

Report of External Evaluation and Review

Chinese New Settlers Services Trust

Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 18 June 2015

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	5
3. Conduct of external evaluation and review.....	6
Summary of Results	7
Findings	9
Recommendations	16
Appendix	17

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Final Report

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Chinese New Settlers Services Trust (CNSST)
Type:	Private training establishment (PTE)
First registered:	30 April 2013
Location:	15-19 Clifton Court, Panmure, Auckland
Delivery sites:	CNSST delivers non-formal educational programmes and activities across seven sites in Auckland and one in Wellington. The formal education programmes included in this evaluation are conducted at the Panmure site only.
Courses currently delivered:	<ul style="list-style-type: none">• Tertiary Education Commission (TEC)-funded English for Migrants (part-time, including some unit standard assessments)• Ministry of Social Development (MSD)-funded Training for Work (full-time, no formal assessments)• MYOB accounting software training <p>The PTE also hosts placements for accounting and for social work students from universities and Unitec Institute of Technology. The PTE is also approved as a training organisation by the Institute of Chartered Accountants.</p>
Code of Practice signatory:	Yes (although no international students have been enrolled)
Number of students:	Since first enrolling students: 55 English for

	Migrants students who are all ethnic Chinese, mature-age learners; 52 Training for Work students, who are from a wide range of ethnic backgrounds. In total an estimated 20 equivalent full-time students.
Number of staff:	Eight full-time and two part-time
Scope of active accreditation:	<p>Consent to assess for approximately 150 unit standards in Business Information, English Language, Computing, Interpersonal Communications, Social Services and Writing.</p> <ul style="list-style-type: none"> • New Zealand Certificates in English Language (Levels 1-4) • Certificates in Computing (Levels 1-4) <p>Two training schemes:</p> <ul style="list-style-type: none"> • Certificate in Chinese Language (Mandarin) (Level 1) • Certificate in Chinese Language (Mandarin) (Level 2)
Distinctive characteristics:	<p>CNSST is a small PTE, and part of a registered charitable trust with the same name. It offers culturally and linguistically appropriate services to both Asian new settlers and the community as a whole. The stated mission is 'to improve the quality of life of ... Asian New Zealanders'.</p> <p>As an approved community service provider for Child, Youth and Family, CNSST is subject to biennial audit. The organisation is also reviewed annually by the Community Housing Regulatory Authority.</p>
Recent significant changes:	The English teacher for the English for Migrants programme recently resigned to move overseas, and has been replaced by another qualified English teacher.
Previous quality assurance history:	National External Moderation Results: one English Language standard (27982) was externally moderated in 2014. Three out of three learner assessment samples were verified as at the national standard. Although the materials were not received by NZQA by the agreed time, they did

meet 'national external moderation requirements'.

The most recent approval by NZQA was an application for Consent to Assess standards relating to the National Certificate in Social Services (Level 4). This was approved in November 2014.

This is the PTE's first external evaluation and review (EER).

Other:

Strategic vision: 'By 2023 CNSST aims to develop...as an "Asian community hub"...a successful social enterprise including social services, education and social housing...running in a financially sustainable way...making a significant positive impact on local Asian communities and enabling Asian migrants to more fully participate in and contribute to New Zealand society in social, cultural, economic and environmental aspects'.

CNSST Education Institute vision: 'To establish an educational hub which will provide vocational qualifications, intercultural, business and social services to the young people by connecting with both local and international education markets in order to develop CNSST Education Institute, being a top PTE in the sector in New Zealand'.

2. Scope of external evaluation and review

The two focus areas selected were:

- Governance, management and strategy
- Formally assessed programmes: English for Migrants and Training for Work

The governance, management and strategy focus area is mandatory in all EERs. The second focus area covers all students and both of the formal, funded programmes currently offered by the PTE.

3. 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 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.

CNSST provided the lead evaluator with a self-assessment summary and other supporting documents at a scoping meeting on 16 January 2014. At a meeting with the executive director and other senior staff, the focus areas and a draft agenda for the visit by two NZQA evaluators were agreed. An update to the self-assessment summary was provided to NZQA on 16 February 2015.

Two evaluators conducted the on-site enquiry phase of the EER on 17 and 18 February 2015. The evaluators met with:

- All current students in attendance over the two days
- The executive director, all managers and the three teachers
- A board representative who is also part of the education sub-committee (an additional board member and an external stakeholder were contacted by email).

