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External Evaluation and Review Report

Eastbay REAP Society Incorporated

Date of report: 30 October 2020

About Eastbay REAP Society Incorporated

Eastbay REAP¹ delivers tailored, community-based education to communities in the Eastern Bay of Plenty.

Type of organisation:	Private training establishment (PTE)
Location:	21 Pyne Street, Whakatane
Code of Practice signatory:	No
Number of students:	Domestic: 12,000 learners annually across the organisation; 283 learners enrolled in the Intensive Literacy and Numeracy programme 68 per cent Māori, 2 per cent Pasifika International: nil
Number of staff:	34 full-time equivalents (60 staff)
TEO profile:	Eastbay REAP Society Inc
Last EER outcome:	NZQA was Confident in Eastbay REAP's educational performance and Confident in its capability in self-assessment at the previous external evaluation and review in 2013.
Scope of this evaluation:	<ol style="list-style-type: none">1. Intensive Literacy and Numeracy incorporating the Hei Tuapapa Ako Training Scheme2. Governance, management and strategy
MoE number:	8098
NZQA reference:	C39368
Dates of EER visit:	11 and 14 August 2020

¹ Rural Education Activities Programme

Summary of Results

Eastbay REAP's tailored programmes enhance and promote lifelong education opportunities in isolated communities in the Eastern Bay of Plenty. Students achieve their learning goals and the training is valued in the community.

Confident in educational performance

- All programmes are designed to meet community and learner needs. Regular monitoring ensures programmes are adjusted to meet emerging needs and funding requirements.
- Student achievement is regarded as meeting the students' goals and growth in wellbeing. Student achievement is high. Trends relating to achievement and non-achievement are not usefully analysed.
- The training is valued as it is effective in meeting the needs of the community.

Confident in capability in self-assessment

- Students are reconnected with their culture, gain confidence, and are given ownership in their learning journey. They feel part of a family.
- Review of programme plans occurs daily. The PTE needs to review the training scheme as a whole to gain an understanding of its relevance.
- Regular meetings occur between tutorial and coordination staff and the board. This ensures the organisation can accurately monitor learner activity and report to the funding agencies.
- Staff are well supported and professionally developed to ensure they are able to provide holistic support to their students.
- Effective monitoring provides information about meeting funding requirements. The PTE needs to put in place a mechanism for managing non-regular NZQA compliance accountabilities.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Eastbay REAP delivers training that centres around the learner and their needs. This enables the students to experience wellbeing growth and acquire useful skills and knowledge, such as improvement in literacy and numeracy, gaining a driving licence, and/or gaining some unit standard credits. These achievements, along with the graduate destinations of further study or employment, are measured and reported to funding agencies and REAPANZ.³ Eastbay REAP has effective systems for gathering and reporting data to its key stakeholders. However, this could be strengthened by documenting actions taken as a result of self-assessment and setting benchmarks to understand how good Eastbay REAP's performance is.</p> <p>About 80 per cent of the students enrolled are retained and all achieve. Māori and Pasifika students achieve at the same rate as other students.</p> <p>The training scheme, Hei Tuapapa Ako, has been delivered since 2017. Since that time, 28 of the students enrolled have gained unit standards from within the scheme and 32 per cent (9/28) of the students have attained 10 credits or more. Information informing Eastbay REAP about the training scheme has been collected but not analysed separately from that for students undertaking only the Intensive Literacy and Numeracy programme.</p>
Conclusion:	All of the students retained achieve some wellbeing and knowledge growth during their training with Eastbay REAP. Documented and separate analysis of trends for each programme, including the training scheme, would strengthen

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 REAP Aotearoa New Zealand, the national body representing the regional REAPS.

