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External Evaluation and Review Report



Rewi Alley Academy

Confident in educational performance

Confident in capability in self-assessment

Date of report: 19 September 2018

About Rewi Alley Academy

Rewi Alley Academy is a small to medium-sized provider in Christchurch which offers English language tuition to international students and migrants to New Zealand.

Type of organisation:	Private training establishment (PTE)
Location:	32A Matipo Street, Riccarton, Christchurch
Code signatory:	Yes
Number of students:	Domestic: 46 English for Migrants students International: seven, all Chinese
Number of staff:	Full-time, five; part-time, six
TEO profile:	See: Rewi Alley Academy Rewi Alley is a charitable trust governed by a board of trustees. The directors are unpaid, while staff are paid. The PTE has a sister organisation that teaches Chinese language, crafts and culture to local students. Recent changes include three new teaching staff and three changes on the board of trustees. Migrant students increased from four in 2014 to 47 in 2018. The international student body has changed from mainly Korean to Chinese in the same period.
Last EER outcome:	At the last external evaluation and review (EER) in 2014, NZQA was Confident in the educational performance, and Confident in the capability in self-assessment of Rewi Alley Academy.
Scope of evaluation:	<ul style="list-style-type: none">• <i>International student support and wellbeing</i> - This is a mandatory area for a provider with international students.• <i>English language courses</i> - This covers all the current teaching activity of Rewi Alley.
MoE number:	7594
NZQA reference:	C33567
Dates of EER visit:	3 and 4 July 2018

Summary of Results

Rewi Alley has provided good educational outcomes since 2014. It has systems in place to measure achievement, and the outcomes are consistent. There are some areas that require improvement, specifically aspects of self-assessment.

Confident in educational performance

- Rewi Alley gives good educational service and support that assists the students to meet important personal and social goals.
- The learning has a positive impact on older-generation migrants who come to learn commonplace English and how to communicate in common social situations.
- Self-assessment is good, except for one or two key areas where it could be strengthened.
- While the school is not large, there is a lot of responsibility on the academic director.

Confident in capability in self-assessment

- There is a lack of feedback from employers, institutes that provide further study, and graduates. This means that there is only an anecdotally based understanding of the long-term value of the learning.
- Plans are being made to expand student numbers in the future, and a review is advisable to see how this might be done.
- There is little benchmarking with external providers, so the school is unable to say how well it compares with others.
- Moderation systems are comprehensive, and external moderation by NZQA shows good implementation of assessment.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The programme is benchmarked against the Common European Framework of Reference for Languages (CEFR) to compare the standard of English language skills. This is a standardised, internationally used framework and is complemented in this case by also using unit standards.</p> <p>Rewi Alley measures student improvement through the stages of English language development. Achievement data shows a general rate of improvement at elementary level which increases at intermediate level. (See Appendix 1 for a table of results.)</p> <p>Rewi Alley could benefit from engaging with other, similar tertiary institutions to share good practice, and compare results.</p> <p>Placement tests are conducted to place the student at the correct starting level. Summative tests are held at the end of the course.</p> <p>Progress in the migrant programmes is based on the student's ability to communicate in the context of everyday tasks.</p> <p>Only a few students do not meet their targets, and this is usually for health or personal reasons.</p>
Conclusion:	<p>Rewi Alley has a good understanding of its achievement results. These show that English language improvement is occurring at a consistent rate, and that advancement is being measured. The provider could spend more effort comparing its achievement rates with those of other providers to understand how well it is performing.</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.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The value for the students is the improvement in their use and understanding of the English language.</p> <p>The migrants gain skills to enable social interaction in New Zealand. They receive training in how to communicate for basic everyday tasks.</p> <p>For some students, proficiency in the English language is a requirement for entering further study.</p> <p>Migrant students form valuable friendships and networks of people in a similar situation.</p> <p>Exit survey data is used to understand where the students intend to go after completing their study.</p> <p>The academic director has an informal individual discussion with each student to discuss their progress and gauge their satisfaction with their studies.</p> <p>Student feedback is gained at intervals throughout the programme.</p> <p>There is little formalised data gathered from employers and graduates to show the long-term value of the learning.</p>
Conclusion:	<p>There is a gap in Rewi Alley's evaluation of feedback from employers, graduates and other schools, to gain a systematic view as to the long-term value of the learning, and how well the learning equips graduates for what they intend to do after their studies.</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>The lessons give migrant students the immediate skills to overcome daily communication problems like ordering a coffee, shopping and catching a bus. They also learn skills to engage in basic conversations.</p> <p>Migrant students gain confidence and build independence, so they are not so reliant on their families.</p> <p>In the migrant classes the teachers are bilingual which enhances the effectiveness of the delivery.</p> <p>The students' specific needs are ascertained at the outset, and these themes become the focus of the learning. For the migrants the learning is task-related.</p> <p>The courses enable students to meet the English language entry requirements for further study.</p> <p>Rewi Alley has changed its timetable to coincide with school holidays so that it is less disruptive to family life.</p> <p>The academic director has conducted a review of the migrants' programme to ensure the content stays immediate and relevant.</p> <p>Teaching staff are appropriately skilled and qualified to teach English language. They could consider gaining further adult education qualifications which would enhance their teaching skills.</p> <p>There is an effective system of internal moderation. External moderation of assessment is by NZQA and has shown good results. Rewi Alley maintains its use of unit standards to engage with external systems as a form of benchmarking.</p>
Conclusion:	The same gap as mentioned in 1.2 above limits the provider's ability to gain data to understand how well it is meeting the needs of the graduates and employers over the long term.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Rewi Alley has well-qualified ESOL² teachers who have taught abroad and have a wealth of experience to incorporate into the lessons.</p> <p>Local culture and language is incorporated into the lessons, and trips to local facilities help to provide a cultural experience.</p> <p>Local awareness is a priority. A policeman has visited the school to discuss driving laws and local crime.</p> <p>If students need additional tuition, one-on-one support is given by the teacher.</p> <p>A few key documents (like the student handbook) are bilingual (Mandarin and English) to encourage the students to use them.</p> <p>Some migrant students want more tuition than their funding allows. Rewi Alley has set up an additional programme to meet this need. The migrant programme has proved very successful and has an increasing demand.</p> <p>Teachers have weekly meetings at which student progress and programme development are discussed. Improvements are discussed and trialled before being embedded into the curriculum.</p> <p>Rewi Alley has systematic quality assurance of programmes and delivery. This is made up of peer observations, self-reflective practice, and formal performance review.</p> <p>There is comprehensive tracking of internal moderation.</p>
Conclusion:	Rewi Alley has an effective system of student support that assists with the learning. The rates of student progress are recorded and there is a consistent rate of achievement.

