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External Evaluation and Review Report

PEETO, The Multi-Cultural Learning
Centre

Date of report: 19 September 2022

About PEETO, The Multi-Cultural Learning Centre

PEETO, The Multicultural Learning Centre (hereafter, PEETO) specialises in English language education and training to meet the needs of refugees, migrants and international students.

Type of organisation:	Private training establishment (PTE)
Location:	20 Twigger Street, Addington, Christchurch
Code of Practice signatory:	Yes
Number of students:	Domestic: 111 (66 per cent of students are migrants) International: nil at the time of the evaluation
Number of staff:	21.6 full-time equivalents
TEO profile:	See NZQA: PEETO, The Multi-Cultural Learning Centre
Last EER outcome:	Highly confident in educational performance and capability in self-assessment in 2017
Scope of evaluation:	Intensive Literacy and Numeracy Targeted ESOL ¹ (Training Scheme) ID:10594 Pre-purchased English Language Tuition (PELT) International student support and wellbeing
MoE number:	8960
NZQA reference:	C45363
Dates of EER visit:	24-27 May 2022 (virtual)

¹ English for Speakers of Other Languages

Summary of results

Students at PEETO benefit from developing their English language acquisition through training schemes and being a part of a diverse student population. Programme design and delivery meet the needs of learners who are well supported to achieve their goals. Self-assessment is generally effective across the organisation, but further work needs to be done to strengthen the understanding and meaningful use of achievement data.

Highly Confident in educational performance

PEETO students progress well and make gains in their English language development. Self-assessment of achievement data and trends needs improving to ensure analysis is clearly presented and more useful.

The value of outcomes goes beyond academic achievement, in that students also develop soft skills such as confidence and improved communication skills that they use in their communities. Students also reported further establishment of social networks (making friends) as a result of this increase in confidence.

Confident in capability in self-assessment

There is a high level of engagement with employment and community organisations, and this is being tracked and managed well. However, there is an opportunity to formalise this engagement.

Well-designed programmes are delivered through a structured framework, allowing for flexibility to cater to individual learning needs. Programmes maintain relevance and develop migrant and refugee communities.

Organisational purpose and direction are clear, and the board function for two small organisations² appears to be effective. Self-assessment at this level is highly detailed, risk-focussed and solutions-based.

PEETO currently has relevantly qualified and

² PEETO and Wilkinson's English Language School Limited (7352) have shared ownership, management and resourcing.

experienced staff and is sufficiently resourced.

PEETO has undergone significant change since the last EER, especially in regard to staffing. The exiting principal put in place several processes which have benefited self-assessment and performance (see key evaluation question 5).

Management of NZQA compliance responsibilities is effective.

While PEETO must repay Tertiary Education Commission (TEC) funding due to under-delivery of PELT – a consequence of the Covid-19 pandemic – governing staff reported that this will not affect the financial viability of the organisation.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Students generally achieve well. In the Intensive Literacy and Numeracy Targeted ESOL (hereafter, ILN) Training Scheme, learner achievement is measured formally in terms of gains in vocabulary, speaking, listening, reading, writing and numeracy.</p> <p>PEETO use the LNAAT⁴ as a national moderator assessment tool to measure learner achievement alongside learner and teacher reflection and learner feedback on their ability to navigate and operate functionally in social settings.</p> <p>External variables influence a student’s ability to ‘complete’ 2000 hours of study. For those enrolled in the ILN scheme in 2018, 67 per cent of students completed the scheme, 50 per cent in 2019, 62 per cent in 2020, and 60 per cent in 2021.</p> <p>For the TEC Pre-Purchased English Language Tuition programme (hereafter, PELT), all learners made at least one gain in each of the years since the last evaluation: 76 per cent in 2018 (38/50), 59 per cent in 2019 (17/29), 65 per cent in 2020 (13/20) and 53 per cent in 2021 (10/19). Some learners made more than one gain, and some did not do the final assessment.</p> <p>This level of analysis for the PELT programme has not been undertaken by PEETO, and the above was calculated by the evaluation team. Clear, meaningful self-assessment of achievement data for both focus areas was not readily available. To better understand progression and achievement rates, NZQA recommends PEETO reconsider what achievement data is collected and how it is collected and analysed, to ensure meaningful and useful self-assessment.</p>