	Eastbay REAP's self-assessment cycle.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Eastbay REAP aims to provide pathways to employment or further education through tailored, community-based education programmes. This is informed by regular, repeated and requested interaction with community and iwi stakeholders, reflection on previous student needs and goals, and the use of individual learning plans. Requests from stakeholders for further community-based training, emails and meetings informally provide Eastbay REAP with feedback. The organisation plans to develop processes to capture this feedback during 2020.</p> <p>Communities and students are satisfied with the programmes, as shown by their enjoyment of the training and continued attendance. The use of karakia, waiata and whakapapa strengthens connections to communities as students gain a deeper understanding of who they are. Capture of this feedback would support organisational self-assessment.</p> <p>Eastbay REAP has maintained contact with over half of the Intensive Literacy and Numeracy programme graduates. Since 2016, about 45 per cent of those contacted have gone on to employment or further study. This result is supported through informal feedback received by the board. Chance conversations with graduates also support that their programme gave them the skills and confidence to gain work. Formalised documentation of this destination-related feedback would strengthen Eastbay REAP's self-assessment processes.</p>
Conclusion:	Eastbay REAP's close links with its communities enables positive feedback attesting to the value of the programmes. The organisation recognises that it needs to formalise collection of this feedback.

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>Eastbay REAP’s programmes are planned according to the needs of each student or community group. Classes are small, with a ratio of no more than 10 students to one tutor. Initial discussions identify the needs and goals of the students. Learning plans and programmes are then planned in accordance.</p> <p>Student engagement is created by connecting students with karakia and waiata, and promoting community collaboration and games to support learning. Progress is monitored at the end of each session by both the student(s) and tutor, and the programmes are regularly reviewed and adjusted to ensure needs are still being met. All monitoring and reviews are documented so that Eastbay REAP can show student engagement and growth of skills and wellbeing.</p> <p>The Hei Tuapapa Ako training scheme is part of the Intensive Literacy and Numeracy programme. As students gain sufficient skills, they undertake learning related to the unit standards that meet their goals. Teaching and assessment material for the training scheme is purchased from a resource developer and unpacked to identify the relevance to the learner. All assessments are validated by the programme coordinator prior to being reported; areas that require strengthening are sent back to the tutor. This process is not formally documented, but the rigour of the internal process is supported by the satisfactory results gained through annual external moderation by NZQA.</p> <p>There is good evidence that the Intensive Literacy and Numeracy programme is matching needs. However, Eastbay REAP has not yet reviewed the training scheme to understand how well it is meeting the needs of learners and stakeholders. Such analysis may enable Eastbay REAP to better understand the currency and relevance of the training scheme, and potentially make modifications where required.</p>

Conclusion:	Eastbay REAP provides education that matches the needs of its stakeholders. Regular internal reviews ensure learner needs and goals are met throughout their programme plan. Successful external moderation is occurring, but the findings and actions of internal moderation, if documented, could inform supporting processes. Documented reviews relating to the training scheme need to occur.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>As Eastbay REAP's mission is to promote, provide and enhance lifelong learning, the PTE meets regularly with its communities to discuss the educational services that best meet the communities' needs. These are supported by programme-specific student handbooks. As mentioned, learner groups are intentionally small and supportive.</p> <p>Initial assessment interviews are used to determine student backgrounds, learning histories and skill levels. This informs tutors about the wellbeing and academic goals and needs of each individual. An individualised programme plan then manages and monitors learning, and changes are made as goals and needs change. The success of this approach is confirmed by regular reviews and progress assessments.</p> <p>Student wellbeing is identified and addressed promptly through the progress monitoring process and small class sizes. Activities that connect students with their whakapapa and each other create networks for each student. This results in further growth in wellbeing as attested to by current students and stakeholder feedback.</p>
Conclusion:	Each community that Eastbay REAP serves has a specific set of educational programmes that meet their needs. The needs and goals of each individual in training are established to create an individualised programme plan. Regular monitoring of progress and wellbeing provides positive results.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The business model, purpose and direction for Eastbay REAP are embedded throughout its decisions and actions. The PTE accesses multiple funding mechanisms to achieve its goals. The regular peer reviews completed with other REAPs ensures the organisation's purpose remains current and updated. The need for an Intensive Literacy and Numeracy foundation programme to meet the needs of its community resulted in Eastbay REAP re-registering as a PTE in 2016 and developing the training scheme Hei Tuapapa Ako. This is part of the Intensive Literacy and Numeracy programme delivered at four sites to mainly Māori students. Resources are selected and shared to provide the community with access to this programme and modern digital technology.</p> <p>Coordinators provide the academic management and leadership, supported by a quality assurance role. Coordinators report every second month to the chief executive on student enrolment, monitoring and tracking of progress. This enables the quality assurance officer to manage compliance accountabilities across the organisation and the chief executive to report on how well each programme is achieving against the requirements of the various funding agencies. Potentially, this information could also inform programme review, analysis and a self-assessment cycle. This gap was acknowledged by the organisation.</p> <p>Coordinators also appraise, observe and monitor professional development for tutorial staff. Staff are recruited equally for their professional backgrounds and their connections to the Eastern Bay of Plenty communities and iwi. Staff get additional professional development as needed to ensure they have the necessary skills to deliver and develop foundation education. Monthly meetings with staff, and annual appraisals ensure further professional development is provided as needed.</p> <p>Gaps in compliance with NZQA requirements are outlined in 1.6. These gaps are being addressed by management, and a review of systems and capacity is underway to ensure all compliance</p>

