



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Steiner Education Development
Trust Ltd

Date of report: 18 December 2024

About Steiner Education Development Trust Ltd

Steiner Education Development Trust (SEDТ) Limited is a private training establishment owned by Steiner Education Development Foundation (SEDF), a New Zealand educational charity. SEDТ delivers a single tertiary-level training scheme: Certificate in Assessment Design and Practice (CADP Level 4). This training scheme is delivered to registered secondary school teachers¹, including teachers who work at Steiner schools and deliver Certificate in Steiner Education programmes. The training scheme can be delivered for the purposes of professional development and as a refresher course.

Type of organisation:	Private training establishment (PTE)
Location:	61 Bayview Road, RD1, Lyttleton, Christchurch
Eligible to enrol international students:	No
Number of students:	Domestic: in 2024, three students (0.13 equivalent full-time students); Māori nil, Pasifika nil, students with disabilities nil
Number of staff:	Two full-time, two part-time (three full-time equivalents)
TEO profile:	Steiner Education Development Trust Limited SEDТ's core business is the management and development of three secondary school Certificate in Steiner Education (CSE) programmes. These lead to corresponding New Zealand Certificate in Steiner Education (NZCSE) qualifications. SEDТ owns but does not deliver the CSE programmes, and their details are as follows: <ul style="list-style-type: none">• Certificate of Steiner Education (CSE) Level 1 [ID: 128211-1] leading to Qualification

¹ The terms 'student' and 'teacher' are used interchangeably throughout this report to reflect the fact that teachers enrolled in the CADP Level 4 are in fact students of that training scheme. The term 'pupil' is reserved for the secondary school pupils of those teachers.

2937-2 New Zealand Certificate of Steiner Education (Level 1)

- Certificate of Steiner Education (CSE) Level 2 [128212-2] leading to Qualification 2938-2 New Zealand Certificate of Steiner Education (Level 2)
- Certificate of Steiner Education (CSE) Level 3 [128213-2] leading to 2939-2 New Zealand Certificate of Steiner Education (Level 3)

To maintain NZQA accreditation as a PTE, and to provide professional development for secondary school teachers in assessment design, SEDT delivers the tertiary-level CADP Level 4 once a year. The CADP Level 4 is a part-time, six-week training scheme. Students select one learning outcome from the NZCSE assessment booklets and create an assessment task for their subject area. It consists of pre-reading, contact sessions with tutors and other students, and self-directed learning.

Last EER outcome:	At the last external evaluation and review in 2017, SEDT was found to be Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	Certificate in Assessment Design and Practice (Level 4) Training Scheme, ID: 119389-1
MoE number:	8088
NZQA reference:	C56294
Dates of EER visit:	25 and 26 June 2024

Summary of results

The CADP Level 4 meets many important needs of the students and other stakeholders, including the pupils of those students. SEDT tailors assessment tasks to meet the needs of individual students, and the resources resulting from these tasks can be used immediately by the students in their teaching. Self-assessment processes, while sometimes informal, are effective in identifying areas of priority need.

Confident in educational performance

- The CADP Level 4 leads to a range of important and valuable outcomes for the students, including knowledge of different approaches to assessment, increased confidence in their ability to design assessments, and the immediate applicability of assessment tasks to their teaching.

Confident in capability in self-assessment

- Training scheme completions are strong, although the PTE could more formally record the reasons for non-completion. Students achieve consistent moderation results in their teaching and assessment of CSE programmes. This outcome is of value to the secondary school pupils of those students.
- SEDT tailors the learning to meet individual student needs and distinctive student contributions inform course content. Programme review leads to improvements arising from student feedback.
- Assessment processes ensure tasks are aligned to learning outcomes, and provide useful feedback on student progress. Moderation of the CADP Level 4 ensures that assessments are fair, valid and consistent. Informal academic integrity-related processes could benefit from further formalisation and clearer communication to students.
- Tutors provide ongoing mentoring and formative feedback through all stages of the CADP Level 4.
- Students value the opportunity to meet others from the same educational environment. Study

information and advice are communicated effectively to the students. Policies and procedures contribute to the minimisation of barriers to learning, though some important information in this area could be communicated more explicitly to the CADP Level 4 students. This includes SEDT's commitment to equitable access and participation for Māori.

