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External Evaluation and Review Report

Pasifika Education Centre trading as
Centre for Pacific Languages

Date of report: 31 January 2023

About Pasifika Education Centre

Pasifika Education Centre trading as Centre for Pacific Languages (CPL) delivers short Pacific language courses, most through learning by Zoom. CPL also provides Pacific cultural competency training and translation services.¹

Type of organisation:	Private training establishment (PTE)
Location:	1 Leyton Way, Level 3, Westfield, Manukau City, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 1,985 in 2021. The majority of enrolments are Pacific People, with the highest enrolments being Samoan (31 per cent). Māori enrolments were 12 per cent, and New Zealand European 18 per cent in 2021.
Number of staff:	Five full-time equivalents 17 tutors, most of whom are contracted to deliver three hours per week over 10 weeks (30 hours) across three terms.
TEO profile:	Pasifika Education Centre Since the last EER in 2018, the organisation has established a new governance and management structure, is now funded by the Ministry for Pacific Peoples (and no longer the Tertiary Education Commission), and rebranded in early 2022. At the last EER, the PTE was in a joint venture with the Manukau Institute of Technology (MIT) ² . With funding from the Ministry for Pacific Peoples, the organisation was able to end the joint venture to return to being a stand-alone entity. The PTE's five NZQA-approved training schemes each involve three hours of learning over 10

¹ Business services provided independently from the PTE.

² Necessary for funding purposes.

weeks³, and were developed and approved under the previous organisational structure.

Last EER outcome:	At the last EER in 2018, NZQA was Confident in both CPL's educational performance and capability in self-assessment.
Scope of evaluation:	Two of CPL's five training schemes were selected as focus areas for the EER: <ul style="list-style-type: none">• Samoan Fa'amatai Bilingual Training (Level 4) (Training Scheme) (123545)• Introduction to a Pacific Language, Culture and Identity (Level 1) (Training Scheme) (123567)
MoE number:	9605
NZQA reference:	C50774
Dates of EER visit:	28-30 September 2022

³ Two hours tutor facilitated and one hour self-directed.

Summary of results

Under its new structure, CPL has established effective processes contributing to important learner and societal outcomes. Courses are relevant and meeting needs. CPL has strong insight into where improvements and processes need to be developed, with progress impacted by context and timing rather than limited capability. Performance to date gives confidence in the organisation going forward.

Confident in educational performance

New and effective governance and management has enabled CPL to achieve stability and operate a sustainable business model aligned to a clear educational purpose. This has been achieved while also responding to the Covid-19 pandemic, demonstrating CPL's resilience and ability to balance innovation, responsiveness and continuity.

Confident in capability in self-assessment

During this time, CPL has established some effective core processes supporting quality delivery leading to significant learning outcomes. CPL is providing unique courses that are in high demand. The calibre of tutors and the safe and supportive learning spaces facilitated are strongly affirmed by learners. These aspects have been key to the personal growth being achieved through connection to lost language and culture.

CPL continues to build delivery and organisational processes (impacted by the pandemic), including to better match learner needs and respond to challenges impacting course completions. Processes to meet all NZQA accountabilities need to be developed to achieve this in a manageable way.⁴

Self-assessment coverage is sufficient to review priority areas and to inform where improvement is needed. Data analysis and evaluation is supported by external expertise. Areas identified for development will better support the matching of learners' needs and outcomes. Performance to date gives confidence that ongoing

⁴ CPL has good awareness of NZQA compliance requirements but find some requirements cumbersome given the scope of its delivery.

developments will be sound, of consistent quality, and informed by effective self-assessment.

Key evaluation question findings⁵

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Through course participation, learners grow in confidence to use their Pacific language. All learners surveyed in 2022⁶ indicate to varying degrees (and most saying greatly) that their understanding of language and culture has now improved, they have a deeper appreciation for the language and culture, and the learning has contributed to their wellbeing.</p> <p>Learners in the introduction course gain basic language acquisition and knowledge of culture, and learn correct pronunciation. The Samoan Fa'amatai course is a unique offering, providing learners with crucial knowledge that they would otherwise lack or struggle to access while living in a western context. Learners gain understanding of the reasons for and intricacies of cultural protocols in different settings. They also learn their responsibilities as a decision-maker in the context of a being a Matai in a Samoan family living in New Zealand. Learners acquire oratory skills and knowledge of the usage of appropriate language in cultural contexts, including formal language acquisition at an advanced level.</p> <p>Successful course completion requires participation in eight of the total 10-week classes and retention to week 10. For the 2021 calendar year, 35 per cent meet this requirement, 31 per cent withdrew early, and 34 per cent did not meet full course completion requirements.</p> <p>CPL has sought feedback from learners, specifically about reasons for non-completion. Learners have self-attributed non-attendance to external commitments, including employment and study commitments (75 per cent are in full-time employment or study), immediate and extended family, church</p>

