

Report of External Evaluation and Review

PEETO, The Multi- Cultural Learning Centre

Confident in educational performance

Confident in capability in self-assessment

Date of report: 1 May 2013

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MoE Number: 8960

NZQA Reference: C10297

Dates of EER visit: 11 and 12 February 2013

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:	PEETO, The Multi-Cultural Learning Centre
Type:	Private training establishment (PTE)
Location:	C/- Riccarton Baptist Church, 80 Rattray Street, Riccarton, Christchurch
Delivery sites:	As above
First registered:	15 February 1993
Courses currently delivered:	<ul style="list-style-type: none">• Intensive Literacy and Numeracy programme (ILN)• Foundation-Focussed Training Opportunities (FFTO)
Code of Practice signatory:	Yes, for students aged 18 upwards
Number of students:	Domestic: 108 International: three
Number of staff:	11.5 full-time equivalents
Scope of active accreditation:	As above
Distinctive characteristics:	PEETO aims to 'provide students with a stimulating environment within which they may identify, explore and develop learning pathways, which will assist them in realising their full potential whilst recognising and being sensitive to the

personal and cultural needs of each student’.

PEETO’s primary aim is to enhance, via quality teaching, the resettlement and integration of migrants and refugees by equipping them with the tools to find their place in New Zealand society through a process of self-determination.

PEETO is a limited liability company with three subsidiaries: PEETO – Pasifika Education and Employment Training Organisation; PEETO – English Language College; and PEETO – Inter Cultural Development Trust, a not-for-profit division with a board of trustees.

PEETO is essentially an ESL (English as a Second Language) provider, not an EFL (English as a Foreign Language) provider. ESL refers to the teaching and acquisition of English for students (refugees and migrants) who have gained permanent residence in New Zealand and reside and work or wish to work or study in New Zealand. Students are normally about 50/50 refugees and migrants. Refugees and migrants have a wide range of needs including physical health, mental health, family health, trauma counselling and the part or total absence of education, including language, in their home country. A small part of PEETO is an EFL college for international students - PEETO English Language College.

Recent significant changes: During 2012, one of the co-directors gave over his share of the organisation to the other co-director. In addition, following the Christchurch earthquakes of 2011 PEETO needed to find an alternative delivery site. The organisation is now leasing rooms at the Riccarton Baptist Church. The church has offered to redevelop the site to accommodate PEETO permanently.

Also in 2012, PEETO began to offer five new courses funded by the Tertiary Education Commission (TEC), and employed five new staff. The contractual obligations for the teaching of FETO and ILN students are determined by the contracted outcomes, which are employment and further training for FETO and movement on the continuum for applied English in the New Zealand

context for ILN students.

Previous quality assurance history: Reviews and evaluations by the TEC, Work and Income New Zealand, Ministry of Social Development and private funders and local authorities, such as the Christchurch City Council and the Canterbury Development Corporation (the economic and employment wing of the council), have all been positive. At the last NZQA quality assurance visit, an audit in 2009, PEETO met all the requirements of the standards in place at the time.

Other: PEETO is a member of the New Zealand Association of Private Education Providers, the Pacific Islands Tertiary Education Providers of New Zealand, Christchurch Educated, Education new Zealand, Foundation and Bridging Educators New Zealand, Teachers of English to Speakers of Other Languages Aotearoa New Zealand, the Christchurch Refugee and Migrant Forum, a national non-governmental organisation consultation body known as the BASIL group and the Christchurch Inter Agency Group.

PEETO lost its purpose-built building to the Christchurch earthquakes. The loss included records and teaching resources such as the computer suite. Individual staff members were also affected during this time. The organisation has been successfully building up its resources over the last two years, in large part because of the commitment and passion of management and staff who have remained loyal to PEETO over many years.

2. Scope of external evaluation and review

The mandatory focus areas selected were governance, management and strategy, and international student support. The programme areas selected were ILN and FFTO, comprising the majority of the teaching delivered by PEETO at this time.