² English for Speakers of Other Languages

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The school is a charitable trust, run by unpaid trustees. There are defined areas of responsibility for the trustees. To improve the relevance of the board, three new trustees and a new chairperson have been appointed. There is a reasonable range of skills on the board.</p> <p>The academic director has considerable responsibility. This person has been working voluntarily for seven years, running the academic side of the school as well as doing some teaching and working as a trustee. The academic director reports to the board monthly. The current academic director is leaving and school is looking to employ a person part-time in the role, for the future.</p> <p>The maintenance of the facilities is a priority, and one trustee has been given the responsibility of supervising this area.</p> <p>The academy and the Chinese school are run separately but there is some cross-over of administration and finance. It may be prudent to measure the running of the academy separately, to gain a measure of its independent performance.</p> <p>Management intends to increase the number of international students. This may be possible with the existing facilities, but a review of plans is advisable.</p> <p>There is a strong system of professional development for the teachers. This development is based on teaching English to speakers of other languages. The school is appropriately resourced with international textbooks.</p>
Conclusion:	<p>In the past, the board has been reactive to issues as they arise. It would benefit from continuing to adopt a more strategic and proactive approach.</p> <p>Management of Rewi Alley would benefit from rationalising the role of academic management for the school and defining the terms of employment.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The evaluators did not find any academic non-compliance at Rewi Alley. Attestations are all supplied to NZQA on time.</p> <p>There is good knowledge of Code of Practice requirements at management level. International students are appropriately supported. Teaching staff could gain more familiarity with the requirements of the code. The PTE reviews the code as part of a systematic compliance calendar.</p> <p>The student files are in order, with key documents in place and corresponding insurance and enrolment details.</p> <p>Management attends NZQA workshops for information on developments to the Code of Practice and the EER process.</p> <p>Regular updates to processes and procedures are circulated among the teaching staff.</p>
Conclusion:	Compliance is systematic and orderly. The systems in use are appropriate for a small to medium PTE.

Focus Areas

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

2.1 Focus area: International student support and well being

Performance:	Good
Self-assessment:	Good

2.2 Focus area: English language programmes.

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.

The recommendations for this provider are integral in the main body of the report.

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 1

Table 1. Class average test results and improvements 2015-2017

	<i>Elementary class %</i>			<i>Intermediate class %</i>		
	Pre-test	Post-test	Improved	Pre-test	Post-test	Improved
2015	51	74	23	48	67	19
2016/S1*	56	77	21	37	64	27
2016/S2**	51	73	22	58	83	25
2017/S1	54	72	18	43	73	30
2017/S2	66	79	13	54	84	30

*Semester one; ** Semester two

Pre-test and post-test figures are cohort averages.

Data supplied by Rewi Alley Academy

Appendix 2

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](http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction) 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.

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 fraud³*
- *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.*

³ NZQA and the Tertiary Education Commission 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 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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