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Report of External Evaluation and Review

PEETO, The Multi-Cultural Learning
Centre

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 13 September 2017

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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)
First registered:	1993
Location:	C/- Riccarton Baptist Church, 80 Rattray Street, Riccarton, Christchurch
Delivery sites:	As above
Courses currently delivered:	General English for Speakers of Other Languages including IELTS (International English Language Testing System)
Code of Practice signatory:	Yes, since 2002
Number of students:	Domestic: 296 (73 equivalent full-time students (EFTS) in the 2016 calendar year) 63 per cent were migrants and 37 per cent were former refugees International: eight (1.4 equivalent full-time students in 2016)
Number of staff:	10 full-time equivalents at the time of the external evaluation and review (EER) visit
Scope of active accreditation:	Sub-field consents to assess: <ul style="list-style-type: none">• Business Administration (to level 3)• Core Generic (to level 3)• English (to level 3)

Final Report

- Mathematics (to level 3)

Domain consents to assess

- Core Driving Knowledge and Skills (to level 3)
- Digital Technologies (to level 1)
- English for Speakers of Other Languages (to level 3)
- English Language (to level 3)
- Pāngarau (to level 3)

<http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=896080001>

Distinctive characteristics: PEETO is a limited liability company with three subsidiaries: PEETO Pasifika Education and Employment Training Organisation; PEETO Asia Pacific English Language College; and PEETO Intercultural Development Trust, a not-for-profit division with a board of trustees. The PTE specialises in offering education and training to meet the needs of former refugees, migrants, Tagata Pasifika, as well as a few international students.

Recent significant changes: The Tertiary Education Commission (TEC) Foundation-Focused Training Opportunities funding pool ceased operating in 2014. PEETO successfully applied for and obtained funding to deliver:

- Intensive Literacy and Numeracy (ILN), English for Speakers of Other Languages (ESOL) funding; in 2017 funding is for 219 students for 200 hours each, for three hours per day, for four days per week (Monday to Thursday). This is an NZQA approved 'training scheme'¹.
- Adult and Community Education funding²; in 2017 funding is for 80 students for 22 hours, for two hours on a Friday each week. This

¹ <http://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/training-scheme-approval/>

² This was a contestable funding round.

Cultural Orientation programme³ supports the resettlement of the participants through familiarising them with key elements of living in Christchurch and New Zealand. Simultaneous translation is provided in the language of the participants at each session. Community education programmes such as Cultural Orientation are not formally assessed.

Previous quality assurance history: The most recent EER of PEETO took place in February 2013; NZQA was Confident in both the educational performance and capability in self-assessment of the PTE.

Other: PEETO is a member of Independent Tertiary Education New Zealand (ITENZ), Christchurch Educated, Teachers of English to Speakers of Other Languages Aotearoa New Zealand (TESOLANZ), Canterbury Teachers of English to Speakers of Other Languages (CANTESOL), (Inform), Education New Zealand, Christchurch Educated, and Refugee Sector Strategic Alliance (RSSA).

2. Scope of external evaluation and review

The lead evaluator reviewed documents submitted by PEETO including a summary of self-assessment, as well as NZQA and TEC data. A scoping meeting took place on site with the director and academic manager in early February. The two focus areas selected and the rationale for their selection were:

- All training programmes – the two key programmes are ILN ESOL (206 students making up 93 per cent of total 2016 EFTS) and Cultural Orientation (76 students making up 2 per cent of total 2016 EFTS). These two programmes have different characteristics. ILN ESOL is a formally assessed applied English programme. Cultural Orientation is an Adult and Community Education programme that provides knowledge about settling in New Zealand.
- International students: support and wellbeing – this a mandatory focus area for any organisation delivering education to international students. These students make up a very small proportion of PEETO student enrolments. In 2016, there were eight students who made up less than 2 per cent of the total EFTS.

³ PEETO enrolls only domestic students in this programme and so is not required to gain NZQA approval as a 'training scheme'. The report will generally use the term 'programme' rather than the technical NZQA term of 'training scheme' when referring both the ILN ESOL and Cultural Orientation programmes.

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.

