



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Eastbay REAP (Rural Education
Activities Programme)

Date of report: 9 October 2024

About Eastbay Rural Education Activities Programme (REAP) Incorporated

Eastbay REAP is a non-profit organisation that provides education in intensive literacy and numeracy. The training includes a focus on physical and mental wellbeing and lifelong educational programmes, to meet the learning needs and aspirations of rural communities across Eastern Bay of Plenty.

Type of organisation:	Private training establishment (PTE)
Location:	21 Pyne Street, Whakatane, Bay of Plenty
Eligible to enrol intl students:	No
Number of students:	Domestic: 28 equivalent full-time students; Māori 25, Pasifika nil, disabled 15 International: nil
Number of staff:	2.9 full-time equivalents
TEO profile:	Eastbay REAP link to provider page on NZQA website Eastbay REAP is one of 13 REAPs that offer a range of supportive community learning services to address the gaps in learning in rural Aotearoa New Zealand. The REAPs are mainly funded through central government contracts.
Last EER outcome:	At the previous EER, conducted on 11 and 14 August 2020, NZQA was Confident in Eastbay REAP's educational performance and capability in self-assessment.
Scope of evaluation:	Hei Tuapapa Ako: Intensive Literacy and Numeracy Training Scheme [ID: 121136]
MoE number:	8098
NZQA reference:	C57515
Dates of EER enquiry:	23-25 July 2024

Summary of results

Eastbay REAP is delivering high quality and personalised learning. The robust and holistic delivery approach and intensive wrap-around support leads to highly motivated learners achieving personal goals and unit standard credits. Highly valued outcomes – including in literacy and numeracy – significantly enhance learner pride, abilities and wellbeing and positively contribute to whānau and community social advancement. Self-assessment processes inform ongoing improvement and strategic direction.

Highly Confident in educational performance

- Eastbay REAP learners are gaining knowledge, improving their skills and achieving unit standard credits. Credit and course achievement has increased significantly over the last year. The outcomes for learners, their whānau and communities are highly significant and are improving lives.

Highly Confident in capability in self-assessment

- Individual learner needs are well understood and effectively used to co-create individual learning plans suited to each learner context. Robust, ongoing individual learning support, comprehensive monitoring of learner progress, and encouraging feedback enhances learners' self-confidence and wellbeing.
- Expert teaching staff come from within the community. They have a deep understanding of, and experience in co-creating engaging, relevant and culturally inclusive learning experiences. The teaching aims to minimise learning barriers. The learning resources are excellent and meet different learners' interests and needs.
- Governance and leadership members are well connected and experienced educational experts. Members of the governing board are well connected to the community networks they represent. The chief executive frequently collaborates with other REAPs and community partners. This enables Eastbay REAP to closely align its strategic direction and respond extremely well to increasing community needs.

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- Eastbay REAP is managing many compliances well. However, there has been some slippage in external moderation, credit reporting and reporting to the Tertiary Education Commission. The improvements made to systems and processes will strengthen outcomes, although these will only be evident in the next iteration of reporting.
 - Highly reflective responses to the last EER recommendations have led to extensive improvements to systems to review trends such as the learner framework, comprehensive learner progress tracking and multi-level self-review.
 - Reporting processes feed into overall understanding of educational performance and comprehensively inform management decisions.

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:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Learners are improving their wellbeing and gaining useful skills and knowledge. Learners overcome many personal challenges, gain confidence and increase their mana which validates their learning. Learners learn at their own pace and acquire useful functional skills such as teamwork, technological and life skills, social and communication skills, and improved literacy and numeracy skills that relate to real-life contexts.</p> <p>Individual learning plans help prioritise learner goals and the achievement of credits. Learner progress was consistent between 2021 and 2023, which indicates that 23 of 27 learners showed literacy and numeracy gains and a steady increase in achievement of credits for each year. In 2023, 50 per cent (8/16) learners also completed the Hei Tuapapa Ako (HTA) Intensive Literacy and Numeracy programme.² This is a noticeable increase in learner achievement in this NZQA-approved programme.</p> <p>Eastbay REAP's analysis indicates that trends in non-completion are often because learners gain employment or have personal challenges, unstable home environments and seasonal work commitments. Learners are encouraged to return and complete their learning at a later stage. The gap in learning periods slows their progress when they return. Approximately 50 per cent of these learners return to complete their learning goals at a later stage and are supported by Eastbay REAP beyond the funded programme.</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.

² Refer to the Appendix for learner achievement data.

