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# External Evaluation and Review Report

Kiwidotcom Education Group Limited  
trading as Kiwidotcom Training &  
Academic Institute

Date of report: 17 November 2020

# About Kiwidotcom Education Group Limited trading as Kiwidotcom Training & Academic Institute

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*Kiwidotcom Training & Academic Institute (Kiwidotcom) is a niche provider delivering English language and hospitality courses predominantly to international students.*

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Type of organisation:	Private training establishment (PTE)
Location:	Level 1, 15 Mercari Way, Albany, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: two International: 22 students (14 equivalent full-time students)
Number of staff:	Eight full-time, two part-time
TEO profile:	See <a href="#">Kiwidotcom</a> on the NZQA website.  At the last EER the PTE was owner-operated, based in the Far North, and offered only the Licence Controller Qualification and a Coffee Appreciation course. The PTE has changed ownership twice since.  The new owners purchased the PTE in April 2018 and moved premises to Albany, Auckland. A portfolio of English language and foundation courses have been approved by NZQA.
Last EER outcome:	The previous external evaluation and review (EER) of Kiwidotcom, held in February 2017, resulted in summative judgements of Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	The current EER looked at the following focus areas: <ul style="list-style-type: none"><li>• English Language Courses and Delivery</li></ul>

- Licence Controller Qualification

MoE number: 8748

NZQA reference: C40085

Dates of EER visit: 25 and 26 August 2020

# Summary of Results

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*There is good evidence that Kiwidotcom is providing quality education and support, leading to positive outcomes for its students and graduates. Quality assurance processes are variable, with some still being embedded into routine practice.*

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## **Confident in educational performance**

- Kiwidotcom has good programme retention and completions along with high student satisfaction with their education. Students are achieving their academic and personal goals. However, small numbers of students to date make it difficult to draw conclusions from data regarding the efficacy of teaching and programme delivery.

## **Confident in capability in self-assessment**

- Graduate outcomes are positive. Due to the newness of the ownership and management at Kiwidotcom, combined with the disruptions caused by Covid-19, assumptions about graduate outcomes are made based mainly on feedback from the relatively small number of graduates.
- Students are engaged in their learning and are experiencing a supportive and caring learning environment. This continued during the Covid-19 lockdown periods.
- Kiwidotcom is using its educational and community connections and relationships effectively to develop and deliver programmes that meet individual and community needs.
- The organisation is well managed and has a clear philosophy and values which are reflected throughout its operation. The activities are well resourced and Kiwidotcom has used its resources effectively through the various pandemic alert levels to maintain delivery and support to students.
- Important compliance accountabilities are generally being managed effectively, although some non-compliances came to light during this EER. The evaluators attribute this to unfamiliarity with the rules

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and obligations rather than deliberate disregard.

- The contributing processes that underpin Kiwidotcom's performance are established but will need to be further embedded and refined over time and as student numbers grow.
- Records and discussions indicate that self-assessment is authentic and transparent, although not yet sufficiently comprehensive to have identified some of the issues surfaced in this EER.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students at Kiwidotcom are achieving good results as a consequence of sound teaching and high-quality student support. All English language students are tested on entry and their progress is measured weekly by way of formative testing. Retention on English language programmes is strong.</p> <p>The PTE was able to provide a comprehensive overview of student progression over time, demonstrating that the students are progressing through levels at a satisfactory rate. Differentiated teaching practices, with a mix of course book and bespoke resources, are in use. The learning outcomes of the course work have been matched with the unit standards in the New Zealand Certificate in English Language (Level 4).</p> <p>Achievement is supported by good analysis of progress. At any point, Kiwidotcom is able to show the starting level and subsequent achievement for any given student. That said, the relatively short period of time since the current management structure was established, and the small number of students, make it difficult to draw conclusions about overall achievement at Kiwidotcom.</p> <p>Achievement rates in the Licence Controller Qualification are 100 per cent. This achievement is as expected given the nature of the programme and very small numbers of students.</p> <p>Staff at Kiwidotcom demonstrate a good understanding of, and commitment to, the factors that lead to student achievement, and they regularly analyse and discuss ideas for improving achievement. The organisation has weekly staff meetings where ideas for improving course delivery and student achievement are discussed and agreed.</p>

