



Active Institute New Zealand
Learn, Achieve, Succeed

Active Institute

Self-Evaluation Report Last Review September 2025

Rob Moattar

Quality Assurance Officer

Contents

Overview	3
1.1 How well do learners achieve?.....	5
English Language Teaching – ELT programme	5
Foundation English Course.....	6
Digital Literacy Course	6
1.2 What is the value of the outcomes for key stakeholders including learners?	6
List of Active Institute’s stakeholders.....	7
1.3 How well do programmes and activities match the needs of learners and other stakeholders?.....	7
1.4 Learner Well-being and Safety System.....	7
Strategic Goals and Strategic plans.....	8
1.5 Learner Voice.....	8
Learner Complains.....	9
1.6 Safe and Inclusive Communities.....	9
1.7 Learners are Safe and Well.....	10
1.9 How well are learners guided and supported?.....	10
Pastoral Care Support	11
2.0 How effective are governance and management in supporting educational achievement?.....	11
2.1 How effective are governance and management in supporting Staff Development?	12
Approach to Learners.....	12
Leadership Group	
2.2 Conclusion.....	12

Overview

This report is based on the review of the 2024 Self-Evaluation Report as required by NZQA and includes new and updated information as a result of the review.

Active Institute is situated in Manukau City and Panmure and has been providing training to the community for over thirty years. Active Institute's student roll reflects the ever-changing cultural diversity of Manukau and Panmure areas and adapts its services to accommodate the community's ever-changing needs.

Since July 2011 Active Institute has become heavily involved with the Ministry of Social Development's employment programmes, and as a result of this involvement and at the bequest of the Ministry of Social Development, established another branch in Panmure in October 2012.

Active Institute now offers five types of programmes including, English Language Teaching (ELT), ACE Foundation English, ACE Digital Literacy, Employment Preparation and Placement Programme (EPPP) and Community Coaching Programme for Youth (CCP).

The ELT programmes are training-focused and are mostly comprised of recently arrived migrants and refugees who possess little or no English skills.

The Employment Preparation and Placement Programme (EPPP) is a short-term employment-focused training programme and consists of Ministry of Social Development clients who have been referred by Work and Income case managers.

The Community Coaching Programme (CCP) is a youth focused employment programme to upskill and prepare youth for employment. 66 clients were allocated to the programme from the Counties Manukau region. This is a pilot programme and is an initiative from the Minister of Social Development Hon Louise Upston. Due to the success and demand of this pilot programme, we have submitted a proposal to run this programme again in 2026.

The EPPP training programme has been operational since 2020. Prior to that our Ministry of Social Development contracts focused on other initiatives such as Training for Work, and Sole Parent Employment programmes. In this year, we had a reduction in numbers to 135 EPPP clients.

The expected outcomes of the EPPP training is to prepare clients for employment by creating CVs, cover letters, teaching interview skills,

Certification, and job placement. Another component of this programme is to arrange external training for licences such as forkhoist, food safety, site safe, security, and driver licences. Maori and Pasifika clients currently make up over 75% of all clients enrolled on the EPPP programme.

1.1 How well do learners achieve?

The Employment Preparation and Placement Programme (EPPP)

Active Institute has specific targets to meet as set-out in the Ministry of Social Development contracts. Clients who are referred to the EPPP training are evaluated by their case managers using the Likelihood of Long Term Benefit Receipt (LLTBR) evaluation process to determine work readiness. Clients are classified as low, medium or high risk. Low risk clients are expected to gain employment relatively quickly whilst high risk clients may take longer to gain employment and might need more help.

The Training runs for up to 8 weeks plus 4 weeks of post placement support after they completed their training. Since the employment-focused programmes began in July 2011, over 3000 clients have been enrolled with over 80% of all clients completing the programme. 59.76% of clients (both High and Medium risk) gained sustainable employment that meets the MSD work obligation requirements.

Of the clients who have enrolled on the employment-focused programmes, majority of them are Maori and Pasifika and the rest were from other ethnicities. Successful outcomes were evenly spread across all ethnicities.