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.

The evaluation team comprised two lead evaluators. The external evaluation and review (EER) occurred on site in Christchurch over two days. The evaluators spoke to the director, academic manager, the pastoral care coordinator, the office manager, ILN and FFTO staff members, ILN and FFTO students and a wide range of external stakeholders. The evaluators also sighted a number of documents including strategic plans, investment plans, staff and student handbooks, individual learning plans, staff and learner evaluations, the Code of Practice annual review, internal and external moderation evidence, sector minutes (ILN and FFTO), staff minutes and a range of written references from across the networks with which PEETO works.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **PEETO, The Multi-Cultural Learning Centre**.

PEETO successfully meets a range of complex educational needs of refugees from different age groups, literacy levels (some are illiterate in their first language) and educational backgrounds (some, particularly women, have never attended school and many suffer from severe trauma). PEETO also works with migrants from diverse academic backgrounds, with varying levels of first and second language proficiency and a wide range of resettlement challenges.

Of the total TEC allocation of 90 ILN places in Canterbury in 2012, PEETO (in its first year of the TEC ILN contract) was offered 50 places, indicating that PEETO has developed a sound reputation, over 21 years of operation, for being able to meet the training and social needs of refugee and migrant groups. In 2012, of the 65 ILN learners, 15 withdrew and 44 completed the 200 hours of tuition required to meet TEC contractual obligations and gain English language skills. A number of students who met with the evaluation team have opted to return in 2013 to complete another 200 hours of TEC-funded ILN education to further improve their English language skills.

The results for FFTO in 2010 were 34 per cent of students gaining employment, 32 per cent moving into training and 34 per cent not achieving an outcome. This translates as 66 per cent moving into employment or further training and compares favourably with the national mean of 72 per cent, given the complex needs of the students PEETO enrolls. In 2011, 27 per cent of students gained employment, 35 per cent went on to further training and 38 per cent did not achieve an outcome – a total of 62 per cent into employment or further training. In 2012 the figures were 28 per cent into employment, 30 per cent into training and 42 per cent with no outcome, a total of 58 per cent into employment or further training. Over the last three years an average of 62 per cent of learners went on to further training or employment. PEETO tracks learner outcomes and has a good understanding of the reasons why students withdraw from classes. The TEC requires completion rates to be more than 80 per cent for FFTO in order to meet contractual requirements. In 2012 PEETO exceeded these requirements with a completion rate of 86 per cent.

The majority of PEETO graduates acquire the English language skills needed to live and/or work in New Zealand. Stakeholders contacted by the evaluation team affirmed that graduates learn to do simple everyday tasks such as calling the doctor and speaking to a neighbour or a work colleague. As their confidence in the use of English increases, PEETO students are able to interact more fully in the

community, both socially and economically, which is a positive outcome for both parties.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **PEETO, The Multi-Cultural Learning Centre**.

PEETO has formal and informal self-assessment processes that occur with staff, students and a range of stakeholders. These include fortnightly staff meetings and meetings with refugee and migrant services and a range of government agencies and local authorities. The director consults regularly with the trust's accountant and lawyer, both of whom have been associated with PEETO since its inception, as has one trustee. While daily informal meetings are not minuted, meetings with staff and external meetings are documented and actions noted and reviewed. Management and staff meet at sector meetings (meetings for each programme area, such as ILN or FFTO) where teaching programmes and pastoral care issues are discussed. Management prefers to reach consensus decisions with staff but appreciates that this is not always possible or appropriate.

Written staff evaluations occur annually and are followed by an interview with the director, and any agreed actions or professional development initiatives are followed up. Learner evaluations occur each term and are summarised and given to governance and management who may identify actions that can be taken. This has sometimes involved management visiting individual classes and feeding back to students the timeline for actions.