<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Conclusion:	Students are retained in study and show strong progress in using English language. Systems for thoroughly understanding and using achievement data to bring about improvements are evolving.
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## 1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>English language students gain benefit from their time at Kiwidotcom. Most students enrolling in the New Zealand Certificate in English do so as a pathway to tertiary study. Because to date there have been no graduates, the value of this pathway is yet to be proven. Kiwidotcom has formal agreements with Unitec and Massey University to transition graduates to degree programmes at the said institutions.</p> <p>Kiwidotcom has informal and anecdotal information about graduates, but in general, knowledge of outcomes is limited. There is an over-reliance on survey tools when, with the current small number of graduates, individuals could be contacted and debriefed with ease. While it is positive that the focus has been on building comprehensive survey systems for a 'full-scale' PTE, which will stand the PTE in good stead, opportunities have been missed to use quick turnaround qualitative tools to ascertain graduate value.</p>
Conclusion:	Evidence suggests that English language students at Kiwidotcom are gaining good value from their study by achieving their academic and personal goals. Long-term relationships with university partners also represent a potentially valuable outcome for graduates. Licence Controller Qualification and barista training meets business needs for a small number of enterprises.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Most students who come to Kiwidotcom are international students on short-term visas who study for between a few weeks and one year. The graduates may return to their country of origin, work or travel in New Zealand or elsewhere, or engage in further study either at another tertiary institution or in a New Zealand secondary school.</p> <p>Students' goals and motivation are identified when they start and are regularly assessed by staff to see whether the goals are being met. Most students aspire to improve their speaking and listening skills and/or to prepare themselves for IELTS.<sup>2</sup></p> <p>Kiwidotcom seeks feedback from learners through a variety of mechanisms. As well as the formal student feedback process, staff have an open-door policy and it is clear that students approach them with problems and issues. Staff were able to demonstrate examples of how course content and delivery methodology had been changed as a result of feedback from learners or external stakeholders. For instance, although teachers follow a prescribed syllabus, they supplement this with material based on the stated goals and aspirations of the students.</p> <p>Staff are enthusiastic and passionate about their curriculum and teaching and they are well supported by management. Every staff member at Kiwidotcom has a role in student learning. They take a collegial, whole-of-organisation approach to ensuring that all students achieve. Teachers and students relate well to each other and students spoke highly of teaching staff. They liked the open, friendly style and have good access to the teaching staff outside of class hours. Quality assessment practice is supported by internal moderation processes and affirmed by external moderation results. The coverage of internal moderation is wide-ranging and systematic, although the short period since establishment means that a full moderation cycle has not yet</p>

<sup>2</sup> International English Language Testing System

	<p>been completed.</p> <p>Kiwidotcom has formed a strong advisory committee with very experienced membership from across the educational, community, business and international sectors. The committee members said they are well informed, engaged and regularly consulted on strategy and direction.</p>
Conclusion:	<p>Kiwidotcom's regular and ongoing interaction with its students and stakeholders is an evolving and potentially strong feature of the organisation, ensuring that programmes and activities meet the students' existing and emerging needs. There is a good match between the design and delivery of programmes and the needs of students and stakeholders.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students at Kiwidotcom receive active, integrated and ongoing social and academic support from staff at all levels of the organisation.</p> <p>Intending students are well guided into courses appropriate to their aspirations and capabilities. A comprehensive orientation programme is available to them in their first week of study. Teachers described numerous activities and initiatives to motivate, engage and encourage students to get the full benefit from their time at Kiwidotcom. Current small class sizes ensure that teachers can give students individual attention as required.</p> <p>Teachers provide timely, ongoing feedback to each student on their progress. The organisation makes good use of social media to communicate with students and staff.</p> <p>Attendance expectations are effectively communicated to the students and are monitored closely, with timely and appropriate follow-up as required. The system, while strictly enforced, is supportive and seeks to identify and address the reasons why</p>