⁵ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁶ 245 of 675 learners responded, being a 36 per cent response rate. Data referred to in this EER report is sourced from a 2022 evaluation of CPL completed by Moana Connect (Dr Seini Tuafa) on behalf of CPL.

	<p>and community commitments, as well as the ongoing impact of Covid-19 and related sickness. As the courses are free, online, limited in duration, and can be (and are) re-enrolled in, this likely makes non-attendance less of a concern for learners when needing to juggle other key commitments.</p> <p>Notably, data analysis looking at different non-completion points has found significant drops in attendance in the advanced classes and after week eight across all classes – 66 per cent were retained and engaged in learning for most of their course until that point. While the training schemes are designed as stand-alone courses, rather than as successive stair-casing options, some learners seek to progress their learning by moving from the beginner to advanced courses. However, as identified by CPL, there is too great a jump in difficulty between beginner and advanced courses making progression challenging. Greater guidance to learners about this may be needed.</p> <p>CPL suspects that the requirement of a final oral presentation also impacts non-attendance of the last class, despite the safe and supporting learning environment - because language is so intricately tied to identity, many learners may feel 'bad' if unable to present fluently. CPL has put actions in place to address learner's fear to present. It also seems opportune for CPL to review the presentation requirement.</p>
Conclusion:	<p>While 65 per cent of learners do not meet full attendance requirements to receive the course completion certificate, valuable knowledge is gained for those who complete or stay for most of the course. Effective self-assessment provides key insights to non-completion which has informed actions taken and is continuing to inform strategic review and planning.</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>CPL is providing a unique and important space for the learning of Pacific language and cultural knowledge. For many learners, there has not been this opportunity due to intergenerational loss of knowledge.</p>

Final

	<p>Significant personal and societal benefits are being achieved. Learners described building knowledge of self through improved understanding of their culture, heritage and identity. They gain confidence to connect with and participate in their communities and the self-enrichment that results from this. Matai gain confidence and knowledge to step into decision-making roles in their families. Families are proud to see their relatives using their Pacific language – particularly parents who have seen the language lost.</p> <p>The acquisition of language, even at the basic level, and associated pride and confidence, is contributing to the use and visibility of Pacific languages in ceremonies such as funerals and weddings, public fora and events, and in employment and the public service. Examples were shared of the ripple effect of this in encouraging others to want to learn. Other examples shared included learners in healthcare settings and schools now being more confident and appropriate in engaging Pacific families.</p> <p>CPL surveys learners at a high level about the impact of their learning. Specifically, of 238 learners surveyed, 85 per cent said their cultural leadership abilities had been strengthened. Over 90 per cent said they were now more confident participating in cultural and family events and that communication with others in the workplace had been strengthened.</p> <p>CPL has collected a small number of learner profiles/case studies to date and which add deeper understanding of the valued outcomes of the learning. The continued collection of these profiles over time will continue to build-on these insights and the value and difference the learning is making.</p>
<p>Conclusion:</p>	<p>The learning is enriching lives and providing important personal and societal benefits. Self-assessment is appropriate in the context of short courses to understand the value of the outcomes being achieved.</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:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The courses are of high relevance to learners wishing to learn about their language and culture (key reasons learners self-identify for enrolling). The provision of courses in seven Pacific languages, with a further two in development, responds to multiple needs.</p> <p>A significant increase in enrolments, including from across the country, with the move to online delivery, shows strong demand for the courses and the accessibility that online provision has enabled. Access is also supported by the courses being fees-free – a priority for CPL to ensure barriers to access are reduced, and to encourage, the journey of language learning.</p> <p>In 2021, courses were reviewed to ensure consistency across the different language classes and alignment to training scheme approval documents.</p> <p>Learners are highly satisfied with the learning activities, course content and material. Various learning activities effectively engage the learners, for example audio-based materials to support pronunciation, interactive practice tasks, and talanoa, supporting the sharing of experiences and understanding. Student survey feedback shows that over 90 per cent of respondents were extremely satisfied with the teaching materials provided through Moodle and Zoom, and 97 per cent were extremely satisfied with the overall class experience.</p> <p>CPL’s tracking identifies varied learner engagement with the learning materials provided through the e-learning student portal. The level of engagement was identified as dependent on the level of use and encouragement by different tutors. This has informed professional development support provided to tutors.</p> <p>Learning is tailored to learner-identified topics and questions about real-life events and situations. Therefore, the courses provide unique, relevant spaces for ongoing learning, including for the proportion of learners who re-enrol. While not specifically measured, CPL estimates that around 30 per cent enrol in the</p>