The evaluation team noted that PEETO has identified in its self-assessment summary specific actions that it intends to take to improve the quality of the teaching and learning environment. These include the formalising of an advisory board, broadening the funding base, refining in-house record-keeping systems and developing photographic portfolios of people who have experienced successful outcomes. These, and the other actions listed, will assist PEETO to focus on its own business needs and priorities more fully and add value to the individual tracking of student outcomes, including employment and training outcomes, which are already being tracked by PEETO. In time this will allow a more comprehensive overview of learner outcomes which will enable PEETO to identify any patterns and trends not easily identified by focusing primarily on individual student outcomes. The results of this analysis would be available to better inform overall strategic directions, achieve more targeted programme development or inform decisions about professional development priorities.

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**.

Verbal feedback from students and written and verbal feedback from external stakeholders indicate that learners achieve well in the ILN and FFTO programmes, taking into account their starting point and individual study goals. Learner achievement is enhanced by PEETO's clear vision and creation of a learning environment that is inclusive of all students irrespective of their educational background. The diversity of students' educational backgrounds and language capabilities in their own and/or the English language means the focus of the learning is around individual learning plans developed with the tutor. These factors include the initial assessment on entry to PEETO, past experience and education, social and family needs, goals and aspirations, unit standard achievement and progress on the learning progressions. These are reviewed regularly and progress is formally documented each term.

There is very close tracking of attendance with daily follow-up of non-attendance. This provides an opportunity to evaluate and support students when an issue first arises. PEETO has seen a rise in attendance since reviewing attendance criteria about four years ago; however, the impact of this improved attendance on achievement levels is not clear, other than anecdotally.

Recent changes to the duration of FFTO funding from two years to one year has severely affected English language acquisition for the learners at PEETO. Also, ILN students complete 200 hours of learning but often find this is insufficient time to provide them with the level of English language required to function well in their lives or participate in New Zealand society. As a consequence, some students from the 2012 class have returned for another 200 hours of ILN in 2013. Learner achievement is tracked closely at an individual level. While refugee and migrant groups change in character over time, there may be some value for PEETO in tracking learner achievement more systematically over time to note any patterns or emerging trends.

PEETO has a culture that minimises barriers to learning, with the most significant of these being unconditional positive regard for every learner. The tutors work with high-need student groups who present significant teaching and learning challenges

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

such as post-traumatic stress disorder and poverty, factors that need to be acknowledged and addressed prior to any learning occurring. While measurable outcomes such as employment and further training and education are funded, directly improved learner well-being and 'enhanced work-readiness' are not. Learner achievement in this category includes attendance, punctuality, contributions in class, personal development and general life skills. Examples of activities that support these outcomes were the airport visit where the students learnt to fill out arrival and departure cards, and the student who gained enough English to follow her passion and join a drawing class. PEETO is well placed to provide leadership in the refugee and migrant sector around agreed ways to measure progress in learner outcomes.

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 **Excellent**.

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

PEETO staff respect diversity and embrace difference on a personal and organisation-wide level. They are all committed to caring for the whole person. This approach applies to their students and their colleagues. External stakeholders endorsed this view wholeheartedly: 'PEETO is held in very high regard by the community and the agencies it works with. They are inclusive and 'walk their talk'.

The social context at PEETO fosters an atmosphere where students who may be from traditionally rival countries or social groupings work together as the kaupapa of any course is inclusion and respect. Students are told when they arrive at PEETO that they are all equal, irrespective of country of origin, background or level of education. The evaluation team was impressed by the respect students and staff showed for each other's views and opinions.

While students may gain employment or move on to further education at, for example, Hagley Community College or Christchurch Polytechnic Institute of Technology, the greatest gains are in improved well-being and increased confidence. These attributes reduce social isolation, facilitate increased participation in New Zealand society and are prerequisites for gaining employment or deciding to move on to another educational provider. Students' decision-making and self-determination are supported and were evidenced by staff attitudes and in the detail of the individual learning plans that each student develops with their tutor.