Community Coaching Programme (CCP)

The Community Coaching training programme is designed to equip young individuals with the skills and knowledge necessary for success in the workforce. The target group for this programme is 18-24 year olds.

Spanning over 20 weeks, this comprehensive training prepares participants for various career paths while fostering personal and professional growth. Clients gain insight into different career paths, including Hospitality, Aged care, Building & Construction, Security, Warehousing, and Retail and customer service.

Of the clients who are enrolled on the CCP programme, majority make up is Maori and Pasifika clients.

English Language Teaching – ELT programme

Active Institute caters for about 225 learners per year. Courses last for 12 weeks (4 hours per day, 5 days per week) and are part time.

Hours and intensity of delivery as specified by TEC

(a) The total hours of ELT tuition we deliver per learner is between 20 and 500 hours per year.

(b) The ELT tuition we provide is delivered at the intensity of 5 to 20 hours per week per learner.

Literacy and Numeracy for Adults Assessment Tool

As required by TEC, we have put in place an effective assessment process for identifying a learner's initial literacy and numeracy needs. This includes an initial basic literacy and numeracy test when the learners come to enrol on the programme and an interview with the office manager or the Director to determine their level of English skills at the start of the programme.

Then, we measure their learning progress, by using the most appropriate version of the Literacy and Numeracy for Adults Assessment Tool during the course of their studies. Tutors may also use other tools to test and monitor learners' progress, if necessary.

All TEC funded students are tested twice during each semester using the Literacy and Numeracy for Adults online testing tool. This tool is used not only to monitor students' progress but also to see if they need to be moved to a more appropriate class.

Learners comprise of recently arrived migrants and refugees. Active Institute provides two classes that cater for speakers of other languages who have limited English skills, one for those with little or no English and the other is for those who are more advanced.

Learners are taught the basics of the English language including reading, writing, speaking, and listening skills and are introduced to New Zealand culture. Once students complete this course they can move onto further study or use the newly acquired English skills to seek employment.

Foundation English Course

The Foundation English course teaches learners how to communicate more effectively and participate more in their local communities and within New Zealand society. This gives learners the confidence to carry on with their future studies or enter the workforce.

Digital Literacy Course

The Digital Literacy course gives learners a good understanding of basic computing which will help them participate in the modern digital environment, use their digital devices for better, faster and more effective communication, stay in touch with their friends and families overseas, or pursue a career in Information Technology via further training or assist them in gaining employment. The course also helps learners to develop basic computer skills for a variety of applications including using computer-aided literacy and numeracy programmes, the internet, and emails.

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

By achieving its contracted outcomes for both the Ministry of Social Development and the Tertiary Education Commission, Active Institute is making a valuable contribution to South and East Auckland's social and economic development by educating people and focusing them on a future where they are in sustainable

employment and not reliant on government handouts. We have expanded our stakeholder network to include social services and counselling through local organisation based in Auckland, Harmony Pasifika.

By the introduction of the Traffic Light System by MSD in 2024, there has been a noticeable increase in the attendance rates of those who participate in the EPPP programme and improved attendance resulting in improving the expected employment outcomes set by MSD.

Staff involved in the Ministry of Social Development and Tertiary Education Commission programmes have been heavily involved in networking and making contact with local businesses, employment agencies, community organisations, and WINZ offices in order to create sustainable networks that will allow their clients to have access to support they need, and to find employment more quickly than they otherwise would if they did not have Active Institute to help them.

ELT students, many of whom are new migrants and refugees from non-English speaking countries, gain valuable English language skills and an introduction to New Zealand culture which greatly increases their ability to settle down in their new communities in Auckland, become functioning members of their communities, and gain employment within their new environment.