- SEDT's organisational purpose and direction are clear, and its academic leadership is effective. Management regularly reports to governance on educational matters, including enrolments, completions and student progress.
- SEDT operates a sustainable business model, responds effectively to changes in its external environment, and allocates sufficient resources to support teaching and learning. Recruitment and development of staff is effective, and informal self-assessment processes in this area lead to improvements.
- SEDT's management of NZQA-related compliance accountabilities is generally effective. Minor issues indicate that the PTE's processes in this area could be further strengthened, though some issues have been promptly rectified.

Key evaluation question findings²

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>SEDT's students gain important attributes during their completion of the CADP Level 4 training scheme. These include knowledge of different approaches to assessment, and increased confidence in their ability to design, mark and moderate assessments. These outcomes are valued highly by SEDT's students, who report that the training scheme had a clear focus and enabled them to recognise different perspectives on achievement.</p> <p>During completion of the CADP Level 4, each student's assessment task is tailored to that student's area of teaching. A key outcome is that assessment tasks developed during the training scheme can be applied immediately to the student's work environment, and to their teaching of the CSE programmes. This outcome is valued highly by SEDT's students, who reported that they have re-reviewed and improved other assessment materials on the basis of knowledge gained from the CADP Level 4.</p> <p>SEDT delivers training to cohorts of between three and 10 students per year. Given this context, the PTE's performance is strong in respect of training scheme completions. Since its last EER in late 2017, 34 students have enrolled in the CADP Level 4 training scheme, with 24 completions, one withdrawal, six non-completions and three students pending completion.³ The PTE supports its students through to completion, including through the provision of extensions where appropriate.</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 Due to the very low number of enrolments per year, SEDT does not analyse its completion rates on an annual basis.

	<p>SEDТ has an informal understanding of the reasons for non-completion, which includes competing demands on students during their teaching, as well as the fact that principals sometimes enrol in the course without completing the main assessment.</p> <p>However, SEDТ acknowledges that it does not formally capture each student's reasons for non-completion. It would be beneficial for the PTE to gain clarity on whether participants such as principals are enrolled as students or observers. It would also be beneficial for SEDТ to consider formally capturing information on reasons for non-completion, so that this can better inform the PTE's self-assessment and support options for students.</p> <p>CADP Level 4 students are among SEDТ's key stakeholders. Other key stakeholders include Steiner school leaders and the secondary school CSE pupils of CADP Level 4 students. A further important outcome of the CADP Level 4 is consistency in the moderation results of students who deliver CSE programmes – an outcome that is of value to both students and their pupils.</p> <p>In addition to its educational value, SEDТ considers consistency in moderation to be an indicator of achievement. The PTE provided a sample of moderation acceptance rates⁴ for students completing the course in 2022-23 as a relevant example of achievement. In the sample, four students achieved a rate of 100 per cent⁵, while a further two students achieved a rate of 83 per cent.⁶ An analysis of larger samples could further enhance SEDТ's understanding of the positive impact of the CADP Level 4 on the students and their pupils.</p> <p>Priority student achievement cannot be ascertained, as there were no Māori, Pasifika or students with disabilities enrolled at SEDТ during the EER period. The makeup of SEDТ's student population is determined by the pool of available teachers within Steiner Education – a factor beyond the PTE's control. SEDТ's low number of students</p>
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⁴ Moderation acceptance rates refer to the number of pupil assessments per student that meet the relevant standard set by CSE moderators.

⁵ For these four students, six out of six samples of pupil assessments were accepted by CSE moderators.

⁶ For these two students, five out of six samples of pupil assessments were accepted by CSE moderators.

	from each priority group also reflects the low number of teachers within SEDT who belong to these groups.
Conclusion:	The CADP Level 4 leads to a range of important and valuable outcomes for students. These include knowledge of different approaches to assessment, increased confidence in their ability to design assessments, and the immediate applicability of assessment tasks to their teaching. Training scheme completions are strong, though reasons for non-completion could be better understood. Students achieve consistent moderation results in their teaching of CSE programmes, and this outcome is of value to the secondary school pupils of those programmes.

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 PTE's learning activities are tailored to meet the individual needs of students, with CADP Level 4 assessment tasks designed on the basis of the subjects taught by those students (as noted in 1.1 and 1.2). Additionally, SEDT has an engaging learning environment where students are encouraged to share their own teaching experiences. These distinctive student contributions inform the training scheme's course content.</p> <p>Programme review includes the collection of student feedback on study materials, engagement and satisfaction. SEDT's activities in this area also include improvements to the training scheme on the basis of this feedback. Examples of improvements include the introduction of visiting speakers and a more workshop-based discussion approach to the in-class component of the training scheme. SEDT has identified further areas for improvement in its programme review, including the sharing of student feedback with Steiner school leaders.</p> <p>SEDT's learning activities and assessment tasks are clearly aligned to the learning outcomes of the CADP Level 4. Additionally, students receive useful, iterative assessment feedback and respond to this feedback cycle until the</p>

	<p>relevant task meets the required standard. SEDT has an informal process for managing and maintaining academic standards and integrity in respect of assessment. It would be beneficial for the PTE to formalise this process and communicate it more clearly to the students, including through the student handbook.</p> <p>Moderation ensures that CADP Level 4 assessments are fair, valid and consistent. Each time the CADP Level 4 is delivered, SEDT appoints a tutor who is not involved with that year's course as its moderator. The moderator validates assessor decisions and provides additional feedback on each assessment. Moderation results for the CADP Level 4 provide a clear rationale for each moderator decision and indicate unanimous alignment between moderator and assessor decisions.⁷</p>
Conclusion:	<p>Learning activities are tailored to meet individual student needs, and distinctive student contributions inform course content. Programme review leads to improvements arising from student feedback. Assessment processes ensure tasks are aligned to learning outcomes, and that useful feedback on student progress is provided. Informal academic integrity-related processes could benefit from further formalisation and clearer communication to students. Moderation ensures that assessments are fair, valid and consistent.</p>

⁷ In the data provided to the evaluation team, every moderator decision has agreed with the corresponding assessor decision, and the moderator has provided a clear rationale in every case as to why they have agreed with that decision.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>At the pre-reading, contact session and self-directed learning stages of the CADP Level 4, students are supported effectively to complete this training scheme, with tutors providing ongoing mentoring as well as feedback on student progress. Students reported that their tutors are easily contactable, and that formative feedback provides a good sense of what needs to be improved before their assessments become the finished product. Students also reported that formative feedback is both of high quality and of relevance to their learning.</p> <p>Additionally, SEDT supports its students to establish academic support networks. Regarding the in-class portion of the training scheme, students reported that the CADP Level 4 provided a helpful opportunity to meet up with teachers from the same educational environment, including teachers new to that environment. Students also reported that their tutors encourage them to maintain contact with the tutors during the self-directed learning portion of the training scheme.</p> <p>SEDT communicates study information and advice effectively to the students, with the student handbook providing an overview of the CADP Level 4. The handbook covers some key aspects of the training scheme well, including entry criteria, the enrolment process, course schedule, assessment schedule, marking rubric, moderation process, and appeals and complaints procedures.</p> <p>While SEDT has policies and procedures that contribute to the minimisation of barriers to learning, some important information could be communicated more effectively to the students. SEDT's CSE quality management system outlines an application process for alternative learning and assessment arrangements due to a permanent or temporary disability and indicates the PTE's commitments under Te Tiriti o Waitangi. However, while the CADP Level 4 student handbook includes a corresponding policy regarding disability, it does not indicate any corresponding commitments regarding Te Tiriti o Waitangi. It would be</p>

	beneficial for the PTE to communicate these commitments explicitly to its CADP Level 4 students, including its commitment to equitable access and participation for Māori.
Conclusion:	Tutors provide ongoing mentoring and formative feedback through all stages of the CADP Level 4. Students value the opportunity to meet others from the same educational environment. Study information and advice are communicated effectively to the students. Policies and procedures contribute to the minimisation of barriers to learning, though some important information in this area could be communicated more explicitly to CADP Level 4 students.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>SED T's organisational purpose and direction are clear, and the PTE's academic leadership is effective. As a PTE, SED T is fully owned by the educational charity, SED F. The PTE was established by this charity primarily to manage and develop the NZCSE.</p> <p>SED T's management regularly reports to its board on educational matters such as enrolments, completions and student progress as well as challenges encountered during the course.</p> <p>With the support of SED F, SED T operates a sustainable business model and allocates sufficient resources to support teaching and learning. Management identifies organisation-related and programme-related risks and discusses these in consultation with its board. CADP Level 4 students have access to the PTE's online learning resource centre and can view approved sets of CSE-related materials. These resources, together with the CADP Level 4's core learning materials, assist students with their self-directed learning.</p> <p>SED T's recruitment and development of staff is effective. The PTE does not have any specific recruitment process for tutors of the CAPD Level 4 and may benefit from such</p>

	to improve effectiveness in this area. That said, tutors and moderators for this training scheme bring a range of relevant educational experience to their roles, and the PTE does have a general recruitment policy for selecting appropriate staff. Informal self-assessment processes have also enabled SEDT to utilise tutors with immediate classroom experience in assessment, including the PTE's incoming head tutor.
Conclusion:	SEDT's organisational purpose and direction are clear. Academic leadership is effective, and the PTE allocates sufficient resources to support teaching and learning. Recruitment and development of staff is effective, and informal self-assessment processes in this area lead to improvements.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>In regard to the CADP Level 4, SEDT's main compliance accountabilities are to NZQA, and the PTE is generally effective in its management of these accountabilities.</p> <p>SEDT manages its NZQA-related compliance accountabilities on the basis of calendar reminders, though minor issues identified at the EER indicate that the PTE's processes in this area could be further strengthened.</p> <ul style="list-style-type: none"> During preparations for the EER, SEDT indicated that it had delivered the tutor contact session of the CADP Level 4 online after the lapsing of the temporary online approval for this training scheme. SEDT promptly rectified this issue when it was brought to their attention, with the PTE successfully completing a Type 1 change to include distance delivery. <p>Despite the minor issues noted, there are other indications that SEDT is managing its compliance accountabilities effectively. The PTE provided evidence of a student complaints process, and corresponding policies were sighted by the evaluation team. Additionally, the timely submission of declarations, forms, audits and attestations</p>

	to NZQA indicates that SEDT is generally effective in its management of these compliance accountabilities.
Conclusion:	SEDT's management of NZQA-related compliance accountabilities is generally effective. Minor issues indicate that the PTE's processes in this area could be further strengthened, though some issues were promptly rectified.

Focus areas

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

2.1 9389-1 Training Scheme Certificate in Assessment Design and Practice (Level 4)

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 Steiner Education Development Trust Ltd:

- Consider ways to improve its understanding of the following matters:
 - Reasons for non-completion regarding the CADP Level 4
 - NZQA compliance management processes.
- Consider ways to improve the communication of information to students on the following matters:
 - Processes for maintaining academic standards and integrity in respect of assessment
 - Te Tiriti o Waitangi commitments in relation to the students, including equitable access and participation for Māori.

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.

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 fraud⁸*
- 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.*

⁸ 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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