Employers contacted by the evaluation team noted that PEETO graduates were appreciative of work opportunities and were generally hard working. Destination data indicates that while some PEETO students return to their home countries, most are committed to contributing to New Zealand by finding employment or continuing their English studies. Stakeholders who were asked how well PEETO

was meeting their needs noted that a greater focus on employment and employability was needed to better meet funder and resettlement needs. PEETO supports this as it understands that employment is the best settlement process, because once a person has work they become part of the English-speaking community and must use their English to communicate. This focus has been consolidated by management meetings with staff to formulate practical ways to emphasise this focus in classroom programmes.

The management of PEETO, particularly the director, are extremely well connected in the Christchurch community, notably with refugee and migrant groups but also with a wide range of other agencies, including government agencies and local authorities. This networking means PEETO is well informed about proposed changes to government policies and issues that are affecting other providers and is often called upon to take a leadership role. This extensive stakeholder engagement will become more structured if PEETO forms an advisory board as the organisation will be able to develop a greater focus on its role within the wider Christchurch community by specifically focusing on improving PEETO's educational performance and self-assessment.

PEETO actively collects, shares and reflects on its business and students and keeps useful records of meeting notes and actions. It also encourages community participation in its facilities and is involved in philanthropic activities such as helping with family reunification.

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**.

PEETO was established in 1991 to meet the needs of refugee and migrant communities in Christchurch. Over its 21 years of operation PEETO's primary focus has been on the employment and employability of its students and continues to be so. PEETO's history as a provider and its repeated funding shows that it meets the funder and resettlement needs of its students well. Examples of PEETO's flexibility include offering ILN for the first time in 2012 and employing five new tutors, changing the ILN class timetable to accommodate students' requests, offering programmes for Islamic women that were close to their children's childcare centre and employing a female Muslim tutor.

This adaptability has been balanced by a clear vision that all PEETO employees enthusiastically endorse. Tutors told the evaluation team: 'We have all signed up to meeting student needs both in and out of class'. This includes tutors giving students their home phone numbers and arranging to meet students at weekends to go to the park or movies with them. PEETO also needs to be flexible as it has to

adapt to different migrant groups over time. With up to 30 ethnicities on campus at any one time, tutors create pathways for students which are developed into individual learning plans.

The 'open-door culture' means that staff are readily accessible and learners are well known to staff. Students who met with the evaluation team affirmed the value of the tutors' focus on and approach to them. The waiting list to enrol in courses is another strong indication that PEETO's programmes match student needs well. While it can be difficult to get feedback from learners because of cultural norms, such as not being critical of others, shyness or not previously being allowed to state preferences, PEETO encourages former students to return to talk to classes and is very welcoming of discussions about aspects of programmes that could be improved. Examples of suggested improvements from former students are a greater focus on everyday colloquial English, particularly 'smoko language', and practise in the sorts of topics Kiwis like to discuss during their work breaks. PEETO takes students on trips into the community which provide an opportunity to apply learning and take part in community activities. Examples include visits to banks, supermarkets, and a recent visit to the airport, which are among 20 other places we regularly visit.

Another interesting programme is the Conversation Assistant Programme, where learners have the opportunity to speak in English to a native English speaker other than their class tutor. Once a volunteer is vetted and accepted onto the programme, they are trained and the classroom tutor liaises with the assistant about times and appropriate topics for discussion. Students spoken to by the evaluation team were very enthusiastic about the value of the assistant to their English language acquisition.

1.4 How effective is the teaching?

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 **Good**.

