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Report of External Evaluation and Review

Steiner Education Development Trust
Ltd

Confident in educational performance

Confident in capability in self-assessment

Date of report: 13 December 2017

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	4
3. Conduct of external evaluation and review.....	4
Summary of Results	6
Findings	7
Recommendations	11
Appendix	12

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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:	Steiner Education Development Trust Ltd
Type:	Private training establishment (PTE)
First registered:	5 February 2016
Location:	61 Bayview Road, RD1, Lyttelton, Christchurch
Delivery sites:	Raphael House Steiner School, 27 Mutahi Street, Tirohanga, Lower Hutt, Wellington Michael Park School, 55 Amy Street, Auckland Takiura Rudolf Steiner School, 505 Nelson Street, Hastings
Courses currently delivered:	Certificate in Assessment Design and Practice (Level 4, 5 credits)
Code of Practice signatory:	No
Number of students:	Domestic: nine in 2016, and five in 2017 All but one identified as New Zealand European
Number of staff:	Three full-time equivalents
Scope of active accreditation:	Training scheme: Certificate in Assessment Design and Practice (Level 4)
Distinctive characteristics:	The Steiner Education Development Trust (SEDТ) is part of a larger organisation, Steiner Education Development Foundation. SEDТ was established in 2014 'to create a strong body to manage and develop the Steiner School certificates for use in New Zealand and overseas'.

SEDT registered as a PTE in 2016 to be able to have credits recognised from international Steiner secondary school qualifications against the New Zealand Certificate in Steiner Education (Levels 1, 2 and 3) (NZCSE). The current training scheme was developed to meet the NZQA requirement for an approved programme or training scheme to be delivered annually to maintain registration as a PTE. The NZCSE is a secondary school qualification so does not qualify under the PTE registration rules.

Recent significant changes: None.

Previous quality assurance history: This is the organisation's first external evaluation and review (EER). It does not have any standard-setting body external moderation requirements because the training scheme is owned and moderated by SEDT.

2. Scope of external evaluation and review

The EER reviewed the Certificate in Assessment Design and Practice (Level 4), the only training scheme offered by SEDT. The course is delivered to Steiner school teachers of the New Zealand Certificate in Steiner Education.

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.

SEDT does not operate from a head office, and with the senior management team working from different regions it was agreed that the EER would take place at NZQA's offices in Wellington. The SEDT senior management team met with two NZQA evaluators for one day. They discussed the documentation provided to the EER team prior to the visit to confirm the outcomes of the course and to understand the processes in place for delivering the course and monitoring effectiveness.

Documents reviewed as part of the EER included the SEDT self-assessment summary, course materials, assessments, moderation reports, students' evaluations, stakeholder feedback, and board meeting minutes.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud¹*
- *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.*

¹ 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.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Steiner Education Development Trust Ltd.**

Course completions have been high for the small number of courses delivered to date, with only one non-completion. The high completion would be expected as all students are qualified teachers and are already teaching at Steiner schools around New Zealand.

The organisation has good evidence that the participating teachers have improved their assessment practices from learning about different approaches and methods of assessment. The effectiveness and value of the training will be confirmed as more courses are delivered over time to different groups of teachers.

Learning support is provided by the sole tutor and aligns well with the teachers' calendars and practice within the schools. The course is adapted to meet cohort needs, such as where some teachers have less experience teaching and designing assessments for NZCSE Steiner students.

The SEDT board is suitably experienced to provide direction and regularly reviews outcomes using regular feedback from stakeholders. SEDT is effectively managing its compliance with the training scheme rules.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Steiner Education Development Trust Ltd.**

SEDT has suitable systems to monitor the quality of the size and type of training provided.

Self-assessment is carried out across each level of the organisation using processes in place for reviewing the outcomes and effectiveness of the teaching. These include course evaluations, tutor reporting to the board, and external moderation. As the organisation delivers more courses over time, improvements to the way data is captured would help identify trends with any issues and data for comparing outcomes for different cohorts. Currently, there is evidence that the SEDT tutor has used feedback from the two courses delivered to make improvements to the delivery.

