



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

KiwiClass Multicultural Support Services:
He Amo Taunaki Incorporated

Date of report: 16 August 2023

About KiwiClass Multicultural Support Services: He Amo Taunaki Incorporated

KiwiClass is an incorporated society which has been providing English language and community-based courses to former refugees and migrants in the Greater Wellington region since 1995.

Type of organisation:	Private training establishment (PTE)
Location:	Level 1, Multicultural Services Centre, 39 Webb Street, Te Aro, Wellington
Eligible to enrol intl students:	No
Number of students:	2022: 288 students across all programmes; General English (1A-2B) 117; English for Work, 56 No Māori or disabled students; four Pasifika students enrolled in community programmes No international students
Number of staff:	Four full-time, 35 part-time staff, and 34 casual, relief teaching and volunteer staff
TEO profile:	KiwiClass Multicultural Support Services: He Amo Taunaki
Last EER outcome:	At the previous EER in 2019, NZQA was Highly Confident in the PTE's educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Pre-employment ESOL¹ literacy and numeracy (English for Work – Communicating for Work) ID: 117808-3• Pre-employment ESOL literacy and numeracy (English for Work – Getting into Work) ID: 122479-1• General English (non-NZQA approved) Level 1A-Level 2B

¹ English for Speakers of Other Languages

MoE number: 8158
NZQA reference: C52721
Dates of EER visit: 26-28 April 2023

Summary of results

KiwiClass is a well-established organisation with a sound understanding of its student community and their needs. Community and language courses help former refugees and migrants to develop English language skills and gain the confidence to actively participate in daily life in New Zealand. KiwiClass uses self-assessment to understand performance and contribute to improvements, but this could be enhanced to demonstrate understanding of valued outcomes.

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| Confident in educational performance | <ul style="list-style-type: none">• Students represent a diverse range of cultural and language backgrounds. Many students achieve positive English language gains, while developing confidence, skills and knowledge that enable them to participate meaningfully within their local communities and New Zealand society.• KiwiClass is well connected to referring agencies and funders, and valued for providing useful training and comprehensive support services which meet the resettlement and integration needs of individuals, whānau and communities. |
| Confident in capability in self-assessment | <ul style="list-style-type: none">• Students have multiple opportunities to provide feedback which is used to make improvements to courses and services.• From 2020-22, enrolments and attendance were negatively impacted by Covid-19 and related external issues. This affected achievement and other positive outcomes for students. New organisational leadership is developing strategies to ensure the ongoing sustainability of KiwiClass and to maintain educational performance.• KiwiClass has effective communication and management practices which are contributing to an inclusive and reflective organisational culture. There is an opportunity to further strengthen evidence of effective self-assessment and resulting improvements. |

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>KiwiClass students are former refugees and migrants with complex needs and very low levels of English. Some students are also pre-literate in their own languages. Student achievement is understood at an individual student and class level through effective use of an initial diagnostic assessment, progress monitoring and summative assessment. Regular analysis of cohort progress and achievement would provide insights to guide improvement.</p> <p>Learners gain confidence in using English to assist with everyday life and progress through language levels. At the end of each semester, students reflect on their growth in confidence and connection to others, with positive responses³ of between 94 and 99 per cent⁴ in 2022.</p> <p>KiwiClass measures positive achievement outcomes for students as: course completion, employment gained, or enrolment in further study. Attendance is understood as a strong proxy for student achievement and is monitored as a key target. Covid-19's impact on student attendance has contributed to the variability in positive outcomes which have been below⁵ the internal target of 80 per cent for the past three years.</p> <p>English for Work students complete unit standards that support them to transition towards employment. Reduced student numbers in this programme, lower attendance rates and limited work experience opportunities saw fewer students completing the training scheme over 2020-22.</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 n=112 (Semester 1), n=113 (semester 2)