List of Active Institute's stakeholders

- Asian Network
- Adult Community Education (ACE) learners (former and current)
- Auckland Regional Migrant Services
- Mangere Refugee Centre
- English Language Partners
- Intensive Literacy and Numeracy students (former and current)
- Manukau Institute of Technology
- New Zealand Qualifications Authority
- New Zealand Red Cross
- Employment Preparation and Placement Programme (EPPP) clients
- Pacific Island communities in South Auckland
- Tertiary Education Commission
- Work and Income New Zealand
- Other ethnic communities

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

Active Institute considers its clients and students as the major stakeholders and is continuously improving its service delivery towards them.

The Institute enrolls students anytime when there are vacancies. When students are referred to Active Institute by the Ministry of Social Development or by other agencies such as the NZ Red Cross, they are requested to complete an enrolment form and conduct a basic literacy and numeracy test or an online assessment test to the best of their abilities.

The results of this completed form, and an interview with the office manager, the Director, or a tutor will help determine what level of class is best suited to the student's needs and abilities. During the semester, every ELT student is given assessment tests to see if they are in the class that best suits them. If the student achieves a low or high result they are moved to the most suitable class.

Active Institute's programmes have been constantly tailored over the years to suit individual student needs and are still being refined to suit present learner needs. An example of this refinement was the inclusion of Artificial Intelligence (AI) across all programmes to assist with in-classroom learning. Other examples include a computer network upgrade to Windows 11 currently in progress across both campuses in Panmure and Manukau. Upgrading of computers and hardware to follow as part of the upgrades. All mobile phones have been upgraded from 3G to 5G network.

Student feedback forms and exit forms are collected and studied to improve each programme quality and students satisfactions. Student feedback is carried out once a semester and our tutors and staff are always ready to hear student concerns and suggestions.

Activities are mostly designed to complement Active Institute's course content, for example, taking students out on a train or bus trip to museum, or the local library to teaching students how to use local resources. These activities are vital to students who have little or no experience of New Zealand society.

1.4 Learner Wellbeing and Safety System

Strategic Goals and Strategic Plans

We have reviewed the 2024 self-review report and have updated our Learner wellbeing and Safety System where needed.

All our courses and training are offered free of charge to those who meet the eligibility criteria as set out by MSD and TEC.

The goal of Active Institute is to provide a safe learning environment where all its' learners feel safe and protected at all times. The Active Institute Mission Statement includes the following:

1. Active Institute is committed to providing opportunities to all its' learners through quality training and education.
2. Active Institute encourages a holistic approach to the training and education of its' learners.
3. Active Institute believes that the recognition and respect of different cultural backgrounds are essential elements in assisting students to realise their full potential.

To achieve the strategic goals which align with the Active Institutes' mission statement and goals, we have implemented strategic plans in the updated 2025 student handbook, which is given to learners at the time of enrolment and induction. At the time of induction, we review the safety procedures with the learners

and assist them with understanding what to do in case of any accident or incident. We will also assist the learner with where to find the safety information and procedures in the student handbook.

Our strategic plans for achieving the learner wellbeing and safety system goals, includes but not limited to:

- Feedback forms.
- Dispute procedures.
- Complaints procedures.
- Suggestion box to collect anonymous feedback and suggestions.
- Building WOF.
- Updated fire safety and building engineering report.
- First Aid certified staff members on site.
- Appropriate signage around the building and list of emergency numbers displayed on student noticeboards to use in case of emergencies. This information is also included in the student handbook. When practical, this information is displayed in different languages and students can communicate with bi-lingual staff for advice.
- Fire Safety procedures – regular fire safety inspections and fire drills every 3 months.
- Internal CCTV.
- First aid kits on site.
- Incident registration forms and report process.
- Bi-lingual staff members to provide assistance to learners with limited English to communicate in their native language.
- Privacy, sharing, storage and accessibility of learners' private information.
- Zero tolerance approach to racism, discrimination and bullying.
- Zero tolerance to any form of violence.

All staff members are made aware of the importance of the privacy of the learner's personal information and the Privacy Act 2020. All staff members are police vetted upon the commencement of their employment and every two years thereafter. All technology including computers and chromebooks are password protected and learners are asked to not access another learners' account or to share login information with others. Active Institute uses anti-virus programmes which is constantly updated to prevent unauthorised users from accessing learners' and the company's private information. Active Institute participated in a recent cyber security seminar to learn and update its' security procedures, and we have acted accordingly as part of our strategic plans for learner wellbeing and safety.