A team of two evaluators planned to visit PEETO for one and half days. However due to external circumstances, only one evaluator was on site on 31 March 2017. The remainder of the EER process took place on 22 June 2017. The evaluators met with the director, the academic manager, the international student coordinator, the tutors of both programmes, conversation assistants and current ILN ESOL students as well as a group of key external stakeholders. The evaluators also reviewed a range of documents including: various handbooks, a sample of individual learning plans, analysis of student demographics, evaluation forms, curriculum, minutes of meetings. The provider's website was also reviewed.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

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

PEETO is clearly meeting the most important needs of its former refugee and recent migrant students and key stakeholders. The students consistently achieve their key purpose of improving their English ability and gaining relevant knowledge and skills to assist them to settle in New Zealand. There is a rich understanding of the important factors that contribute towards educational performance. The two new programmes are producing improved outcomes. The key points that support these conclusions are:

- Assessments show in detail that individual ILN ESOL students progress in their English ability. This improvement is robustly measured against the PEETO Capability Profile which includes the TEC ESOL Outcomes Framework and Starting Points reading, listening and writing progressions and the student's individual learning goals. Students also acquire practical knowledge and relevant skills to address their specific and practical living challenges. They become more socially connected and their confidence and wellbeing is enhanced. Participants in the Cultural Orientation programme gain vital knowledge, mostly about social services, to enhance their resettlement. These are valuable outcomes for the student, their family, their social networks and government.
- The programmes are coherent and well designed to meet the needs of the students. The ILN ESOL curriculum covers topics that are important for new settlers living in New Zealand, such as reading signs, the weather, shopping, money and health. Language learning and assessment is embedded into these 'mini topics', including relevant vocabulary, spelling and grammar. The teacher also develops individual language learning goals with each student. Students are typically motivated to learn, there is a high attendance rate, a low withdrawal rate and a regular waiting list to attend the programme.
- PEETO has a team of professional, experienced and qualified ESOL teachers who actively involve the students in their learning. The teachers are responsive to the needs emerging in the class and have strong personal skills to effectively relate to the diverse and challenging range of students. Teachers are motivated and reflective practitioners, and are well supported by the director, the academic manager, external tutor observations and appropriate professional development.
- PEETO has developed pastoral expertise through being involved in the education and resettlement of former refugees and recent migrants for over 25 years. The PTE has strong and collaborative relationships with ethnic communities, various

social service agencies, and other ESOL education providers. PEETO is seen as a leader in the work they do. The wellbeing needs of the few enrolled international students are being met.

- The PEETO leadership is experienced and knowledgeable in the work that the organisation engages in. They have effectively managed the major transition from a full-time programme to the two new part-time programmes. Management has been mostly effective in ensuring compliance with regulations.
- PEETO has developed a reflective culture where performance is reviewed, formally and informally, across the organisation. There is a rich and nuanced understanding of the key elements that contribute towards educational performance in this niche context. The most significant self-assessment initiative has been the review of the Foundation Focused Training Opportunities programme leading to the design and development of the part-time ILN ESOL as well as the Cultural Orientation programmes. These educational programmes clearly better meet the needs of students and key stakeholders. There is a comprehensive understanding of individual-level achievement and outcomes and the pastoral needs of the target student groups. PEETO has also engaged an external director of studies to provide a high-quality review of their teaching practice on an annual basis. The self-assessment gaps identified in this report are not significant.

Findings⁴

1.1 How well do students achieve?

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 provides two educational programmes to support former refugee and recent migrant students to resettle in Christchurch. The ILN ESOL is a 12-hour per week that improves migrants' everyday English. The Cultural Orientation programme is a two-hour per week Adult and Community Education programme that informs the ethnic community participants about various government agencies and their services. Both programmes are well delivered and show clear evidence that the students progress toward their goals, and improvements are being made based on self-assessment.

The PTE has developed a capability profile that robustly shows the language proficiency of each ILN ESOL student. The profile is an amalgam of the TEC ESOL Outcomes Framework⁵ and the Starting Points⁶ language progressions. Weekly spelling and vocabulary tests, assessments of reading, writing, grammar, speaking and listening capability, along with periodic student and tutor reflections, are the detailed evidence of language development. This methodical record shows the progress of students each term against the capability profile bands, as well as their individual language goals. Moderation clusters review assessment samples to ensure consistent judgments. There is a rich and in-depth understanding of the language progression of each student. However, the understanding of the patterns of achievement for different sub groups (such as older students or various nationalities) is less clear.

⁴ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁵ <http://www.tec.govt.nz/assets/Publications-and-others/ILN-Targeted-ESOL-expected-outcomes-framework.doc>

⁶ <http://www.literacyandnumeracyforadults.com/resources/354557>. This tool describes the initial knowledge, skills and understandings required to begin learning to read and write.

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

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**.

Students develop their language proficiency and also acquire practical knowledge and life skills that directly support their resettlement in New Zealand. An example from a class during the EER visit illustrates well this key finding. Students wanted know how to use a supermarket product scanner. This objective was developed as a topic to teach grammar, useful vocabulary and spelling and conversational skills. The class visited a supermarket and applied their learning by using the scanners. Learning, the application of the learning and outcomes often occur concurrently. This pattern of important student needs being met, occurs across all the ILN ESOL classes.