⁴ Details provided in Appendix 1, Table 1

⁵ Details provided in Appendix 1, Tables 2 and 3

	Systems for collation and analysis of achievement data at an organisational level could be strengthened to better inform programme review processes and decision-making.
Conclusion:	Students improve their ability to communicate in everyday English and make connections within their communities. Enrolments, attendance, positive outcomes and training scheme achievement have shown variability over 2020-22. KiwiClass could better understand achievement at an organisational level through regular analysis and reporting of data and trends.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Improved language skills support former refugees and migrants to integrate more confidently into their wider communities and New Zealand society. Students use their new English skills to gain learner driver licences⁶, fill in medical forms, speak to school staff, landlords and neighbours, and confidently make and answer phone calls. KiwiClass students build relationships and connections with others in their local communities through participation in community-based courses.</p> <p>KiwiClass provides a safe learning environment for students who may study with KiwiClass for many years before progressing to employment or study with other providers. English for Work includes a work experience placement which has led to sustainable employment for some students.</p> <p>KiwiClass has a strong reputation with agencies supporting refugees and migrants in the Wellington region, evidenced by repeat funding and ongoing contracts. Co-location with Red Cross and Changemakers provides ongoing referrals to KiwiClass courses. Close working relationships facilitate information-sharing and advice to support students with complex pastoral care needs.</p> <p>Student progress and perceptions of value are measured and analysed at the end of each semester. KiwiClass gathers students' destination intentions, and plans are in place to restart</p>

⁶ Thirty-two students gained a learner driver licence in 2019-22.

	the collation of destination outcomes ⁷ to better understand employment and study outcomes, and to inform improvements.
Conclusion:	Attendance at KiwiClass has a significant positive impact on students' daily life and supports their resettlement in New Zealand. While stakeholders engage actively with KiwiClass and place high value on the services provided, there is further opportunity to actively seek and use their feedback to contribute ideas for improvement.

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:	Good
Findings and supporting evidence:	<p>Distinctive, targeted courses include language classes, homework club, sewing classes, seniors' classes and job clubs offered at three local community sites. Frequent and meaningful engagement between staff and community organisations ensures courses are revised to meet ongoing and emerging needs. Systematic capture and analysis of feedback from community organisations would enhance KiwiClass's understanding of the impact of any changes.</p> <p>Experienced, well-qualified tutors effectively engage students from diverse language groups in multi-level classes. Tailored learning activities focus on current topics that reflect New Zealand society and culture and provide students with valuable opportunities to feel part of New Zealand. Examples noted included elections and the census, and regular trips to places like Te Papa, sports centres, libraries and op-shops. Volunteers and interpreters provide important support for students in class when needed.</p> <p>Consistency of delivery across sites is maintained through shared resources, team teaching, observations and regular tutorial meetings. Records of Lesson Taught (ROLT) record topics covered in class, student progress and areas for follow-up or improvement. Tutors use these to support their teaching plans. ROLTs and end-of-semester reports provide insights as part of the ongoing review of programmes. Student and tutor</p>

⁷ Destination outcomes have not been collected for the past three years.

	<p>course feedback also contributes to course and assessment changes.</p> <p>Assessments are systematically reviewed, and new assessments are pre-moderated and authorised before use. Internal post-assessment moderation processes are sound and effective, occurring twice yearly and involving tutor group discussions. This process leads to improvements in assessment tools and practice in both General English and English for Work programmes. Consistently positive external moderation validates unit standard achievement.</p> <p>Tutor reflective practice and ongoing self-review is evident. A more systematic, periodic programme review informed by educational performance data, tutor reflections and student and stakeholder feedback would strengthen organisational self-assessment.</p>
Conclusion:	<p>Programme design and delivery is meeting stakeholder and student needs. Ongoing programme review contributes to improvements. Review processes could be enhanced to support better understanding of how well programmes match needs.</p>

1.4 How effectively are students supported in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students are well supported by staff and volunteers in safe, comfortable and accessible learning environments in community locations. Classes focus on daily activities that build relationships and social engagement within the class groups. Students commented that KiwiClass was friendly, 'like another home'.</p> <p>An initial ESOL needs assessment of students includes an interview, the use of diagnostic tools⁸ and other information to determine student goals, literacy and numeracy needs, and fluency in their own language. KiwiClass places the students in an appropriate class and identifies their support needs. Further language support is provided through translations of written</p>

⁸ English Language, Literacy and Numeracy Assessment Kit, and Literacy and Numeracy for Adults Assessment Tool.

