to delivery have been successful and also allow them to better evaluate the achievement of their wide range of students.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Outcomes for stakeholders are highly positive. DIOS has strong pathway relationships with well-performing Auckland intermediate and high schools. Students may either come to DIOS before enrolling in the local high school – to study and improve their English – or may be referred by the high school for remedial study.</p> <p>Those students who attend DIOS initially gain confidence and familiarity with the New Zealand lifestyle and have a gradual introduction to the local education system. Local school staff who refer students to DIOS attest to the high value they and their students gain from the arrangement.</p> <p>DIOS offers the students specialised, individualised learning and effective feedback. Students return to their local school studies confident, with improved communication skills and ready to go on with their studies. Reporting from DIOS to the local schools is highly valued and accurate.</p> <p>DIOS responded well to the recommendation from the previous EER that they review methods to gather and evaluate feedback from stakeholders. Survey information on outcomes for homestay families, students and retail agents are represented in response rates, provide useful information to DIOS, and are almost always positive around meeting outcomes. Some more work on tracking outcomes longitudinally could also benefit DIOS in the future.</p>

	<p>DIOS also hosts good numbers of students who attend a holiday programme. These students benefit from a culturally immersive experience, and results from satisfaction surveys are very high.</p> <p>The small number of PELT⁴ students who have studied at DIOS also achieved good progression rates which were reported to the Tertiary Education Commission.</p>
Conclusion:	DIOS enables students to meet a wide range of desired goals and outcomes. Stakeholders are well informed and included in the assessment of student performance.

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>The learning needs of students are being well met through an inclusive and engaging learning environment. Students are guided and supported by skilled teachers. Very high attendance rates and extensions to courses indicate that students are highly motivated by the learning at DIOS.</p> <p>DIOS has recently updated its coursebook and the supporting assessment practice. Students and teachers are now working from CEFR⁵-aligned resources, with improved access to digital learning. Assessment is both formative and summative, and the ongoing revision and testing supports and motivates students to continue to improve.</p> <p>Standardised assessments support assessor decisions. Previously, assessments were designed by teachers, which did not support the delivery of consistent assessment practice or provide robust student progression information. The newly appointed director of studies has academic oversight of all assessments. The assessment judgements</p>

⁴ Pre Purchased English Language Tuition

⁵ Common European Framework of Reference for Languages

	<p>are consistent across the team, providing confidence in the results.</p> <p>Professional development on assessment practice occurs when needed, for example providing clear feedback to students. The impact of the changes to curriculum and assessment practice, and any resulting professional development, is not yet evident.</p> <p>Review of the programme is ongoing, with adjustments to delivery being made as needed. The demographic of DIOS' students has changed over time, and the staff have been skilled at adapting delivery to suit their wide range of students.</p> <p>Student surveys offer some good feedback, and this is fed back to teaching and support staff generally on an informal basis. Summaries of students' feedback are evaluative and there are some worthwhile recommendations offered. DIOS' relatively informal system of reporting means that it is not always evident which recommendations have been actioned.</p>
Conclusion:	Programme delivery and design has improved. Assessment practice is consistent. The needs of students are being well met. Outcomes from recent improvements are not yet evident.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>DIOS is highly effective at supporting the students throughout their learning journey.</p> <p>DIOS has strong and positive connections with its retail agents. Staff work alongside agents to ensure they have a full and accurate description of students prior to arrival. This may include students who have additional learning or social needs. Staff manage the support and guidance of these students particularly well.</p> <p>The goals and needs of all students are recorded on enrolment, and teachers and pastoral staff follow up on</p>

	<p>this information. There is a genuine interest in the students, and this is reflected in survey results and the interviews conducted during the EER. The collegial nature of the school means that students form strong, supportive friendships with each other. The wide range of ages and nationalities for both students and staff provides an interesting and engaging teaching and learning environment.</p> <p>DIOS supports students into homestay families. DIOS chooses the homestay families carefully and is consistent in the support offered to families and students. Feedback from students and families is closely monitored and adjustments made where necessary. There are clear rules to support and ensure the wellbeing and safety of the younger students. There was good evidence that these rules are closely followed and any issues promptly addressed.</p> <p>DIOS communicates and gathers feedback from external stakeholders regularly. The highly positive responses provide confidence that the most important needs of all students are being well met.</p> <p>Staff work together closely, and this helps in the oversight of processes. Summaries and management minutes show there is some feedback and longitudinal tracking of performance indicators.</p> <p>The changes to staff and the attrition in student numbers during the Covid-19 lockdowns has contributed to a less compelling picture of effective self-assessment. This includes the effectiveness of DIOS' self-assessment of the Code of Practice.⁶ There have been some useful observations made during the process of self-review. However, there is no evidence that staff are involved routinely in the process of review or that there are processes in place to respond to the findings.</p>
<p>Conclusion:</p>	<p>DIOS successfully supports students to engage in and enjoy their time at the school. Processes are mostly effective at gathering information, and there is some evidence that it is responded to.</p>