	accountabilities are met going forward.
Conclusion:	Eastbay REAP's clearly defined purpose and direction underlines all the activity it takes to meet the educational needs of local communities and learners. Staff are supported and developed to enhance their teaching skills. Regular monitoring collects information to track the meeting of funding requirements. Gaps in meeting other requirements are currently being addressed by management.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>As Eastbay REAP has multiple contracts with more than one funding agency, the organisation's policies, processes and compliance activities are well defined to meet funding requirements.</p> <p>Management and maintenance of these funding accountabilities occurs at all levels of the organisation. Weekly and monthly meetings and reports every second month monitor the meeting of milestones, which are reported on annually to either REAPANZ or to the funding agency. The 2019 Tertiary Education Commission audit report attests to the strength of these processes. This report found that 'overall the systems, practices and processes are acceptable, with minor non-conformities'.⁴</p> <p>That said, consistent management of compliance accountabilities to meet NZQA requirements needs strengthening. Eastbay REAP said the quality assurance function is being reviewed to ensure there is sufficient capacity to meet all obligations.</p> <p>Annual requirements are met in a timely manner. However, a means of regularly checking intermittent accountabilities is needed. The evaluators queried the status of:</p>

⁴ The Tertiary Education Commission recommended a consistent student management system throughout New Zealand's REAPs to ensure relevant student information, including evidence of the domestic status of students, is accessible on demand.

	<ul style="list-style-type: none"> • The submission of Fit and Proper and Conflict of Interest attestations for two recently nominated board members. • The reporting of credits awarded during 2017, 2019 and 2020. <p>The PTE provided evidence that the reporting of the outstanding credits had started prior to the EER and was completed after the fieldwork phase.⁵ The organisation also provided the attestations for the three newest board members.</p>
Conclusion:	<p>Eastbay REAP meets and reports regularly to ensure funding compliance milestones and requirements are met. However, the PTE has overlooked the less regular NZQA compliance accountabilities. Eastbay REAP needs to establish a process to effectively manage these.</p>

⁵ Eastbay REAP management has also instituted a fortnightly moderation and credit review to ensure all future credit reporting occurs within the prescribed timeframe.

Focus Areas

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

2.1 Focus area: Intensive Literacy and Numeracy incorporating Hei Tuapapa Ako Training Scheme

Performance:	Good
Self-assessment:	Good

2.2 Focus area: Governance, management and strategy

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 Eastbay REAP Society Incorporated:

- Document internal moderation activity that is occurring.
- Report the achievement of learners enrolled in the training scheme separately to that of the Intensive Literacy and Numeracy programme.
- Review the Hei Tuapapa Ako Training Scheme to reflect the current needs of stakeholders.
- Strengthen compliance management to ensure all rules and regulations are met to retain accreditation of programmes and registration as a PTE. This includes continued reporting of gained credits within 90 days of the completed assessment date and submitting statutory declarations in a timely manner.

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 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 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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, 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 2016. 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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