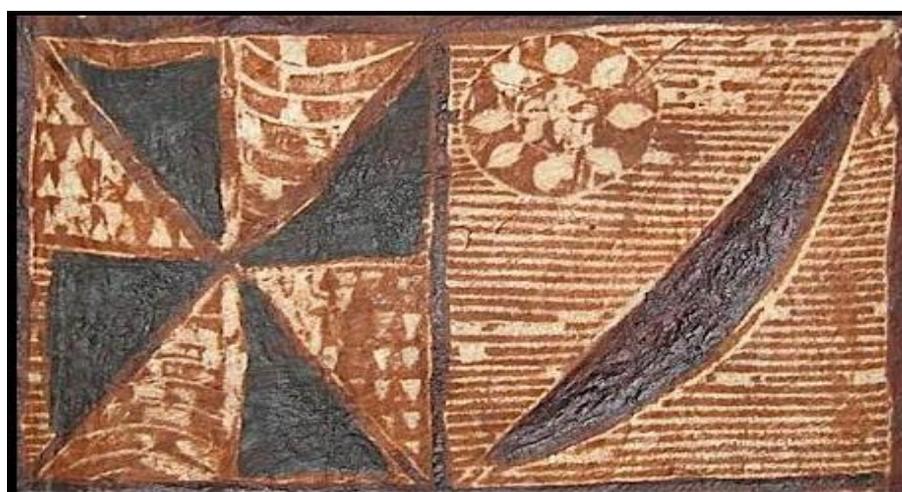




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External Evaluation and Review Report



Pasifika Education Centre

Confident in educational performance

Confident in capability in self-assessment

Date of report: 17 July 2018

Pasifika Education Centre at a Glance

Pacific Education Centre is a charitable trust delivering Pasifika language and culture courses within the largest population of Pasifika peoples in the world, South Auckland.

Type of organisation:	Private training establishment (PTE) Charitable Trust
Location:	Manukau Institute of Technology (MIT) North Campus, Otara Road, Gate 12, NQ Building, Auckland
Code signatory:	No
Courses	<ul style="list-style-type: none">• Koloa 'a e Pasifika Introduction to Pasifika Cultural Knowledge and Competency (Training Scheme)• Pasifika language courses in the following languages: Cook Island, Fijian, Rotuman, Samoan, Tongan, Niuean• Pasifika Introduction to Computing• Pasifika Introduction to English
Number of students:	2095 16.25 Equivalent full-time students (2083 Pasifika, five Māori, seven Pākeha)
Number of staff:	23 (three full-time, 20 part-time)
Scope of evaluation:	All courses delivered including the Training Scheme
MoE number:	9605
NZQA reference:	C28511
Dates of EER visit:	19 and 20 April 2018

Summary of Results

Confident in educational performance and in capability in self-assessment

- There is clear evidence that learners increase their confidence and understanding of Pasifika language and culture.
- Learners gain significant value through increased confidence to use this new knowledge in their work, community and cultural events.
- PEC's courses meet student and community needs, contributing to their ongoing success and prosperity as Pasifika.¹
- Courses are well structured and planned, and learners' progress is appropriately monitored.
- PEC has a clear purpose and direction and has appropriately skilled and experienced staff.
- Since the previous evaluation, PEC has experienced some uncertainty in maintaining its funding arrangements and is currently sited within Manukau Institute of Technology.
- The PEC board includes six ministerial appointments, providing strategic oversight and connection to the Ministry for Pacific Peoples.
- PEC has a good level of understanding of its students and how courses meet their needs, support them to achieve, and gain added value.
- Internal moderation of assessment is robust, but PEC has been slow to engage in external moderation.
- Significant reflection and planning for future financial viability was evident.

Pasifika Education Centre (PEC) is delivering its NZQA-approved training scheme as approved and providing language and culture courses which provide significant value to its community and learners. The courses are well reviewed and understood by PEC. Future performance is to some extent dependent on the security of ongoing funding.