Active Institute recognises the Te Tiriti o Waitangi and the founding document of Aotearoa. We provide appropriate information to new migrants and speakers of other languages who have recently arrived in New Zealand. We support our Maori and Pacific Island learners' in achieving their education and training goals by recognising the cultural importance of Maori and Pasifika people as a part of our strategic plan for learning wellbeing and safety.

Our contract with MSD does not include learners with disabilities.

To ensure learning wellbeing and safety, Active Institute takes all reasonable steps to assist clients and learners with any social, medical or mental health needs by

referring client to appropriate agencies as advised by the Ministry of Social Development.

Active Institute does not enrol international students and does not provide accommodation for its' learners.

1.5 Learner Voice

The majority of our learners are speakers of other languages who attend basic ELT classes for people who have low English literacy and numeracy or limited English skills. Due to their English language limitation, tutors provide advising hours to receive student feedback and provide accurate advice in an understandable manner to the learner. This often is achieved by the help of a bilingual staff member where possible. There are formal and informal processes for actively hearing, engaging with and developing the diver range of learner voices and those in their communities. We provide timely and accessible resources to learners to develop the necessary skills to enable them to participate full in decision-making process. Student feedback forms are made in different formats often using images to simplify the feedback procedure for the leaners. We also use exit forms to collect information and feedback on the effectiveness of the training provided and the goals that were met during the training. Through everyday conversation with learners, we aim to identify a number of issues including learning needs, safety procedures, appropriateness of the program and overall wellbeing. This feedback is discussed with management to better inform decision making and align with the stakeholders views and expectations. When necessary, the outcomes are discussed and reported back with the stakeholders. These processes help improve learner wellbeing, safety strategic goals, strategic plans and practices.

Learner Complaints

To effectively resolve complaints, Active Institute follows a clear complaints procedure in a timely and efficient manner.

1. We have complaints procedure displayed on the notice board for correct steps on the complaints process.
2. The complaints procedure states any issue is to firstly be addressed with the teacher. If unresolved with the teacher, the complaint is then brought to the Office Manager. If still unresolved the complaint is brought to the Director.
3. If there is still no satisfactory resolution for the learner, the complaint is then brought to the appropriate agencies including but not limited to Ministry of Social Development, TEC or NZQA and appropriate support people.

The majority of our learners are new migrants and speakers of other languages, and our staff are bi-lingual and culturally aware. This allows Active Institute ensures the complaint process includes appropriate level of complexity or sensitivity of the complaint relevant to the culture and community of the learner.

The majority of our learner's barrier is having no or low level of English skills. Due to this, we rely on our bilingual staff members to assist with the complaints procedures by communicating in the learners' native language as an alternative way of raising a complaint. For languages that we are unable to provide appropriate

assistant, we recommend using the helpline available to the learner for further support and assistance.

During the complaints process, all information is recorded in confidence of Active Institute and the learner involved. At the end of the process, a meeting is held with the learner to inform them of the outcome of the complaint. If necessary, a review date is set to ensure the issue is resolved. The complaints and outcomes are recorded for review annually. Active Institute has had less than 5 complaints in the past 12 months.

1.6 Safe and Inclusive Communities

Active Institute has a zero-tolerance policy of discrimination, racism, bullying, harassment and abuse. As the majority of Active Institute learners are new migrants and speakers of other languages, as stated in our Mission Statement, Active Institute welcomes cultural diversity of students and staff and encourages staff to be culturally aware. Active Institute actively promotes a safe environment for all to express their views in the learning environment. We actively endeavour to connect, build relationships, develop social, spiritual and cultural networks.