Annual delivery of the course to meet PTE registration requirements is dependent on the tutors continuing availability and the limited number of teachers who would require the training. However, management recognises the risks and these are manageable within the capabilities of the senior management team. Alternatively, the organisation is aware that if course numbers increase significantly its systems will need reviewing to ensure consistency and maintain quality.

Findings²

1.1 How well do students 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 **Good**.

Two courses have been delivered, with eight of the initial nine students completing. The course was delivered at two venues to groups of four or five. The second course was delivered to a group of four students, all of whom passed. The high completion rate is expected from these learners, who are qualified teachers employed at Steiner schools.

The tutor reports course outcomes to the board for reviewing and understanding achievement and to identify issues. In the future, as more courses are delivered, the increasing amount of achievement data will be useful to understand the outcomes across different courses and teacher groups.

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

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**.

The training scheme was developed to raise the quality of the assessment practices of teachers delivering the NZCSE. Feedback from the students and school principals shows that the PTE is achieving this aim. Teachers said the key benefit of completing the course is learning a variety of methods to assess and having the knowledge to design their own assessments with the flexibility to meet their students' needs. The tutor also confirms the improved practices through his role as a moderator of the NZCSE assessments.

The organisation has identified a need for more comprehensive feedback from Steiner school principals to ensure the training continues to offer value.

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

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

The content is strongly aligned to the teacher's role in Steiner schools. It provides them with resources to develop assessments for NZCSE subjects that cater to different learning styles using a variety of assessment methods, such as learning logs or naturally occurring evidence.

All materials were moderated with the initial development of the training scheme for NZQA approval. There is post-assessment moderation of all assessed work by an external moderator. This has been conducted by the board chair, who has a position at Auckland University of Technology, and an external contractor, who is also an NZQA literacy moderator. The reports show that the tutor is assessing to the required standards. The organisation needs to document a process for the pre-assessment moderation of all resources following changes to the course content or delivery to ensure that the assessments are aligned to the learning outcomes.

The students attend a two-day workshop at the start of the year. They are required to submit their assignment six weeks later. The assignments are based on assessments developed for actual classes, which provides teachers with timely and relevant external feedback on how well the assessments they have designed work for the assessment of the NZCSE subject they choose.

The tutor, who is also a member of the senior management team, analyses student course feedback to adjust the delivery or content to suit. An example is adapting the course content and delivery according to the students' teaching experience and knowledge of the NZCSE curriculum, identified prior to each course. Overall, these are suitable practices to confirm that the course matches the needs of key stakeholders.

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

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**.

Students are expected to complete the readings emailed to them prior to attending the course. Following an instance where one was unable to, the organisation is looking at strategies to ensure that all students understand the importance of pre-course work. This expectation is already outlined in the initial email on enrolment and in the student handbook.

The tutor supports the students during and after the course with their assessment design. Students can ask for feedback from the tutor before they submit their final

assignment for assessment. The analysis of students' course feedback shows that the majority felt the tutor presented the information well and that assessment instructions were clear. Overall, the support is appropriate to the nature and duration of the course for students who already hold a tertiary qualification.

1.5 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 **Good**.

The board sets clear direction, which is communicated to all staff. SEDT has established processes to provide a quality course for Steiner teachers with appropriate systems for review. The board oversees outcomes, and the general manager, financial manager and tutor form a management team which regularly reviews the course to determine whether the outcomes meet the needs of Steiner schools.

A strategic plan developed at the time of registration is under review, and there is ongoing review of processes. This shows the flexibility of SEDT to respond to required changes as it delivers the course over time. This will be important where course numbers vary in the future depending on demand and the potential for overseas delivery. Management is aware of the risk of relying on the one tutor and has identified possible replacements if the need arises.

The structure and processes in place work well for the nature and frequency of the training activities.

1.6 How effectively are important compliance accountabilities managed?

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**.

The board reviews compliance requirements using a schedule to ensure the PTE is compliant. Following recent registration as a PTE, an NZQA validation visit confirmed that SEDT met PTE registration requirements. Overall, the organisation is compliant with NZQA registration rules and the delivery of a training scheme. It is aware of the need to deliver the training scheme at least annually to retain PTE registration.

Focus Areas

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

2.1 Focus area: Certificate in Assessment Design and Practice (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

There are no recommendations arising from the external evaluation and review apart from those noted in the report.

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/>.

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