¹ See [Pasifika Success as Pasifika](#)

Key evaluation question findings

1.1 How well do students achieve?

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Findings and supporting evidence:</p>	<p>PEC has delivered its training scheme – Koloa ‘a e Pasifika Introduction to Pasifika Cultural Knowledge and Competency – as approved by NZQA. While participants in this particular course have been relatively few² in each of the previous three years, all have completed and achieved the two unit standards. While internal moderation of assessment is robust and validates the process, PEC has been slow to engage in external moderation³.</p> <p>External moderation of assessment by NZQA has not occurred in past years for the two unit standards included in the training scheme, due to REC reporting nil assessment plans for 2015 and 2016.</p> <p>Enrolments for Pasifika language and culture short courses have been growing significantly in recent years, from 798 in 2015, to 1626 in 2016 and 2095 in 2017. This indicates a strong need in the community.</p> <p>The organisation’s surveys, with high response rates, indicate very high satisfaction. Eighty-eight per cent of learners say they have gained increased confidence, 82 per cent have an increased understanding of their language and culture, 90 per cent rate their experience as excellent or very good, 98 per cent achieve their learning goals, and 88 per cent intend to enrol in another PEC class.</p> <p>The organisation has well-established processes that are used effectively to track and review learner achievement.</p>
<p>Conclusion:</p>	<p>PEC enables its learners to achieve their learning goals and has robust processes to monitor student success.</p>

² 16 learners in 2015, 15 in 2016, and 5 in 2017

³ Assessment samples were submitted to NZQA for moderation in 2017 following nil assessment plans for 2015 and 2016. These could not be moderated due to circumstances beyond NZQA’s control.

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

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Findings and supporting evidence:</p>	<p>PEC’s self-assessment of student and stakeholder surveys shows students gain significant value in developing their Pasifika language skills and cultural competencies, through their confidence to use these in their workplaces (reference was made to employment opportunities in the health sector in particular), family and community.</p> <p>A 26 per cent increase in learner enrolments in the past 12 months is a strong indicator of the value of PEC’s Pasifika language and cultural education, and the demand for learning Pasifika languages and cultures in Aotearoa.</p> <p>The organisation attributes this added value to underpinning research supporting future success and engagement in further education and work, with language and culture knowledge and skills. (See <i>Pasifika Success as Pasifika</i> under Summary of Results.)</p> <p>The Koloa ‘a e Pasifika training scheme is providing added value to those engaging with Pasifika in education institutions and the community by building cultural awareness and cultural competencies.</p> <p>The organisation uses student and graduate surveys to determine the programme’s value and perceptions of value during and after training, including graduate reflections three years on. These all show very positive ratings and comments indicating a high level of satisfaction and perception of value by participants. This was confirmed at interviews during this evaluation.</p>
<p>Conclusion:</p>	<p>Within the context of the programmes offered by PEC, learners report gaining significant value from their participation and skills and knowledge gained. The organisation has appropriate processes in place, and uses these effectively to monitor the value of outcomes over time.</p>

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**

<p>Findings and supporting evidence:</p>	<p>The training scheme is well planned and delivered and is aimed at developing awareness of and capability in Pasifika cultural competencies. Groups are small, and the tutor provides one-to-one attention, which facilitates very strong engagement. The course is contextualised, and so individual participant and organisation needs are well met.</p> <p>Assessments include a written report and oral presentation and are recorded on video for later review, providing a real-time and full evidence base.</p> <p>PEC has strong connections with all Pasifika communities, allowing it to stay up-to-date with the community's needs. It uses these connections and relationships to connect with learners and their families, personalising and individualising the learning.</p> <p>Lesson plans and learning materials and readings for self-directed learning are well planned and well managed. Self-directed learning is checked in class to validate the learners' activities and learnings. Programme documentation shows a good level of adaptation and development to address group and individual needs.</p> <p>PEC has a strong focus on the sustainability of Pasifika languages in New Zealand, this being a foundation of the organisation's purpose.</p> <p>The organisation's surveys and in-class, one-to-one interactions are used insightfully to review the effectiveness of learning and teaching.</p>
<p>Conclusion:</p>	<p>PEC is using its community connections and relationships effectively to develop and deliver language and cultural awareness programmes that closely meet individual and community needs.</p>

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

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Findings and supporting evidence:</p>	<p>Learners are very well supported and cared for, with management and tutors displaying a high level of understanding of learners' cultural and language learning needs.</p> <p>Close attention is paid to attendance, and PEC has a good level of understanding of when and why students may not be attending, often for family and cultural reasons.</p> <p>Tutors provide learners with clear lesson plans, reading materials and other relevant information to help support and engage them in their self-directed learning.</p> <p>Assessment is appropriately used to match the context of the programmes, using a mix of oral and written, individual and group work.</p> <p>Tutors use interactive processes to engage learners and include them actively in the learning process. Through the comments in student surveys and interviews at this evaluation, it was clear there is a high level of respect between learners and tutors. No complaints have been laid by students or others with PEC or NZQA.</p> <p>The organisation's self-assessment processes are primarily informed by student surveys and close individual attention, providing effective feedback for teacher reflection and ongoing improvements.</p>
<p>Conclusion:</p>	<p>PEC is supporting students highly effectively, using teachers with appropriate language and cultural knowledge and experience. The organisation's self-assessment processes effectively monitor the level and effectiveness of student support and engagement.</p>