1.7 Learners are Safe and Well

In the student handbook, there is a list of contact information for emergency numbers such as MSD, TEC, NZQA, Police, Fire Department, Hospitals, Manukau Health Trust, CADS, Family Assistance and Child Support. These contacts are made aware to the students in their enrolment and induction process. Active Institute staff are also informed of accurate, timely information advice and access of services to support learner wellbeing, mental and physical health.

In the enrolment and induction process, we ask all learners to provide accurate and up-to-date personal contact details and next of kin for emergency contact.

The Active Institute buildings are monitored with internal and external CCTV cameras. We are also in contact with the local Police and Panmure Business Association for any concerns or emergencies to ensure the safety of all learners and staff. We record and file any reports risks to be used for insurance, ACC or Police purposes as well as MSD, TEC and NZQA if required.

1.8 How effective is the teaching?

Active Institute considers its teaching to be highly effective. Tutors involved in delivering lessons to students in ELT classes possess the Level 5 National Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace), or other professional qualifications.

Staff development is taken very seriously by management and all teaching staff are encouraged to continuously up-skill by participating in the AKO online workshops. Staff participate in online webinars through TEC, MSD and NZQA to keep informed on their latest updates, information and requirements. In-house training by the IT Manager or outside experts are also organized when required.

Active Institute has had great success with its Maori and Pasifika clients who participated in the employment placement programmes. In 2025, we have

consistently been ranked number one provider in the Auckland region for employment outcomes.

Effective training is measured by outcomes such as students gaining employment, added-value certificates, and further training or achieving employment outcomes.

1.9 How well are learners guided and supported?

Teaching and management staff at Active Institute are always ready to guide and support students. Initial interviews are where it all begins and it ends with a client or student leaving to go into employment or onto further advanced study.

Staff always assist students throughout their programmes, helping them find employment or further training depending on the programme's expectation. Staff are also happy to provide advice such as sorting out student problems with government departments such as Work and Income New Zealand, Housing New Zealand and Land Transport and Safety Authority.

Post-Placement and Post-Training support is offered to learners and clients who finish training to closely monitor and support them when it is needed.

Pastoral Care Support

Pastoral care support includes post training and post-placement support for participants of Active Institutes' programmes who have completed their training. The post-training support is provided for a duration of 4 weeks during which time we stay in touch with participants weekly to assist them in their quest for finding employment. The post-placement pastoral care support runs for a period of 182 days, after the client has started their employment. The pastoral care support ensures the client maintains sustainable employment by providing employment support where required. Pastoral care is integrated across all programmes as apart of the learning support of all clients.

We provided general well-being support and guidance for those clients who needed additional professional support for their overall well-being.

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

The leadership group takes a "hands on" approach to managing the institute and has been heavily involved in organising the changes necessitated by the change in funding and the requirements of the Ministry of Social Development and the Tertiary Education Commission Programmes.

Doris Garcia, the Office and Operations Manager has worked effectively along with the Director and senior staff members to fine tune the documenting procedures for all of our Tertiary Education Commission funded and MSD funded programmes based on the contractual obligations and expected outcomes.

Staff meetings are held where issues arise that effect all staff members e.g. discussing health and safety issues, the review of instructions provided by the Ministry of Health, the terms and conditions of new MSD or TEC contracts,

setting internal goals, discussing outcomes, achievements, student recruitments, etc... These meetings are recorded and kept in the office.

Team meetings between tutors who are working on the same contract are held on a regular basis.

Staff working on Ministry of Social Development contracts will have a meeting with the Director or the office manager to discuss client recruitment, client progress external training and certification, and employment outcomes. They will also provide input to the weekly Ministry of Social Development report.

ELT tutors working on Tertiary Education Commission contracts will have meetings to discuss learner progress and/or concerns.

IT services manager from Spark meets with the team to indemnify any IT problems or upgrades required as part of the on-going computer network upgrades.

Staff meetings are confined to informal meetings between the various teams at both sites and relevant decisions are made as a result of these meetings.

2.1 How effective are governance and management in supporting Staff Development?

Since 2020, Active Institute has established a strong relationship with Ako Aotearoa Te Karere for our teaching staff to participate in online Ako Workshop sessions.