	<p>students may not be attending classes.</p> <p>The organisation has effective processes to review how well it meets the spirit and intent of the Code of Practice.<sup>3</sup> This, and other evidence sighted, provides assurance that international students are well supported.</p>
Conclusion:	<p>Kiwidotcom has structured, client-friendly systems for the academic and pastoral care of its students. The organisation is providing a safe and supportive learning environment for its students and is in close contact outside of the normal hours of tuition.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Kiwidotcom has developed and embedded effective systems for monitoring student achievement and actively supporting staff to improve educational outcomes. Monitoring of performance is regular and open, although some important gaps identified in the administration and management of international students indicate that a more systematic approach is needed.</p> <p>Kiwidotcom’s organisational strategy is formally documented, and management and staff have a common understanding of the PTE’s vision and direction. The challenges brought about by the Covid-19 lockdowns have been significant and have thwarted growth plans for the immediate future. Kiwidotcom management has remained highly committed to the students and staff through this period.</p> <p>Kiwidotcom has employed qualified and experienced staff, whom it manages effectively and actively develops. The value that Kiwidotcom management puts on the experience and know-how of the teaching team is clearly apparent and makes a positive difference to educational quality. Systems are in place to review the performance of all staff on an annual basis. However, due to the short tenure of almost all staff, and the Covid-19 disruptions, the annual review cycle is yet to be completed.</p>

<sup>3</sup> Education (Pastoral Care of International Students) Code of Practice

	<p>The campus is adequately supplied with physical and learning resources for the number of students that it currently has. Effective resourcing is planned and provided for all courses, and the PTE purchased additional laptops and mobile phones to support both students and staff through the lockdowns.</p> <p>The PTE encourages reflection on its role and how to continue to make ongoing and continuous improvements to how it meets the needs of students and other stakeholders. Self-assessment is being well led by management and is comprehensively understood and adopted throughout the organisation.</p>
Conclusion:	Kiwidotcom has strong leadership and a clear vision and understanding of its business. Monitoring of performance within the PTE is regular and transparent.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Compliance is overseen by the academic and operations director – a process that is generally effective although not necessarily systematic or proactive. NZQA attestations and returns have been met within required timeframes and courses are being delivered consistent with NZQA approvals. The PTE meets consent and moderation requirements and participates in ITO<sup>4</sup> moderation activities. Overseas and domestic agents are carefully recruited and monitored.</p> <p>Code of Practice obligations, programme approvals and immigration requirements are mostly being met. During this evaluation, two breaches in the administration and management of international students were identified. It was found that there had been a recent breach of the Code of Practice in relation to an under-18 student living with a homestay family while police vetting was still in progress. A breach of visa requirements for a student enrolled in a full year programme was also identified. Both of the above cases are a result of a lack of familiarity with rules and obligations.</p> <p>The PTE has undertaken the yearly self-review of the Code of</p>

<sup>4</sup> Industry training organisation

	<p>Practice and made the required attestation to NZQA within the required timeframe. There was evidence of actions taken to improve procedures. Staff attendance at Code of Practice training workshops is recommended.</p> <p>A random sample of student files was selected and checked during this EER. All necessary documents were in the files in a well-organised and easily accessible format.</p>
<p>Conclusion:</p>	<p>The sampling undertaken in the course of this EER indicated that core compliance processes are generally managed effectively. However, improved awareness and training for staff is needed to lessen the risk of Code of Practice and immigration breaches.</p>

# Focus Areas

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

## 2.1 Focus area: English Language Delivery

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

## 2.2 Focus area: Licence Controller Qualification

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	Although only a small number of students have undertaken this programme, Kiwidotcom has not ascertained whether or not graduates from the programme have attained district licensing committee approval. Given that this is the primary reason that students enrol in the programme, it is a tangible quality assurance measure.

## 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 Kiwidotcom Education Group Limited:

- Ensure that both support and teaching staff have the opportunity to attend external Code of Practice workshops.
- Ensure that recruitment and enrolment staff have a thorough understanding of Immigration NZ requirements.
- Widen the use of qualitative tools to engage with graduates to ascertain value gained.
- Add structures such as a compliance calendar and bring-up system, to enable proactive and demonstrable compliance monitoring processes.

## 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 require Kiwidotcom Education Group Limited to:

- Conduct an internal self-review of international student support processes and practice and provide assurance to NZQA that it is fully compliant with the requirements of the Code of Practice.

# 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 fraud<sup>5</sup>*
- *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.*

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<sup>5</sup> 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 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](http://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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