	<p>different level courses (and about half re-enrol in the Fa'amatai course). Data analysis to understand repeat enrolments has been hindered by student management system challenges.</p> <p>As stated at key findings 1.1, because learners value the learning, and there is demand for further learning, they are choosing to progress from the beginner to advanced courses – though the courses are not designed for this purpose. The gap in the level of difficulty between the beginner and more advanced courses is presenting as a barrier to learning and completions, and leading to re-enrolments. Oral presentation requirements in the end stages of the courses also impact non-completions. Such insights have informed CPL's review of delivery, including with its funder.</p> <p>CPL has identified a need for recontextualised and potentially longer courses to better support language acquisition, retention and development beyond what can be provided through short training scheme courses delivered by distance (but this is dependent on funder decisions).</p>
Conclusion:	<p>The courses maintain relevance to learners and facilitate important outcomes. Learners are highly satisfied with learning activities and materials. High demand for the courses and notable re-enrolments, including because of challenges experienced through progression to the higher-level courses, are insights informing organisational and funder planning and review.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The safe, supportive learning environment facilitated at CPL, and notably, through online delivery, is expressly valued by the learners.⁷ It is also key to supporting participation and engagement in the learning and the building of confidence that is lacking with the intergenerational loss of language and culture.</p>

⁷ From the 2022 survey, learners identified that the safe learning environment, where they could comfortably practise and make mistakes without fear of judgment, was one of three most enjoyed aspects of the learning experience at CPL.

	<p>Tutors facilitate peer-group learning and engage with small learner groups through the use of break-out rooms to support and provide regular feedback on learning progress, and to encourage social and learning networks to form. Approaches to addressing challenges identified in individual's learning (such as with mispronunciation) are undertaken through a shared learning experience to avoid singling out individuals and as a part of the collective learning facilitated.</p> <p>CPL's pool of tutors hold significant expertise. Tutors are recognised for the skills and knowledge that they bring. Student survey feedback highly appraises the tutors across all categories of performance. The tutors were acknowledged as the most enjoyed aspect of the courses – their support in engaging the learners is highly valued.</p> <p>Within the context of the provision of stand-alone short courses, CPL's enrolment procedures do not ask learners to pre-identify current levels of knowledge and learning goals that could be used to guide them into the various courses. Possibly, the absence of tailored guidance, or explicit notification that the courses are stand-alone and not progressive, might contribute to learners enrolling in courses not at their right level.</p> <p>CPL has developed learner resources that include step-by-step guidance to support the use of Zoom and the e-learning portal. One-to-one phone support is provided to students who have problems with digital access and other challenges. However, CPL does not specifically ask learners to pre-identify their digital learning needs. As such, support may be more reactive than proactive. CPL does ask learners to self-identify disability to ensure awareness of specific support needs.</p>
<p>Conclusion:</p>	<p>Learners are effectively involved and supported in their learning by highly valued and supportive tutors who facilitate safe and collaborative learning experiences. Learner resources have been developed to proactively guide and support learners with online learning, though learners' online learning capability and related support needs are not pre-assessed.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>CPL governance and management have worked effectively and through challenges to take the organisation to a place of stability, and to become a viable business with a clear purpose and direction. This has been supported by the diverse expertise of the board across important aspects including finance, adult education, language and culture. Since the last EER, CPL has secured new funding⁸, established an effective management team (with extensive sector experience), and professionalised each arm of the business. A measured approach has been taken to build current delivery with the need to prioritise key areas and build and improve internal systems and processes to ensure sufficient foundations to effectively support educational performance. Responsiveness and continuity have been balanced well.</p> <p>Not all processes and systems are yet in place (for example, the quality management system is still in development). This is a result of time and circumstance, including Covid-19 disruptions which required CPL to review priorities, quickly shift to online delivery, and develop an online teaching platform. CPL appears to have managed the change relatively well, alongside growth in enrolments due to access opportunities created through online delivery.</p> <p>CPL has attracted high calibre tutors. The tutors interviewed for the EER feel valued and well supported by CPL. Professional development support is provided to the tutors, and has particularly focused on supporting delivery expectations, including online delivery, use of the e-learning portal, and support for consistent course delivery. The identification of tutor support needs is assisted by teaching observation and feedback.</p> <p>The analysis of data collected is undertaken effectively, with good coverage and clear insights provided to identify areas for improvement. CPL's student management system is not yet</p>