Supporting documentation considered as part of the evaluation included: the quality management system; board and other meeting minutes; self-assessment summaries; needs assessments, teaching plans, assessment activities and other classroom resources; examples of student surveys and needs assessment tools in current use; internal and external reports and summaries relating to educational performance. Summary (translated) written testimonials from most English for Migrants graduates were also considered as were funder contracts and monitoring reports.

As the two programmes under review are very distinct, and comprehensive information and evidence was obtained by the evaluators for each, they were treated as separate focus areas in the synthesis and reporting phase.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Chinese New Settlers Services Trust**.

- CNSST is a new PTE embedded within a social services provider with extensive experience in providing a diverse range of non-formal educational activities to learners of all ages across multiple sites. This staff capability and institutional knowledge clearly informs and supports the quality of delivery of the more recent English for Migrants and Training for Work programmes.
- In both programmes, funder requirements are clearly being met, and retention of students is high. Achievement of unit standards and/or learning goals (which include employment and orientation to New Zealand society) is also strong. Students are gaining good value from their programmes, but there is still opportunity to realise the full potential, particularly in the English programme.
- Based on student surveys, written testimonials and evaluator interviews with current students, satisfaction with teaching and resources is clearly evident. Stakeholders contacted, and a diverse range of testimonials provided during the evaluation, indicate that the organisation is highly trusted and makes a valuable contribution to both the Panmure community and Auckland more generally.
- Planning, monitoring and oversight of programme delivery is well informed and effective. The PTE benefits from the experience and current activities of other teams within CNSST, and from an appropriate management structure and board. Where course design, study timetable or learning resources have not matched the needs and interests of the students, the PTE has been quick to respond and adapt. The two programmes have changed and developed since inception and are now running soundly.
- As indicated above, delivery of the programmes is new and has involved a relatively small number of learners (107 total enrolments at the time of the EER). All indications are that the provider is performing well and meeting the needs of learners and other stakeholders, and has, in the main, effective processes to support quality educational delivery into the future.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Chinese New Settlers Services Trust**.

NZQA can be highly confident because:

- CNSST has high aspirations for learner achievement and has a culture of gathering sound information to measure progress towards documented goals. This approach has developed from successful delivery of multi-faceted social and educational programmes.
- The PTE has a very good knowledge of the students' learning needs and motivations; needs assessment includes formal and informal tools and processes. The PTE also maintains excellent records of students' achievements. This knowledge then informs review processes, which are in turn used to focus on improving the performance of all activities undertaken. Improvement opportunities are sought, documented and followed through. Outcomes and achievements are also carefully documented and celebrated, particularly in the English programme.
- The evaluators found solid evidence of responsiveness in making suitable changes and improvements to better match learner needs and aspirations, to retain students, and to realise planned outcomes. Knowledge of the 'value added' is still emerging as the programmes are relatively new, but self-assessment is clearly part of a comprehensive and coherent approach informed by the capability in social programming and educational delivery of the wider CNSST trust.
- The quality management system policies and procedures and the various review and reporting chains ensure good communication and records of decision-making across the trust, and to the board. In some instances, as indicated to staff on site, aspects of the educational self-assessment could be enhanced, but no significant gaps were identified.

Overall, management uses a strategic planning approach, delivery against which is closely monitored. Stakeholders indicate that the trust has a track record of 'staying on course' and 'delivering on what they plan'. The board contains suitable expertise and, in relation to education, those interviewed demonstrated an informed understanding of both plans and performance. At the delivery level, academic oversight of teaching performance and associated review mechanisms is generally sound, leading to good outcomes for learners and stakeholders.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Good knowledge of cohort as well as individual needs, coupled with effective teaching and pastoral care, is leading to strong levels of achievement by the relatively small number of students enrolled at CNSST since mid-2014.

According to information provided to the PTE by the funder, CNSST is eighth out of 24 comparable providers in retaining Training for Work trainees and assisting them into employment – see Table 1. The modular structure of the programme includes appropriate skills and knowledge in job application processes (including online), personal skills identification, and opportunities for on-job training. Attitudinal aspects include confidence-building and working self-paced completing assigned learning activities within a supportive environment. These aspects are well facilitated by the two ‘coaches’ (see Findings 1.4 and 1.5). There are currently no formal assessments of unit standards included within the programme.