	<p>material (handbook) and extensive use of interpreters. KiwiClass staff provide first language assistance for many nationalities.</p> <p>Recently appointed case workers provide a valued support service for students when they need more help than they can get from their class tutor. Case workers track their interactions and maintain a community database for referrals and broker services.</p> <p>Tutors give students ongoing feedback on their progress in their homework, assessments and in class. Students receive formal graded Records of Achievement outlining their progress against the skills/competencies at the end of their programme.</p> <p>Student feedback is gathered individually and in language groups supported by interpreters to ensure students feel confident to make their voices heard. Cultural factors prevent some students from giving negative feedback, and KiwiClass is considering ways to gather more authentic feedback for improvement. An example of a change made in response to student feedback is the continuation of online learning for seniors who felt safer attending online classes to reduce the risk of catching Covid-19.</p> <p>A thorough Code of Practice⁹ self-review identified areas for improvement that are underway, including improvements to student feedback processes, development of a formal crisis plan policy, and a completed review of the complaints policy and process now available to students and staff. Communication about the self-review and Code outcomes with all staff would enhance organisational understanding and awareness of Code obligations.</p> <p>High rates of student satisfaction are consistent through time and are reported to the board and in the annual report as a key measure of success.</p>
<p>Conclusion:</p>	<p>Learning environments support students with diverse and complex needs to feel safe, connected and supported. There are comprehensive systems for ensuring learning goals and needs are understood and responded to. KiwiClass has effective processes for gathering student feedback, which is used to make improvements.</p>

⁹ [Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Covid-19 has provided a challenging context for KiwiClass since the last EER. A period of significant disruption from 2020 to 2022 saw a reduction in student numbers and a turnover in board members, the chief executive and other staff. Some business performance and self-assessment processes were disrupted during this time. However, student satisfaction has remained high.</p> <p>The vision, purpose and strategic direction are clear. KiwiClass is in a phase of consolidation and rebuilding. The reformed board and a new chief executive are making progress on improving internal systems, structures and processes to support the strategy. Activities that are underway include: a systematic review of the quality management system involving staff consultation on policies; improved reporting to the board; and enhanced use of data.</p> <p>The collaborative approach used to develop the new strategic plan underpins the effective management and open communication practices that are contributing to a supportive team culture and consistency across the organisation. These include a staff representative on the board, email updates from the chief executive, regular meetings, in-house professional development and performance monitoring.</p> <p>Staff feel valued and are well supported with funded professional development and quality teaching resources. KiwiClass has increased its focus on volunteer recruitment and support, acknowledging the importance of volunteers as valued members of the team.</p> <p>Some self-assessment processes are working well with the Code self-review, providing an example of review leading to worthwhile improvements. More focus on a systematic, whole-of-organisation approach to review and improvement, underpinned by effective data collation and analysis, would further enhance self-assessment.</p>
Conclusion:	KiwiClass is a well-established organisation. The refreshed board is high functioning, characterised by appropriate skills, knowledge and networks. The deep understanding of student

	and community needs underpins the clear strategic direction aligned with the organisational vision and purpose. The organisation is rebuilding a positive organisational culture with a focus on educational performance and financial sustainability.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Most of the PTE's important compliance accountabilities are managed well, with some minor gaps, as noted, related to late reporting of unit standards over a three-year period.¹⁰</p> <p>The board has clear delegations and systems in place to monitor and manage risk. The chief executive provides regular reporting on funding, contractual requirements and health and safety.</p> <p>KiwiClass undertakes timely reporting and effective record-keeping and monitoring of performance against contract requirements, as required by funders, including the Tertiary Education Commission.</p> <p>Systems for reviewing and strengthening compliance processes are now underway, including a systematic review of the quality management system and improvements to unit standard reporting processes.</p> <p>Initial and ongoing police vetting is undertaken as required under the Children's Act 2014.</p> <p>Reviews and attestations are completed as required against the Code.</p> <p>A formal process to ensure all NZQA rules and regulations are met would be a useful enhancement to compliance measurement processes.</p>
Conclusion:	Disruptions to KiwiClass leadership during 2021 and 2022 resulted in some gaps in compliance management. KiwiClass is making improvements to systems and processes for managing