Other significant outcomes are produced. The confidence and wellbeing of the students is strengthened as they more actively participate in New Zealand society. Students develop important social connections with fellow students improving their understanding of other cultures. The Cultural Orientation programme provides participants with valued knowledge about key government and non-government agencies that enhance resettlement. The students from both programmes benefit from the increased knowledge and skills which they in turn share with their families, friends and community, supporting their resettlement. The agency representatives who lead the Cultural Orientation sessions develop stronger relationships with and a better understanding of these ethnic communities. More generally, PEETO contributes their expertise and leadership to a range of bodies supporting ethnic minorities to integrate into New Zealand society. All the above outcomes contribute to key objectives of the government refugee and migrant resettlement strategies being met. The ILN ESOL programme achieves the key aim of the TEC funding pool of 'raising adults' literacy and numeracy skills'. There is a range of evidence that these outcomes are being achieved: completed assessments, tutor observations, student evaluations, and community and agency stakeholder feedback.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant 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 has developed and delivered two new programmes – ILN ESOL and Cultural Orientation – that match well the needs of students and PEETO’s other stakeholders.

PEETO has replaced a full-time Foundation Focused Training Opportunities unit standards-based programme with a part-time, module-based programme. This enables parents with childcare responsibilities and those of retirement age needing less intensive education to now attend⁷ – many students are not in the labour market. Attendance rates have improved with a programme that effectively targets those who have had no formal education, and/or are not literate in their native language, and/or have limited or no proficiency in English. PEETO currently provides a range of classes from absolute beginners through to those with pre-intermediate proficiency in English.⁸ There is an ongoing demand for this programme – in recent months there has been a waitlist of 40-60 applicants.

The programme curriculum is a collection of the key knowledge and skills that the students need to resettle in New Zealand society such as, reading a bus timetable or communicating with emergency services. Lesson plans focus on the life situations the students face or important current events. High quality resources have been and continue to be produced to support this responsive approach to developing ‘applied English’. Trained volunteer native English speakers help students each week to practise their new knowledge and skills in structured conversations.

Each student has a detailed individual learning plan with their key language goals. The plan clearly records progress towards these goals and students are assessed against the language capability profile. Tutors make these judgements in consultation with the student, using a range of assessment evidence (See Section 1.1). Clusters of teachers moderate assessments, particularly writing samples, to support consistent judgements. Student evaluations and those students interviewed and community stakeholders said that the student needs are being well met through this programme.

PEETO has also developed the Cultural Orientation education programme to improve the knowledge of the agencies and services that support effective

⁷ In early 2017, two-thirds of the students were women, half were over 55 years of age.

⁸ One multilevel class is also offered at Wigram to students who have difficulty traveling.

resettlement. Weekly two-hour community education sessions are delivered to specific ethnic groups with simultaneous translation is provided. Community stakeholders stated these programmes are effective. PEETO could, however, better capture the different ways this course affects the lives of the participants and their social networks. For example, which agency session have participants most valued? Do different ethnic communities have differing views on the sessions?

PEETO has strong and established linkages with local ethnic communities, resettlement agencies and other ESOL education providers. These relationships keep PEETO well informed of their changing needs and requirements. PEETO has taken a sector leadership role at times, such as the director being a member of the Immigration New Zealand Refugee Advisory Group and the national reference group developing the TEC Starting Points assessment tool.

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

The rating for performance in relation to **Excellent**.

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

PEETO has a professional and holistic approach that is effective in supporting and involving students in their learning. Pastoral care is at the centre of the school's purpose. PEETO is clearly familiar with and responsive to the complex needs of this diverse target group, through being actively involved in the education and resettlement of former refugees and recent migrants for over 25 years. They have ongoing relationships with various social service agencies, with PEETO staff referring students as needs emerge. The two programmes address well the social needs of the students.

Through this approach to education, teachers have become more knowledgeable and adept in responding to the social needs of their students. The PEETO management has actively sought reflective teachers who are highly relational and responsive to the broad range of needs of their students. For example, teachers meet the needs of older students by including regular physical movement in each class and producing resources in larger font. There are a range of indications that the support offered is effective. External stakeholders view the PEETO staff as capable and providing a very welcoming environment for refugee and migrant students. Student evaluations and those interviewed similarly describe the school as a friendly place and a supportive environment, like a family. The attendance rate is high at 90 per cent and improved with the change to a part-time programme. Withdrawals are tracked and reasonable for this context. For example, over 60 per cent of the 2017 withdrawals were for health reasons or students going to their home country. The few international students have been well supported to study at PEETO.