Enrolment	Withdrawn	Currently participating in programme, including on-job training	Gained employment
52	3	25	24

Sources: CNSST and MSD reporting

Learning benefits for English for Migrants students – who are all ethnic Chinese, mainly mature-age learners – flow mainly from social engagement and avoidance of isolation through to learning to use social media and gaining useful orientation to New Zealand society and culture. Students also gain some beginner-level English vocabulary and simple phrases in the process of participating in this part-time course (see also Findings 1.4 and 1.5). Most students are retained for the duration of the programme and achieve the three embedded unit standards in English at level 1 – see Table 2.

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

Table 2. English for Migrants, 2014*			
Enrolment	'Withdrawn'**	Retained on programme	Completed programme (including three level 1 unit standard assessments)
34	2	32	31
Source: CNSST records			
* A cohort of 21 students is currently enrolled (February 2015)			
** Two students sought leave due to family reasons and plan to return and resume study			

Very clear and meticulous record-keeping of student participation and achievement data is held and shared appropriately across the organisation and with stakeholders. Processes for monitoring and assessing learner achievement are sound (for example, all students are interviewed and their needs identified; external moderation requirements are met; MSD measures of recording and reporting achievement are used correctly). The processes in place for monitoring performance provide a sound basis for future growth.

As the numbers of students and graduates grows, the PTE will be better positioned to analyse and compare cohort and programme performance, using for example the 'profile' categories assigned to WINZ clients and more directly comparing English language competency pre- and post-course. At present, educational performance is generally well understood and improvements are being made to align course design with learner needs. There is good evidence of improved outcomes for many learners.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Through their educational experience and employer networks, CNSST is assisting motivated and capable Training for Work students into full-time employment. They are effective in achieving this outcome across a range of students with diverse learning and support needs. Specific evidence prepared for the funder and shown to the evaluators indicated a range of occupational destinations, mostly full-time positions (40 hours or more per week) and a starting wage at or above the minimum wage. Those students interviewed indicated that they particularly valued the transferable information technology skills they had learned and now use (such as email and online job applications using targeted CVs).

Students of the English for Migrants programme – by their own account – have developed their capability in using basic English in a range of day-to-day settings,

and have increased knowledge of New Zealand society and culture. A key aim of the programme, according to the PTE's self-assessment, is to avoid or alleviate social isolation, and there is good evidence that participation in the programme and linkage to the other social and learning activities available through the trust achieves this aim.

As indicated under Findings 1.1, there is good evidence of improved outcomes for most learners and, as the numbers of graduates grows, the PTE will have more detailed knowledge of post-course outcomes and the value they are adding. Overall, the PTE and wider trust are making a significant and valuable contribution to community life among ethnic Chinese and in the community more generally as a result. Examples include crisis interventions, counselling services, work with Police and the local business community to support community safety, and the revitalisation of the Panmure central business district.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The two programmes offered by the PTE have a readily identifiable group of key stakeholders, and they are very clearly meeting their needs.

CNSST is meeting many of the needs of local unemployed people and new migrants as well as local employer needs. This effective delivery is also fulfilling the PTE's contracts with MSD and the TEC. For example, as noted in Findings 1.1, the PTE is ranked well above the median for the performance to date of the Training for Work programme. The English for Migrants delivery assists TEC objectives around enabling migrants to participate in English language courses and helping them settle into communities and work. It also meets the needs of migrants, who previously paid a levy towards future language learning, to find a suitable English language course.²

Training for Work students, many of whom have particular barriers to entering or re-entering the labour market – as identified by WINZ, which refers them to the programme – are being assisted to find paid employment. The PTE has some evidence that this has financial and other benefits for those clients.

² As a part of their residency requirements, some migrants are required to pay English language tuition fees to Immigration New Zealand (a part of the Ministry of Business, Innovation and Employment) before arriving in New Zealand. This is known as 'pre-purchased tuition'. The total amount paid per person varies depending on the migrant's level of English. Source: TEC website.

Planning, programme delivery and monitoring of both performance and outcomes are effective. The evaluators found solid evidence that the PTE develops and delivers effective programmes and educational activities, and that close attention is made to ensuring learner and stakeholder needs are matched (see also Findings 1.4, 1.5).

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

CNSST employs well-qualified and experienced teaching staff. Retention of students is very high and the satisfaction ratings students provide on formal surveys is also high. Although the way in which surveys are administered and responses aggregated differed between programmes, the format and findings are useful. There was evidence that the PTE responds promptly to issues or concerns raised by students and celebrates success where warranted. On the evidence presented, teaching is generally effective.