PEETO has carefully employed and retained staff who buy into the vision and fit well with the PEETO culture. Where possible, permanent staff are recruited from an established pool of relievers; otherwise there is an intensive interview process for new staff where PEETO explores the person's fit with PEETO. There is good evidence that recruiting from the reliever pool and the rigorous interview process work well with many staff have long service with PEETO. New staff are inducted and mentored by current staff and become part of the PEETO 'family'. Tutors reflect on their teaching practice regularly and formally produce annual written reflections. These reflections are read and commented on by the director and all tutors meet formally once a year with the director to review their reflections and decide on any actions required. The tutors are genuinely collegial and well

supported by colleagues and management. The evaluation team also saw good evidence of effective and robust internal and external moderation.

Tutors have diverse backgrounds, with a special interest and passion for the migrant and refugee populations in particular. Although tutors are coping with multi-level classes and students from different educational backgrounds, all the tutors agreed that they are well rewarded by students who are eager to learn.

The programme content for all courses is guided by a curriculum and does not involve a specific text or course book and can be amended and extended as required to meet learner needs according to the level and interests of learners. The ILN focus is on practical topics such as home and family, law and order, community and contextual content covering up to 50 topics, such as, going to the doctor, safe driving practice, use of public transport, accessing health services, basic law rights, accessing and researching jobs and New Zealand workplace culture.

Individual learning plans reflect the particular learning journey of a specific learner. These plans include assessments of employment history, academic goals of the learner, strengths, obstacles, the time they are likely to be at a particular stage of learning, outcomes for further training or employment, housing needs, family concerns, health needs and how well the learners are meeting their learning objectives, term by term. The plans also include information on attendance, unit standard achievement and/or movement on the TEC literacy and numeracy progressions. There is a formal tutor/learner interview, held each term, where the learner assesses their own progress and goals in discussion with the tutor. Any decisions made are carefully documented.

Regular meetings (fortnightly for FFTO and each month for ILN) are held with the academic manager. There is also a full staff meeting every two weeks. These meetings are well attended, focus on teaching and learning, are minuted and the actions to be taken are recorded and subsequently reviewed. Tutors create comfortable, positive, supportive, varied and responsive learning environments for students, and tutor/student relationships are excellent. The students interviewed by the evaluation team confirmed that tutors check in with students at every class and provide one-to-one teaching as required. Some tutors also do snapshot observations as a way of gaining spontaneous and immediate feedback.

In 2012 an external expert who manages a Christchurch PTE was contracted to undertake PEETO's annual tutor performance appraisals. The feedback from these observations was that the tutors were up to date, up to standard, cultivated a sense of family and were 'very effective with the learner profile'. PEETO values these opportunities to refresh the tutor appraisal process and add to the collective reflective input on teaching practice. PEETO tutors told the evaluation team that they found the written comments from the external performance appraisal very helpful and, while they were mostly positive, had implemented any suggestions made to improve their teaching. They also commented that they would like the external appraisal process to be supplemented by a system of formal appraisal by their peers to enable them to share teaching practice across teams.

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 **Good**.

PEETO understands its learner profile and is committed to positive individual learner outcomes. To facilitate this goal, the organisation has created a learning environment that is welcoming, family-oriented, inclusive and peaceful. It demonstrates its commitment by respecting learners' diversity and difference, and by providing wrap-around pastoral care that is targeted to the individual and cultural needs of the learner rather than expecting the learner to fit in. PEETO helps learners to recognise the steps they need to take to meet their goals so that they seem more attainable. As these goals are gradually reached, learners grow in confidence and self-esteem, which improves their ability to function effectively within New Zealand culture. Care and concern for individual learners is balanced with meeting contracted outcomes and the need to take into account the ongoing learning needs of other class members.

Staff have clear guidelines about correct procedures when offering support, including when to refer a student to management or to an outside agency such as Shakti, a support group for migrant and refugee women and their children. These procedures are also outlined clearly in the staff handbook. Most pastoral care is provided in the first instance by tutorial staff; therefore PEETO has carefully employed and retained staff who fit well with the PEETO vision. The guidance and support offered is often practical, for example helping students to enter standard messages on their cell phones so they can more easily notify PEETO when they are sick or absent for some other reason.