Ako Aotearoa offers online workshop events throughout the year and our priority is for our staff to attend relevant workshops during the year. All teaching staff have been sent a copy of the Ako's yearly online workshop events. Active Institute will support their training by paying for their chosen workshops and allowing time for its staff to participate. Staff are also encouraged to participate on online webinars organised by MSD, TEC and NZQA to keep informed of any updated information. We have participated in Artificial Intelligence (AI) workshops AIHOA and how to integrate AI in lesson planning and teaching.

Ako has also provided in-house training on Pathways Awarua programme that is frequently used as a teaching tool by our teaching staff and learners at Active Institute.

Our tutors are encouraged to incorporate the learning principles of Ako into their teaching activities to support their learners to take greater control of their educational journey, making their learning more enjoyable, engaging, and effective.

We have established a new relationship with Harmoney Pasifika which provides social services and workshops for counselling and self-development.

Approach to Learners

Active Institute's approach is learner focused and it is also a holistic one where individuals, their cultural backgrounds and religions are welcomed. Active Institute believes in Unity in Diversity and celebrates the cultural diversity of its learners and staff members. Learners are urged to learn, strive and achieve in order to maximise their potential.

Most staff members are bi-lingual or multi-lingual and can communicate with non-English speaking learners in their native languages, when possible.

Leadership Group

Rob Moattar (Director - QA Officer)

Doris Garcia (Operations Manager)

Gulban Bedisi (Head of ELT)

IT & Phone services provided by Spark NZ

2.2 Conclusion

Active Institute has adapted to and managed the changes to the Ministry of Social Development (MSD) and Tertiary Education Commission (TEC) and NZQA programmes well. For the MSD funded programmes, staff have smoothly transitioned from a “work placement” programme to a programme that is focused on preparation, certification and placement. Most members of the leadership group are directly involved in the recruiting process for new clients by visiting Work and Income local offices every week. They are in regular contact with many Work and Income Programme Coordinators and Case Managers by providing up-to-date clients’ course completion and progress reports. Active Institute set a recruitment target for 2025 and this target is forecasted to be achieved sooner than expected. In 2024, by achieving the expected employment outcomes well in advance and due to high achievement, Active Institute was given an additional 100 places for the EPPP programme. Additionally, we achieved the ELT expected outcomes in 2024 and currently in 2025, in advance and we were given 6000 hours of additional funding to provide additional learning hours our ELT students.

In September 2024, Active Institute was selected to run a pilot program called Community Coaching program to be run in South Auckland at our Manukau campus. The Community Coaching program is an employment-focused training targeted at young people aged 18-24 and runs for a duration of 20 weeks to prepare, certify and place the youth participant into employment. Active Institute has been in communication with Work & Income community centres in South Auckland, promoting the new initiative and enrolling suitable referrals. As a result of our high ranking for employment outcomes, on Monday 7th October 2024, Active Institute had a visit from Minister Louise Upston at our Panmure campus. During her visit, the Minister discussed the success of the EPPP program and asked for feedback from Active Institute staff and participants of the program. We also discussed the new Community Coaching pilot program, aiming at youth and provided feedback to the Minister.

Due to the success and demand of the Community Coaching youth programme, achieving the 66-client enrolment target, we have submitted a proposal to run this programme for 2026 .

The updating of both campuses in Manukau and Panmure has continued in 2025. A number of teaching resources have been purchased for ELT classes to continue to advance the learning needs of the students. The upgrading resources and technology are on-going.

All teaching staff members have participated in a number of online and in-house training programmes and webinars from MSD, TEC and NZQA.

To ensure Active Institute is consistently includes learners' opinions and feedback in its' decision-making process, we collect feedback forms from learners during the year. The management will process feedback and review feedback and take the appropriate actions. The result of the feedback is discussed with learners and changes are made accordingly where required.

Learners, Clients and other Stakeholders, as always, have been the prime focus of Active Institute and this review has found no evidence that this has changed.