⁸ From the Ministry for Pacific Peoples fund, and no longer the Tertiary Education Commission.

	<p>sufficiently developed to provide the full scope of data analysis that CPL seeks and CPL is actively working with its provider to achieve this. CPL is still building self-assessment evidence, for example learner profiles, and some key areas surfaced from self-review now need addressing. As mentioned, this reflects that CPL is a relatively newly structured organisation.</p> <p>Notwithstanding, self-review processes, supported by annual professional external evaluation, are actively contributing key insights to inform CPL's ongoing direction and focus as aligned to both CPL's strategic goals and those of its funder. Such insights, including the need to recontextualise courses and delivery, are informing strategic planning.</p>
Conclusion:	<p>Effective governance and management have supported CPL to ensure a viable organisation and to establish effective processes to support educational delivery aligned to a clear purpose and direction. Key processes and educational delivery continue to be in planning and development.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>CPL has established processes in place to monitor and review course content and delivery to ensure alignment with training scheme approval documents. A moderation matrix includes a process for the monitoring and recording of tutor delivery times to make sure delivery hours are met. Lesson topics, coverage and materials are checked.</p> <p>The management team has collectively reviewed the new Code of Practice. While a written self-review document was not completed, CPL determined that it is meeting requirements in relation to their context of delivering short online courses. CPL demonstrated good awareness of Code expectations, and self-assessment information affirmed that learners highly rate the safe, supportive and inclusive learning environment provided, and where the learner voice is at the centre.</p> <p>CPL regularly reports to the board, including reporting to a risk matrix. It has established reporting processes in place with its</p>

	<p>funder, the Ministry of Pacific Peoples, reporting on performance and the achievement of contractual outputs.</p> <p>Delays with submitting some fit and proper person declarations to NZQA, and applications for approval for online delivery (in the period June 2020 and October 2021) indicate a need for better processes to effectively meet these compliance accountabilities. CPL has now submitted most of the outstanding documents, with fit and proper person declarations awaiting submission from three board members.</p>
<p>Conclusion:</p>	<p>CPL has established processes to monitor and ensure that course content and delivery adheres to training scheme approval requirements. Delayed submission of some required documentation to NZQA indicates a need to strengthen processes to ensure submission requirements are met.</p>

Focus areas

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

2.1 Focus area: Samoan Fa'amatai Bilingual Training (Level 4) (Training Scheme) (123545)

Performance:	Good
Self-assessment:	Good

2.2 Focus area: Basic Introduction to Pacific Identity, Language, and Culture (Level 1) (Training Scheme) (123567)

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 Pasifika Education Centre trading as Centre for Pacific Languages:

- Review the sufficiency of information and guidance to learners about progressing from beginner to advanced courses.
- Review the need for a final oral presentation requirement in the courses.
- Collect and analyse data to understand learner progression and success across existing courses.
- Strengthen processes to ensure the timely meeting of all NZQA regulatory reporting requirements.

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.

NZQA requires Pasifika Education Centre trading as Centre for Pacific Languages to ensure outstanding fit and proper person declarations are submitted for three board members in accordance with s348(1)(c) of the Education and Training Act 2020.

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 fraud⁹*
- *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.*

⁹ 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 2021, which are made by NZQA under section 253(1)(pa) of the Education and Training Act 2020 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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 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 Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

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 2021. 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/>.

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Final