The curriculum and timetables have been modified and adapted to meet students' learning needs in genuine ways, as evidenced by students' summative feedback, and their retention and results. Useful information technology skills are integrated into delivery, clearly enhancing the core programme content. However, in the English for Migrants programme the evaluators identified an obvious disconnect between the syllabus, the teaching plans, and the actual learning outcomes. Although this does not diminish the genuine progress being made by those students, it was not evident that this gap had been identified by the relevant staff. Given that there have been recent changes in teaching staff, it would be timely to review this aspect to ensure English language gains are of the extent anticipated by the funder as well as the students.

The Training for Work programme has been appropriately adapted based on the experience gained in initial delivery. Formal assessment, which perhaps detracted from the employment outcome goal, has been removed: assessment is now focused on formative aspects and encouraging individual progress. This teaching, using an individualised and self-paced coaching model, appears highly effective. The modular, topic-based structure also suits the flexible entry and exit process, where students come and go depending on their employment or work experience opportunities. The use of video in job interview training, and the familiarity of teaching staff with published research into labour market programme effectiveness, were also notable.

Teaching observation is planned and documented. The evaluators suggested that a less intrusive and more developmental approach may be a better fit and link more clearly to developing the skill-set management requires. Appropriate professional development is occurring and is supported financially by the PTE.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Learner support and guidance at CNSST is excellent and is enhanced by the small size of the PTE and the range of skills and expertise available within the wider trust (e.g. multi-lingual staff, social workers, an employment assistance team).

CNSST has for 10 years delivered employment assistance mainly to new migrants, reportedly placing around 200 into employment annually. This experience and the tools and networks they have developed is fundamental to the effective support and guidance they are offered to the Training for Work students. In addition, the CNSST social work and counselling staff are available to support the coaches, and this support is used as required. Some examples of particular personal needs were provided to the evaluators, and the responses by CNSST seemed considered and effective.

Information technology resources and their use as an integrated aspect of programme delivery is a particular, suitably resourced feature at CNSST. Training for Work students are instructed in the use of online job search and related application processes, and each English for Migrants student is provided with a tablet and instructed in its use as a social media and learning resource. Various learners from both programmes indicated that they had not previously used these tools, but now did and gained useful social and vocational benefits.

Systematic capture of student feedback by surveys showed high response rates, high satisfaction ratings and also useful critique which was being responded to by the PTE – for example, expenditure on English as second language resources, and modifications to the timetable. There was no evidence of any complaints, the process for which is published and known to students. Students indicated that issues arising are resolved at the ‘concern’ stage before they escalate; communication is open and the learning environment is inclusive and supportive. Weekly social gatherings and shared meals are important parts of the culture at CNSST, and students highly value these aspects.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Governance and management of the PTE are very clear about their purpose, what they want to achieve in the medium to long term, and how well they are currently performing. Extensive experience drawn from teaching, PTE management, social work and business inform the day-to-day programming. A board containing suitable expertise (e.g. university, corporate and tertiary funding specialists) closely monitors the PTE's strategic plan, and the organisation has also engaged a prominent consulting firm in a capability review of the entire trust aimed at ensuring they are well placed for their future plans (which include launching into the international student market and building and managing a social housing project in Panmure). The organisation is on a sound financial footing, and the evaluators saw evidence that current facilities are appropriate and well maintained.

Stakeholders indicate that the trust has a track record of 'staying on course' and 'delivering on what they plan'. At the delivery level, academic oversight of teaching performance and associated review mechanisms are generally sound, leading to good outcomes for learners and stakeholders.

The quality management system policies and procedures and the various review and reporting chains ensure good communication and records of decision-making across the trust, and to the board. In some instances, as indicated to staff on site, aspects of the educational self-assessment could be enhanced, but no significant gaps affecting current learner achievement were identified.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

2.2 Focus area: Formally assessed programmes: English for New Migrants

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

As stated in Findings 1.4, the evaluators observed that there was some misalignment between syllabus, resources and actual course delivery in the English for Migrants programme, which needs attention. This appears to have arisen from a move away from a formal qualification being offered within the programme towards a less intensive English language learning approach. However, in terms of meeting students' aspirations, the current course delivery and associated student achievement have not been compromised by this gap.

2.3 Focus area: Formally assessed programmes: Training for Work

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

Recommendations

NZQA recommends that CNSST:

- Revise the syllabus and teaching plans, and related student resources, for the English for Migrants programme to ensure they align with both the current delivery model and TEC expectations.
- Consider comparing the student survey processes for the two programmes to identify the most efficient and useful approach.
- Consider reshaping the teacher observation model to enhance the developmental aspects.

Appendix

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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