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

⁴ Literacy and numeracy assessment tool for adults

	<p>Where PEETO has conducted analysis, it has been beneficial in identifying thematic trends. One theme emerging from this analysis found migrant students were more likely to withdraw from courses, often citing family or relocation reasons. Generally, these factors are beyond the control of the school when students are from vulnerable communities.</p>
Conclusion:	<p>Students of vulnerable communities are generally achieving well and making gains in their English language acquisition. Further work needs to be undertaken by the school to identify what counts as meaningful and useful achievement data to collect and analyse.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The PTE is well known in the community and won a Best Partner award in support of refugee and migrant communities from a trust set up to support the bereaved families from the 2020 terror attacks in Christchurch.</p> <p>The relationships between the school, community and stakeholders are strong. Most organisations involved with PEETO are those who refer migrants and refugee clients to develop their English language to gain employment.</p> <p>PEETO informally collects feedback from employers and community organisations, which show the enhanced quality and support for the provider. Stakeholders value the history of the school and have confidence in the pastoral care and the training delivered.</p> <p>It would be beneficial to formally collect bi-annual employer and community feedback for reflection and improvement purposes. This activity will also be vital with the expansion of programmes.</p> <p>Beyond gaining proficiency in English language, students highly value the experience through which they make friends, learn about tikanga Māori and other aspects of New Zealand culture, and participate in social activities. Employment is a common goal and outcome for students.</p> <p>Students improve their wellbeing during their study through</p>

	growing their confidence, extending their ability to experience new opportunities, gaining employment, and making social connections. The value of these outcomes is confirmed by the student voice and informal stakeholder feedback.
Conclusion:	The value of outcomes is highly regarded by graduates and community stakeholders. Self-assessment is fit for purpose, though formalising the process of collecting stakeholder feedback would likely inform programme improvements and enhance the learner experience.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Programmes and learning activities are well matched to the needs of students and stakeholders, and maintain relevance in developing migrant and refugee communities.</p> <p>PEETO maintains strong relationships and ongoing communication with employers and community stakeholders. The new owners and senior management team have continued using the conversation assistant activity, where volunteers from the community come in to spend one hour a week with students for informal conversational practice aligned to earlier class lessons. This learning activity is highly valued by the students and volunteers.</p> <p>Prior to the pandemic changing the classroom landscape temporarily, regular weekly activities supported classroom learning. Since the last lockdown, activities have been limited but are now gradually starting to be reintroduced, such as group trips to the city to identify shop names, or group bush walks to identify the names of native plants.</p> <p>Lesson plans are tailored to individual learning goals, sometimes at the request of students for a particular topic. Lesson plans are prepared two days in advance in line with the new policy in case of teacher absence or illness, allowing a substitute teacher to pick up the plan so as to not interrupt the students' learning.</p> <p>Regular programme review is conducted and tutors are involved</p>

	<p>in this reflective process. Positive feedback from students has been collected regarding programme design and delivery. Student satisfaction with course delivery has sat at an average rate of 88 per cent since the last evaluation.</p> <p>PEETO is using the standardised LNAAT tool, and as a result does not complete internal moderation for the ESOL ILN programme. NZQA supports the plan to engage external moderation for the ESOL training schemes, particularly for speaking and writing to better ensure consistency between tutors and to improve assessor capability once the schemes are delivered again.⁵</p>
Conclusion:	<p>Programme design and delivery are regularly reviewed to match the needs of students and stakeholders. Relevant learning and assessment activities are designed and delivered to support English language development.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>PEETO responds well to the wellbeing needs of the diverse and multi-cultural student body. Academic and pastoral support for refugee and migrant communities is well understood. Self-assessment of the Code⁶ is comprehensive and effective.</p> <p>Students commented on the benefit and value of the multi-cultural context while learning English, and that PEETO is an inclusive learning environment where they feel respected, able to form friendships, and increase their confidence in speaking English.</p> <p>A welcoming orientation is included for all students, both domestic and international. Comprehensive and timely information for students is provided pre-enrolment and during the study period. Learner goals are well understood and tracked</p>

⁵ These training schemes have not been delivered since 2019 and were not being offered at the time of the evaluation.

⁶ [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021 \(the Code\)](#) supports the wellbeing of tertiary and international learners enrolled with New Zealand education providers.