Students commented that they 'feel safe at PEETO as they get to know the staff well and they trust them'. The quality of the pastoral care at PEETO was confirmed by external stakeholders. One external stakeholder said, 'students are comfortable at PEETO and progress better at PEETO than they do with other providers as PEETO has an extensive network of experts available'.

At the time of the evaluation visit there were only three international students on campus. They were very well supported by the dedicated Code of Practice coordinator who provides individual attention, and is responsible for the Code of Practice return. All code requirements are met by PEETO including 24/7 contact details of staff, student accommodation details and a comprehensive, easy to understand student handbook containing clear procedures for complaints. Information on the tracking of international student destinations was also sighted.

The student management system keeps some information about students, but other information is held by individual tutors or other staff. PEETO has noted in its self-assessment actions that it sees a need to refine in-house record-keeping

systems. A sole main database where all student information is centralised and updated would be useful, including having this information held off site. This is an issue that every Canterbury PTE has had to address since the earthquakes.

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 **Good**.

PEETO is a learner-centred organisation. Its longevity, strong vision, shared culture and organisational structure have helped it to be resilient during and since the Christchurch earthquakes when it had to find new premises, cope with losing significant resources built up over many years and to support staff at work and personally. PEETO has been adaptable in the new premises, for example purchasing laptop computers to replace the computer suite lost in the earthquakes.

PEETO has good processes for formal and informal communication and keeps records of decisions and planning. The teaching and learning resources are adequate and the organisation invests in staff development willingly. The organisation is staffed with people of integrity, and the policies and practices of PEETO are legal and ethical. The organisation is alert to changes in funding and changing migrant cohorts and has a strong leadership role in the migrant and refugee sectors, as evidenced by the wide range of references furnished from external stakeholders.

Governance and management functions are distinct and both the director and academic manager have clear roles and responsibilities. Together they form an effective team, with the director primarily doing the external networking and the academic manager looking after internal academic leadership. Staff are included in decision-making where appropriate and are kept well informed. Management supports staff, for example with sick leave or changes in circumstances that require time off work to address. The director commented that he admires his staff.

When funding for the employment officer role was lost, the director stepped in to undertake aspects of this role and is actively seeking new funding sources to reinstate the role, which was highly effective in linking students to employment options. Management has taken an active role in monitoring and improving rates of student attendance by tracking it very closely and having a system to alert staff to declining attendance rates. Follow-up analysis of attendance rates and levels of student achievement would be useful.

PEETO is a stable, long-established organisation with dedicated management and staff and a culture of ongoing formal and informal review and reflection at an individual student level. Its self-assessment has identified a number of areas for action including the establishment of a formal advisory board, refining in-house

record-keeping systems and developing photographic portfolios of people who have experienced success. These and other actions listed provide a point of departure for developing a more targeted self-assessment action plan that includes all staff to decide which actions to prioritise, how to measure their success and over what timeframe they will run. In time this process will provide PEETO with the ability to objectively assess the extent to which these actions have led to improvements that are relevant and worthwhile.

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 **Good**.

2.2 Focus area: International students

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

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

2.3 Focus area: ILN (Intensive Literacy and Numeracy)

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

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

2.4 Focus area: FFTO (Foundation Focussed Training Opportunities)

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

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

Recommendations

In addition to any recommendations expressed or implied within the report, NZQA recommends that PEETO:

- Continue with the focus on employment and employability for learners and identify some specific self-assessment activities in relation to this with the aim of building an understanding of overall educational performance, trends and opportunities for improvement to improve students outcomes
- Prioritise formalising an advisory board as indicated in the actions section of its self-assessment
- Group and prioritise the list of actions on its self-assessment document with input from key stakeholders
- Establish an agreed system for measuring, timeframing and reviewing the prioritised actions
- Use this system to inform ongoing self-assessment at PEETO.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

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