⁶ The Tertiary and International Learners Code of Practice.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>DIOS' ownership and governance has remained stable during the Covid-19 pandemic, providing leadership and staff and student support where needed.</p> <p>Strategic plans and documentation provide good evidence that planning is regular and responsive. Some commercial and performance goals are indicated, and a gap analysis shows the direction and future intent of the organisation. The tracking and benchmarking of goals is followed through in informal discussions at management meetings. There is only recent evidence of allocation of responsibilities and action plans being made in response to the meetings.</p> <p>There have been several staff changes at DIOS; the recently appointed director of studies is well qualified and is experienced in English language pedagogy. There is good evidence that there have been several recent and positive changes to management processes and programme delivery. Teaching staff are suitably well qualified and able to clearly articulate their teaching strategies and their use. Student feedback confirms that teachers are responsive to their needs.</p> <p>DIOS is planning for the professional development of teaching staff. Observations of teachers supports effective delivery. Improvements to the curriculum and assessment practice are very new, and therefore there has been little opportunity to analyse outcomes or changes made in teaching and assessment practice.</p> <p>Data analysis has improved since the last EER. However, there is a need for better routine capture of performance indicators to inform management decisions. The planned new student management system is likely to support better reporting and analysis and effective sharing of information</p>
Conclusion:	DIOS has managed changes in the education sector well. Management decisions have supported strong education delivery. The issues faced by operating during the Covid

	pandemic restrictions has had some impact on the oversight and progress of organisational self-assessment.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>DIOS management and governance shows good management of their main compliance accountabilities.</p> <p>Students under the age of 18 are carefully managed. Policies and procedures to support their safety are well managed and followed. Local high schools are confident in the ability of DIOS to follow appropriate Code of Practice conduct. The students' caregivers, including homestay families, are kept well informed and supported.</p> <p>All student records are well kept, although they are not yet digital. The international student files examined during the EER showed no issues. DIOS reported as required to the Tertiary Education Commission on their PELT students.</p> <p>DIOS is managing a large portfolio of training schemes registered with NZQA. There have no issues reported. However, DIOS could benefit from a further review of its training provision.</p> <p>There have been no student complaints registered with NZQA, and there is a clear and well-advertised process to inform students of their rights. The student attendance policy is robustly adhered to.</p> <p>There is currently no systematic approach to managing compliance that is embedded successfully across all the organisation. All staff would benefit from being aware of any scheduled compliance accountabilities, with allocated responsibilities and reporting requirements. There was not enough substantive evidence to show that some compliance obligations, for example the Code of Practice, were being effectively monitored for improvements.</p>
Conclusion:	DIOS ensures that their main compliance accountabilities are responded to and has strong processes in place to support the welfare and wellbeing of the students. Most of

	the responsibility for understanding and responding to compliance is kept at management level. All staff would benefit from better understanding of compliance and following processes to self-assess performance.
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Focus areas

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

2.1 Academic English for IELTS Preparation (Level 4); Certificate in General English Proficiency, including IELTS preparation

Performance:	Good
Self-assessment:	Good

2.2 International Students: Support and Wellbeing

Performance:	Excellent
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 Duke Institute of Studies Limited:

- Develop and implement a professional development programme for all staff which encompasses some key areas of assessing performance: the Code of Practice; using and understanding performance data to drive improvements; understanding, responding to and reporting on compliance accountabilities.
- Improve the scope and range of reporting to management to assist key decision-making.

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.

There are no requirements arising from the external evaluation and review.

This report is draft only and is subject to checking by Duke Institute of Studies Limited for factual accuracy.

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 fraud⁷*
- *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.*

⁷ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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