PEETO has retained a team of professional, experienced and qualified ESOL teachers who effectively involve the students in their learning. The director of studies of another language school has continued to annually observe all tutors. The detailed report rates highly the quality of the teaching PEETO provides. Some of the key conclusions were: 'teachers were for the most part very well prepared and creative in their lesson planning and delivery'; there was 'some high quality teacher-generated resources'; [she] was impressed with 'the level rapport with the learners...reflected in a keen awareness of learning needs and a high level of responsiveness to those needs'. The report also acknowledged the multiple and complex teaching challenges posed, including the 'range of English language proficiency' and the 'cultural and educational backgrounds of students', and the 'time constraints of just 12 hours direct learning per week'.

Professional development is used to support teaching quality, with teachers gaining the relevant National Certificate in Adult Literacy and Numeracy Education. PEETO participates in Christchurch ESOL professional development events. Collegial sharing of knowledge and resources is a regular way that teachers use to remain current. Teachers meet fortnightly to review activities and share pastoral concerns about students. The impact of these self-assessment activities on teaching practice and educational achievement could be better identified and analysed.

1.5 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**.

The leadership of PEETO has been effective over time in providing educational programmes and activities that support former refugee and recent migrants to resettle in Christchurch. The leadership's strong and collaborative relationships with ethnic communities, relevant agencies, and ESOL organisations enable the organisation to respond effectively to a dynamic operating environment. The director has primary responsibility for external relationships while the academic manager focuses on educational quality. They have managed well the critical transition to delivering two new and effective programmes. However, there is no formal succession planning, which this small PTE needs. PEETO has been successful in retaining and engaging teaching staff with the particular skill set required to work effectively with their student target group. Their professional and highly relational teaching practice is central to the organisation's success: students making linguistic gains, developing as people, and strengthening their social connections. The organisation has sound policies and procedures that support ongoing key activity. PEETO has invested in improving facilities and also buying a computer suite for student use.

The PEETO leadership is highly committed to their mission and have developed a rich and nuanced understanding of the key elements that contribute towards educational performance in this niche context. There is a reflective culture where performance is reviewed, formally and informally, across the organisation. For example, ILN ESOL teachers monitor and respond to emerging student needs through adapting class delivery and assessing effectiveness through assessment and observation. Fortnightly teacher meetings show staff reviewing and responding to pastoral and organisational needs. Teachers formally review the programmes annually. The leaders and staff remain current through attending conferences and relevant networking. PEETO could at times better capture the various changes being made, and the impact of these changes on educational performance. For example, it is not clear how the networking or conferences have impacted on management practices or procedures.

1.6 How effectively are important compliance accountabilities managed?

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**.

PEETO has been mostly effective in managing its key regulatory requirements. The school has clear roles and responsibilities for different areas of operation. The organisation has in place policies and procedures to ensure consistent compliant performance. There was good evidence that these systems are being implemented and changes made when issues are identified.

PEETO is mostly effective in complying with relevant NZQA and TEC rules and regulations. The annual TEC report is based on a detailed and careful monitoring of the hours being delivered against the allocated hours. There is a well-organised attendance process that underlies this tracking. The EER site visit did identify that temporary site approval was required for a class operating in Wigram. PEETO also had not updated NZQA about the changes made to their approved training scheme (i.e. General English for Speakers of Other Languages including IELTS). The internal review processes of the PTE did not detect that these regulatory requirements needed to be met. Both of these matters have now been resolved.

PEETO delivers education to international students and is required to be compliant with the Code of Practice. An international student handbook described the applicable policies and requirements. There are range of procedures followed when enrolling international students. Six student files were sampled and no gaps were identified. All of the 2016 students were visiting New Zealand and came to PEETO via informal social networks (i.e. not referred by agents); this is the typical international enrolment. The 2016 annual review of the Code of Practice was detailed and thorough and some minor gaps were identified and actioned.

PEETO believes they are compliant with all relevant regulations and that the organisation is not facing any other significant ethical or legal issues. This evaluation did not identify any such issues.

Focus Areas

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

2.1 Focus area: All training

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: International students: support and wellbeing

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

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

Only eight of 304 students in 2016 were international. This a minor part of the PTE's operations and there were no enrolled international students at time of the EER visit. A check of student files identified no concerns, with all required information in place. The review of the Code of Practice was detailed and broad. There was no separate analysis of the achievement or outcomes of the international students. The evidence available was not comprehensive enough to support a higher rating.

Recommendations

NZQA recommends that PEETO, The Multi-Cultural Learning Centre:

- Analyse achievement and outcomes data for different sub groups to identify possible patterns.
- Formalise and strengthen some key self-assessment activities, to better capture and reflect on what is being learnt and the impact of the changes being made.
- Collaborate in self-assessment activities with other organisations delivering education to a similar target group.
- Develop a formal succession plan.
- Strengthen the current internal checks to ensure key compliance requirements are being met.

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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