¹⁰ KiwiClass took immediate action to improve the reporting process to ensure compliance with the required unit standard reporting period.

	compliance accountabilities. The PTE now has clear reporting processes to support effective compliance management.
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Focus areas

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

2.1 Training Schemes - English for Work

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students achieve unit standards, are prepared for employment, and undertake work experience while improving their English language skills and forming social connections. KiwiClass awards a training certificate, with some students gaining employment following their work experience placement.</p> <p>Student numbers have trended downwards since 2020, with only one multi-level class offered at the time of this evaluation. This was due to external factors, including reduction in the number of refugees settling in the Wellington region, the ongoing impact of Covid-19 on attendance, and high employment.</p> <p>Comprehensive review of the training schemes to ensure they continue to meet student and stakeholder needs would provide an opportunity to strengthen these programmes.</p>
Conclusion:	Student enrolments and attendance have reduced significantly since Covid-19, and this has affected achievement rates.

2.2 General English

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The General English courses support students to develop their language competencies and prepare them for life in New Zealand. Many students start at KiwiClass with low literacy in their own languages, very low English ability and complex needs. The course content and learning environments are well matched to student needs.</p> <p>Progress is tracked and monitored by tutors in class, and the students receive a graded report at the end of each level. These reports also guide decisions about student progress to the next language level or participation in other community-based courses.</p>

	<p>Students provided practical examples of their gains and the value of the course in their daily life.</p> <p>Tutors engage in ongoing self-reflection on their teaching and course delivery. A more comprehensive, periodic programme process drawing on information from a range of sources could inform further improvements.</p>
<p>Conclusion:</p>	<p>There is clear evidence of language gains and increased confidence with daily activities in New Zealand society. The value to students is evident, with clear examples provided of the way their language skills have developed and made a difference to their everyday lives and engagement with community.</p>

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 KiwiClass Multicultural Support Services He Amo Taunaki Incorporated:

- Implement a formal annual programme review process that analyses achievement and destination data and feedback from students, tutors and stakeholders.
- Implement a systematic process to maintain and monitor all key compliance obligations.
- Develop an educational achievement, progress and outcomes reporting framework to obtain deeper insights and better understand the strengths and opportunities in the programmes.

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 KiwiClass Multicultural Support Services He Amo Taunaki Incorporated to:

- report to NZQA any credits learners achieve within three months of them completing the assessment (i.e. the unit standards used in the PTE's delivery of training), as outlined in 'Requirements to be met to maintain consent to assess' ([Consent to assess against standards on the Directory of Assessment Standards Rules 2022 – Part 2 – Maintaining consent and approval, 10.1 \(b\)](#))

Appendix 1

Table 1. Summary of gains – student feedback

Programme analysis – Do you feel more confident about using English since coming to class?		
Year (semester)	Total number of student responses	% of students who answered 'always' or 'most of the time'
2022 (1)	112	94%
2022 (2)	113	96%
Programme analysis – Has the class helped you to connect to people in Wellington?		
2022 (1)	112	99%
2022 (2)	113	96%

Table 2. Achievement for Beginner General English

Year	Total number of students enrolled in Beginner General English	Attendance	Programme outcomes
	Measure	Attendances are frequent enough for learners to make progress	Learners enrolled at the beginning of each course complete the course, or if they leave early it is for employment or a higher-level course
	Key performance indicator	Average of 75%	80%
2019	207	82%	76%
2020*	176	77%	79%
2021*	134	76%	68%
2022*	117	69%	76%

*Covid-19 impacted students' ability to attend, which in turn may affect outcomes

Table 3. Achievement for English for Work

Year	Total number of students enrolled in English for Work	Attendance	Programme outcomes
	Measure	Attendances are frequent enough for learners to make progress	Learners enrolled at the beginning of each course complete the course, or if they leave early it is for employment or a higher-level course
	Key performance indicator	80%	80%
2019	126	81%	86%
2020*	116	78%	72%
2021*	105	79%	79%
2022*	56	73%	76%

*Covid-19 impacted students' ability to attend, which in turn may affect outcomes

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 fraud¹¹
- 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.

¹¹ 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 2021, 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 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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 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, 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 2021. 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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