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

Performance: **Good**

Self-assessment: **Good**

<p>Findings and supporting evidence:</p>	<p>Since the previous evaluation in 2014, ACE in Communities funding introduced new priorities. PEC's community-based courses in languages and cultures did not fit the priorities. PEC has been successful in maintaining funding for its English language and computing courses.</p> <p>Following ministerial support for the strategic value of PEC's courses, and contributions towards maintaining Pasifika languages and culture, the organisation formed a joint venture with MIT to facilitate continued ACE funding. The funding is provided to PEC through MIT, with MIT providing a well-appointed delivery site, contract oversight and quality assurance. PEC also secured some direct funding via the Ministry for Pacific Peoples. This is acknowledged as not ideal by all parties concerned, and negotiations to ensure the ongoing funding for PEC are continuing. PEC has a new board of trustees, including chairperson, as of December 2017, with six members appointed by the Minister for Pacific Peoples.</p> <p>PEC has hired competent and experienced teachers (first language speakers of the Pasifika languages they teach) for its short courses, and a specialist teacher for the training scheme. All feedback sighted at this evaluation provided very positive comments and ratings for the positive learning environment and the skills and abilities of the teachers. The board and management are strongly focused on building the language and cultural capabilities of their communities, and have developed a coherent purpose, direction and support of a reflective culture focused on learner achievement.</p> <p>Teaching materials are regularly and effectively reviewed and improved, and regularly facilitate tutors sharing good practice. The board meets regularly and is appropriately informed of student enrolment numbers and student progress.</p>
<p>Conclusion:</p>	<p>While the funding arrangements for PEC's ongoing financial viability are a work-in-progress, the stakeholders contacted at this evaluation hold PEC in high regard. Within this context, PEC's board and management have an appropriate focus and are effectively supporting learner achievement.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance: **Good**

Self-assessment: **Good**

<p>Findings and supporting evidence:</p>	<p>Compliance accountabilities are generally managed effectively. However, some compliance matters have been overlooked. While PEC delivers some training at temporary sites that were not notified to NZQA as required at the time of the site visit. However, they are based in secondary schools and are therefore likely to be suitable learning environments. PEC reported nil assessment plans for 2015 and 2016 but did carry out assessments. This meant NZQA could not call for samples at the time. Subsequently assessment samples were submitted, but due to circumstances beyond NZQA's control the samples were not able to be moderated.</p> <p>In previous years, 2015 - 2016 PEC reported a no assessment was undertaken to unit standards, and has been late in sending assessment samples to NZQA. However, NZQA was also unable to arrange for the moderation of these materials.</p> <p>PEC's funding is currently partly received from the Tertiary Education Commission but managed through MIT and partly received directly from the Ministry for Pacific Peoples, while ongoing funding mechanisms are finalised.</p> <p>Recent changes to the board and management have significantly lifted the focus on managing compliance accountabilities. Appropriate processes, including strategic and business planning, are in place.</p>
<p>Conclusion:</p>	<p>PEC has had some historical issues with managing compliance accountabilities. While these have been addressed, with appropriate planning and oversight processes now in place, it is too early to determine the effectiveness of the changes.</p>

Focus Area

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

2.1 Focus area: All courses including Training Scheme

Performance: **Good**

Self-assessment: **Good**

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 PEC:

- Explore all possible avenues for contracting and funding, including providing Pasifika cultural and language courses for school students as well as adults.
- Further develop its quality management systems, policies and processes to ensure these systems are effective in proactively monitoring all aspects of its compliance responsibilities.

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 EER.

Appendix 1

About Pasifika Education Centre

Distinctive characteristics:	PEC has been a Pasifika community education provider since 1978, the oldest Pasifika community education provider in Aotearoa. The PTE predominantly provides community-based Pasifika language and cultural programmes, workshops and resources.
Recent significant changes:	<p>The PTE lost most of its direct funding from the Tertiary Education Commission under ACE funding.</p> <p>New board of trustees and management personnel, December 2016.</p> <p>Signed a joint venture agreement with MIT and moved to co-locate at the MIT North Campus.</p>
Previous quality assurance history:	The previous EER was in 2014 when NZQA was confident in educational performance, and confident in capability in self-assessment.

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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud⁴*
- *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.*

⁴ NZQA and the Tertiary Education Commission 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.

Appendix 2

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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