	<p>Māori make up the majority of learners (23/27), and achieve as well as other learners of other ethnicities. There were no Pasifika learners in these cohorts.</p> <p>In 2023, 10/16 learners identified as having learning disabilities, learning barriers and mental wellbeing challenges. These learner achievements are on a par with other learners.</p> <p>Eastbay REAP continues to seek formalised feedback from learners and community stakeholders. This formalised learner feedback and destination evidence indicates that many learners are better prepared to make decisions about their future careers and progress well into further learning or employment. Stakeholders highly regard the educational services, and there is increasing demand for Eastbay REAP Intensive Literacy and Numeracy and Adult and Community Education learning services.</p> <p>Eastbay REAP maintains strong networks with iwi groups, government agencies and mental and social health services, and has long-standing connections in the rural Eastern Bay of Plenty. These connections mean the organisation is at the forefront for referrals from communities. Eastbay REAP effectively collaborates with these groups to provide tailored and flexible learning opportunities.</p> <p>An independent study conducted by ImpactLab³ on Eastbay REAP's Adult and Community Education programme identified several valued outcomes that contribute positively to communities, whānau and learners. These include improved mental health, an increase in driver licensing, increase in academic achievement, and increased employment which results in reduced reliance on emergency benefits.</p>
Conclusion:	<p>The educational services Eastbay REAP provides are highly valued by learners, their whānau and communities. Rigorous and ongoing review of feedback and close community collaboration ensures Eastbay REAP is well informed about valued outcomes and ongoing needs.</p>

³ ImpactLab Good Measure Report – March 2024

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Eastbay REAP's programme design and review is highly reflective of its diverse learner needs and their desired learning outcomes. Management and staff recently collaborated with external partners and community groups in the review of the HTA unit standards. The objective was to make the programme more relevant to learners' contexts and their community needs to ensure more tangible outcomes could be achieved. This co-creation ensures learning is highly relevant and flexible to match different learning aspirations and address a range of learning gaps in the community.</p> <p>Staff collaboration and the recent appointment of an adult literacy coordinator has enabled the review and refinement of teaching practices, resources and more formalised monitoring processes. These new interventions have significantly enhanced outcomes in learner achievement in the Intensive Literacy and Numeracy programme, and are informing ongoing changes.</p> <p>A practical learner framework to manage and monitor individual learner needs ensures high levels of consistency in teaching and learning, but still offering the flexibility the individual learners require. The highly personalised and relevant learning motivates learners to engage and take control of their own learning journey.</p> <p>Highly engaging resources are developed by expert staff and accommodate a wide variety of learner interests, challenge thinking, and allow learners to apply their knowledge and skills in a variety of contexts. A variety of online training tools are used to supplement training materials.</p> <p>Following external moderation feedback from NZQA to modify and improve assessment and moderation practice, Eastbay REAP developed new assessments, and pre-assessment moderation of the new assessments was completed successfully. The organisation also introduced standardised marking rubrics to ensure consistency and</p>

	<p>transparency of marking decisions, and that appropriate evidence of learner achievement is a strong focus. There is ongoing monitoring of assessment rigour, and moderation outcomes are informing improvements and guidance to teaching staff.</p> <p>Ongoing self-reflective processes occur at all levels of the organisation and are used to make adjustments that support learner needs and inform delivery.</p>
Conclusion:	<p>Programmes are co-created with learners, and community needs are central to design and delivery. Strong community involvement in programme review ensures stakeholder expectations are considered. Eastbay REAP is responsive and has strong, systematised self-assessment processes to ensure the high quality and integrity of assessments.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Learners are assessed through an initial assessment interview. The LNAAT⁴ tool is used to assess literacy and numeracy levels at the beginning, mid-way and at the end of the programme. Individual learning plans are co-created with the tutor and learner to map the learning pathway and ensure learning is contextualised to learner interests, goals and aspirations. Eastbay REAP staff focus on building strong relationships with learners, providing a safe and inclusive learning environment.</p> <p>Eastbay REAP regularly reviews the learners' progress. Learners and tutors discuss feedback at the end of each session. This enables further planning or modification of the learner's individual plan. Each learner regularly receives details about their progress. All learner progress is tracked via a weekly form, and overall student progress is reported and summarised for monthly board reports.</p>

⁴ Literacy and Numeracy for Adults Assessment Tool

	<p>Learning support is individualised, learner-centred and non-judgmental. Tutors develop a highly engaging and wide variety of learning resources. The aim is to stimulate different learner interests and provide innovative activities that relate to everyday, practical application and reflect real-life scenarios. Resources and teaching strategies provide necessary support for learners who present with learning difficulties and neurodiversity challenges, and help to minimise learning barriers.</p> <p>Pastoral care, health and wellbeing are central to the services that Eastbay REAP provides. A dedicated youth service and mentor provide additional wrap-around support for each learner. The strong organisational care, mutual respect, trust, cultural connectedness and understanding provide excellent modelling for the learners.</p> <p>The learner voice is strong, encouraged and valued, with staff constantly reflecting on feedback. There is comprehensive and regular monitoring and reporting of learner and stakeholder feedback and outcomes to management and the board.</p>
Conclusion:	Learners are placed at the centre of Eastbay REAP's kaupapa, and staff work together to ensure all learners have the best possible opportunities to achieve their goals and aspirations. Self-assessment is resulting in well-informed decisions being made, with learners' diverse needs at the forefront.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Eastbay REAP's purpose and direction are to ensure learners and communities are well served through the PTE's lifelong educational programmes. The PTE benefits from profound community insights acquired through the expertise of its board members, who cultivate robust connections with the community. They consistently engage with community members to stay informed and connected. Management maintains extensive community networks and regularly interacts with local social services and various</p>

	<p>stakeholders across Aotearoa New Zealand. This level of engagement informs their understanding of community requirements and empowers the provider to respond effectively and appropriately to provide literacy and numeracy training programmes that address different learner needs.</p> <p>Staff use data gathered through regular interactions with learners and stakeholders to address immediate learner issues promptly and effectively. This continuous data collection also informs the organisation's management and board members. These insights guide the organisation's decision-making and strategic direction. Resources are meticulously tailored and updated to meet the learning requirements of the community and its learners.</p> <p>Staff members are selected from the community based on their alignment with the organisation's values and their grasp of, patience with, and empathy for diverse learner backgrounds. The recruitment and onboarding process is thorough and purposeful, aiming to provide comprehensive support for the staff. Staff members are experts who bring innovation and creativity that motivates learners to excel.</p> <p>The organisation's choices are based on ongoing evaluation of learner and community feedback. This understanding was recently corroborated in an external assessment report.⁵ Some compliance slips have been addressed, and with greater formality of oversight will no longer occur.</p>
Conclusion:	<p>Highly knowledgeable and dedicated governance and management supports and drives a highly committed team to achieve strong, positive educational outcomes for learners. Comprehensive self-assessment informs important decisions for ongoing improvement in educational performance.</p>

⁵ See further details in 1.2

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Eastbay REAP is meeting most of its compliance requirements well and some areas is improving, with new systems and processes recently implemented. Key compliance accountabilities are well managed by the quality assurance manager through a calendarised system.</p> <p>The compliance requirements and reporting updates to numerous external bodies, agencies and funding partners are met regularly throughout the year. There is an issue with Tertiary Education Commission funding changes for different levels of learner eligibility. The PTE is engaging appropriately with the commission to resolve this issue.</p> <p>NZQA requirements are up to date, including attestations and self-review against the Code of Practice 2021. Staff are well informed about the Code; support and wellbeing for learners is highly effective and a strength of the PTE. There were no complaints or critical incidents reported, as per the PTE's Code self-review published on its website.</p> <p>The training scheme is under review and the PTE has made excellent progress in consulting with stakeholders and using their feedback to address learning needs in the transition to a proposed micro-credential.</p> <p>For 2021-23, NZQA external moderation raised some concerns about the PTE's purchased assessments which led to Eastbay REAP developing and implementing its own assessments which were pre-moderated before use. Changes were made to moderation systems and processes to strengthen and support staff assessment practice. Early indications show promising outcomes and improved moderation outcomes.</p> <p>Reporting of student credits to NZQA has been variable over the last four years. The extended nature of delivery has led to some credit reporting being delayed. Eastbay REAP reviewed its credit reporting policy early in 2024. The credit reporting procedure has changed from reporting twice yearly to monthly reporting. No students were impacted by this slip.</p>

	Eastbay REAP has been reflective and responded in a timely manner to issues of non-compliance.
Conclusion:	Key compliances are being managed well, and the PTE has responded positively to recommendations, with improved processes to address some non-compliances. New processes ensure self-assessment is strengthened.

Focus areas

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

2.1 Hei Tuapapa Ako: Intensive Literacy and Numeracy Training Scheme

Performance:	Excellent
Self-assessment:	Excellent

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.

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

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 Eastbay Rural Education Activities (REAP) Incorporated to:

- Ensure credits for learners are reported to NZQA within three months following assessment, as per [Part 2 – Maintaining consent and approval Section 13\(1\)\(b\) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021](#). Policies and procedures on credit reporting must be amended, and relevant staff must be advised, to comply with said rules.

Appendix 1

Table 1. Learner achievement (data supplied by Eastbay REAP)

	2023	%	2022	%	2021	%
All students enrolled for Hei Tuapapa Ako	16		7		4	
Māori students achieved credits	14	88%	6	86%	3	75%
Disability/MH	10	63%	0	0%	0	0%
Total completed Hei Tuapapa (HTA)	8	50%	0	0%	1	25%
Māori achieved HTA	7	88%	0	0%	1	100%

Appendix 2

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 fraud⁶*
- *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.*

⁶ 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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