	<p>through individual learning plans, which in turn support individual tracking of students for both academic and pastoral monitoring. Students receive timely feedback through the use of computer-based progression tests, from which they get their results immediately.</p> <p>PEETO marks special occasions to increase awareness and understanding of holidays and cultural aspects of New Zealand, and to include the diversity of cultures that make up the staff and student bodies. Examples include gatherings for Christmas, Easter, Chinese New Year, Ramadan and, more recently, plans for Matariki. NZQA acknowledges the plans to include further tikanga Māori in this aspect of the learning experience.</p> <p>Since the last evaluation, student satisfaction with both teacher engagement and student support sits at an average rate of 94 per cent.</p>
Conclusion:	Students are supported well throughout their learning journey and thrive in the network of the inclusive learning environment.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The school maintains a clear organisational purpose, with plans to expand.⁷ Governance and management are effective in supporting educational achievement and the purpose and direction of the centre. While there is evidence of ongoing reflective practice, further guidance on collecting, analysing and using achievement data meaningfully would be beneficial.</p> <p>There have been several staff changes since the last evaluation, including a change of ownership and replacement of the principal, who was highly regarded by staff and was the driving force of a number of positive changes that have been implemented, particularly in teaching and learning. The recently appointed academic manager is relevantly qualified, experienced, and highly regarded and valued by staff. Teaching</p>

⁷ NZQA approved a suite of cookery programmes in 2021, intended to be delivered under a separate training arm of PEETO in future.

	<p>staff are all appropriately qualified and very experienced.</p> <p>Staff reported feeling valued as employees of the school, appreciate the guidance of the senior management team, and enjoy working as ESOL teachers. Staff have opportunities for professional development, including workshops with NZQA and Ako Aotearoa, in-house sharing of knowledge, and teacher observations.</p> <p>Teaching portfolios are used to manage teacher performance and improvement, and as a tool for reflection at the end of term. This is a meaningful exercise to also reflect on student progression and development.</p> <p>Tutor observations are comprehensive, covering a range of teaching and learning concepts with specific areas/suggestions for improvement. It is a collaborative process, allowing tutors to comment on academic manager performance and staff support.</p> <p>The college is sufficiently resourced to enable teaching staff to request new resources where needed. Student feedback and analysis of data drives change and improvements. Recommendations from the last evaluation have been addressed comprehensively.</p> <p>PEETO is responsive to change, is innovative, and kept engaged with students despite having to pause English language learning during the national lockdowns. Plans are in place to welcome back international student enrolments from the beginning of 2023.</p> <p>The current interim acting principal suggested diversifying the board membership to include a female member and a student representative. NZQA strongly supports this and recommends this be in place by the next evaluation.</p>
<p>Conclusion:</p>	<p>The PTE is led by a qualified and experienced academic management team. Changes in staffing have reflected the need for governance and management to better track and analyse achievement data to support educational achievement.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>PEETO effectively manages its compliance requirements through use of a calendar of compliance accountabilities, which includes key TEC and NZQA requirements. The quality management system was recently reviewed in March 2022 and updated to reflect new processes and policies, such as those relating to a pandemic.</p> <p>PEETO is required to repay funding due to under-delivery over the pandemic period. Governing staff reported that this will not affect financial viability.</p> <p>PEETO continues to deliver the training scheme (ILN) as approved by NZQA. PEETO is aware of relevant NZQA rules. For example, academic management followed due process to make a Type 1 change and informed teachers of changes to ensure ongoing delivery as approved.</p> <p>Comprehensive self-review of the domestic component of the Code has been completed effectively, with appropriate action points to strengthen student safety.</p> <p>While there are currently no international students enrolled, PEETO evidenced sound processes and policies in anticipation of international student enrolments for 2023.</p> <p>When asked, no significant legal or ethical matters were declared by the PTE to the evaluation team at the time of the evaluation.</p>
Conclusion:	PEETO currently manages its important compliance responsibilities effectively.

Focus areas

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

2.1 Focus area: Intensive Literacy and Numeracy Targeted ESOL (Training Scheme)

Performance:	Good
Self-assessment:	Good

2.2 Focus area: Pre-purchased English Language Tuition (PELT)

Performance:	Good
Self-assessment:	Marginal

2.3 Focus area: International student support and wellbeing

Performance:	Excellent
Self-assessment:	Excellent

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

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

- Conduct bi-annual employer/stakeholder surveys to collect formal feedback for reflection and improvement purposes.
- Review the ESOL training scheme before enrolments commence for 2023.
- As planned, diversify the board membership to include a female member and student representative.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁸*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁸ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz