

Report of External Evaluation and Review

Samala Robinson Academy Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 29 October 2015

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	4
3. Conduct of external evaluation and review.....	5
Summary of Results	6
Findings	9
Recommendations	20
Appendix	21

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Final Report

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Samala Robinson Academy Limited
Type:	Private training establishment (PTE)
First registered:	3 January 2001
Location:	Melrose Street, Newmarket, Auckland
Delivery site:	As above
Courses currently delivered:	Certificate in Fashion Makeup (Level 3)
Code of Practice signatory:	Yes
Number of students:	Domestic: 190 (Pasifika, 15.4 per cent; Māori, 17.6 per cent) International: nil
Number of staff:	Nine full-time staff and one part-time
Scope of active accreditation:	http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=738101001&delSiteInd=0
Distinctive characteristics:	Samala Robinson Academy is a niche provider in the creative industries with a specific focus on fashion makeup for industry. Salama Robinson Academy offers a training pathway into careers in specialised retail, fashion, film, television, advertising and marketing industries. The PTE aims to produce makeup artists able to work in these industries and who are able to readily access employment opportunities. The programme offered is at level 3 and pertains specifically

to makeup artistry. It is classroom-based with workplace experience, and enrolments include full-time and part-time options.

Recent significant changes:

Salama Robinson Academy has undergone significant staff changes over the last 18 months, and a new management team has been established. The PTE believes it has a higher calibre, more stable team and far better processes in place. Most new staff have been in their position since the middle of 2014. As with the last external evaluation and review (EER), the new structure, extent of changes and effectiveness of the changes were reviewed on site at this EER as part of the governance and management focus area.

Salama Robinson Academy created a new programme outline based on the old set course block system and changed the names of modules to better represent what was being covered and to better align to the student age group. The new programme has more logical descriptors which allow changes to be made easily.

Previous quality assurance history:

At the previous EER (2014), NZQA was Confident in Salama Robinson Academy's educational performance and Not Yet Confident in its capability in self-assessment.

National external moderation requirements for NZQA unit standards were met in 2014.

2. Scope of external evaluation and review

- Governance, management and strategy

This is a mandatory focus area.

- Certificate in Fashion Makeup (Level 3)

The Certificate in Fashion Makeup (51 credits) is delivered full-time over 17 weeks and part-time over 32 weeks and has been the only qualification offered by Salama Robinson Academy for the last several years. It encompasses all of the PTE's educational activities.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The EER was conducted on site over one and a half days by two evaluators and included face-to-face interviews with the general manager, the student support manager, administrator, three full-time teaching staff and two classes of full-time students. Telephone calls were made to industry stakeholders and graduates.

The educational performance data presented on site was supplemented by viewing random samples of course cohort results on the student records database, at the request of the evaluators.

Following the on-site visit, further telephone interviews were conducted with members of the board of directors and part-time students.

A range of documentation was viewed before the EER and on site. Further documentation was supplied to the evaluation team following the on-site visit, and was considered in this draft report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Samala Robinson Academy Limited**.

Since the last EER, Salama Robinson Academy has continued to gather and review authentic data around achievement and graduate outcomes, has completed reviews of self-assessment processes, and has been able to ensure the data is sufficiently comprehensive for analysis. Consistently improving educational performance has resulted from careful planning and review processes informed by valid and reliable data, resulting in well-considered strategies for improvement.

The evaluators saw clear and convincing evidence of:

- Samala Robinson Academy's course completions improving since the last EER. While there was a slight drop in completions in 2013, due in part to attendance and support issues, there was a steady increase in 2014 specifically with the under-25-year-olds and Māori and Pasifika learners.
- High learner retention rates as a result of well-considered and analysed, intelligent initiatives around learner self/tutor-managed attendance, the merit and excellence grading system, rationalised goal-setting and well-formed, specific support systems.
- Changes to the programme into blocks to cover specific makeup artistry areas, topics and different makeup looks, both period and contemporary, that are current in the industry and highly valued by students and employers.
- A highly relevant makeup artistry programme providing valuable opportunities for learners to consolidate their learning by engaging in work experience while gaining crucial up-to-date practical experience in the field with future employers and customers.
- The value in the confidence gained and the ability for learners to apply their skills and gain work immediately. Over 95 per cent of the 2014 graduates gained work in the field as freelance makeup artists (significant as the industry is based on freelancing) or gained work in a related field or progressed to further study.
- The well-being of learners being considered carefully with support offered at all levels through the employment of a student support manager with a genuine understanding of, and care for, the varying cultural and personal needs of the students.
- Management relating well to and supporting highly valued staff who are well resourced and where their particular qualifications and skills are used to

maximum effect with the use of specialised blocks of teaching leading to improvement in attendance and achievement.

- Management and the strategic board vigilantly monitoring and reviewing the recent changes within the organisation to ensure they result in improved outcomes for the learners, with beneficial investment in software, hardware, research capability and complementary staff to support this.

Through these initiatives, Salama Robinson Academy has confirmed trends noted anecdotally, developed many new strategies, and used appropriate initiatives that are improving the educational performance and outcomes of all learners. Salama Robinson Academy has put in place a range of systematic feedback mechanisms which have been improved over the past two years, providing clear and convincing evidence of the quality and value of the programmes offered that should result in improved achievement outcomes.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Samala Robinson Academy Limited**.

Data collection and analysis has significantly improved since the last EER, with considerable success for understanding the retention, progress and outcomes of the learners. There is good evidence that Salama Robinson Academy's internal planning and data-gathering is careful, systematic and sustained, and that it has contributed to improved learner outcomes. Effective data-gathering is beginning to have a considerable impact on improving retention, achievement and graduate outcomes.

Salama Robinson Academy was able to demonstrate the impact and effectiveness of modifications to many aspects of the organisation, including genuine, systematic, worthwhile evidence of changes as a result of successful self-assessment.

Examples include:

- Well-researched initiatives as a result of analysis of feedback and external employer input involving the programme structure and themes being reorganised to meet the changing needs of students to ensure the programme is highly valued by learners, industry and stakeholders.
- Attention to detail around the systematic checking of attendance which involves students being fully aware of and taking responsibility for their own attendance monitoring.
- Adding merit and excellence grades to assessment outcomes as a result of student feedback, with a noted lift in retention and student motivation for learning, and gains in self-esteem and confidence.

Salama Robinson Academy has formally and systematically gathered feedback from external stakeholders about the programme and its graduates. The

information is appropriately analysed and used to improve teaching and motivation for learning and programme design, with changes or updates made to each aspect to ensure good use of teaching expertise and experience and to ensure learner enthusiasm is captured.

In general, considerable self-assessment data and analysis (with evidence of changes in practice as a result) have been carried out since the last EER. Evidence of Salama Robinson Academy's focus on self-assessment and its outcomes is significant. Many of Salama Robinson Academy's self-assessment practices are a part of a long-term, systematic review process with new initiatives arising as a result. Salama Robinson Academy is carefully monitoring all changes and is able to determine the effectiveness and impact of any changes to ensure student needs are met.

Further change and updating is planned and new initiatives are underway as outlined below:

- A new initiative to work with iwi.
- Attendance monitoring by students; this is a fairly new initiative.
- One-week orientation as opposed to one-day orientation.
- Pulling together of the programme review process to make it more coherent, with a review of the impact of changes made.
- Bringing updated processes for the part-time group into line with those of the full-time group.

As yet the impact of these initiatives on learner achievement is still to be determined, but once analysed, Salama Robinson Academy can further evaluate how well the new processes contribute to educational performance.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

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

Salama Robinson Academy monitors the progress of its learners closely and has evidence of much improved rates of achievement in 2014 and for the first half of 2015: an increase from 78 per cent to 86 per cent in course completions and from 61 per cent to 71.7 per cent for qualification completions, a significant increase in both.

Completion rates, as measured by the Tertiary Education Commission's educational performance indicator figures for 2014, show an overall rise and movement to higher-level study (Table 1). The table also shows a significant increase in employment in the makeup or related fields for 2014.

Table 1. Course and qualification completions, further study, employment in the makeup field, 2012-2015

	2012	2013	2014	2015 year to date
Course completions	81%	78%	86%	86%
Qualification completions	73%	61%	71%	95%
Higher-level study	15%	10%	17%	NA
*Employment in the makeup field	46% in **freelance makeup work 38% in customer service overall	31% in **freelance makeup work 40% in makeup retail	56% in **freelance makeup work 22% in makeup retail	NA

* Salama Robinson Academy only offers a single-course, short-term, employment-oriented (rather than further-study oriented) programme.

** Significant as the industry is based on freelancing.

In 2013 there was a drop in completions from 2012, and analysis showed that this was mainly due to attendance, support and completion issues. Following a restructure and as a result of significant work being done around early retention capture, strong support mechanisms and individual motivation, the achievement rates for 2014 rose significantly. With further innovations in these areas, Salama

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Robinson Academy is tracking upwards again for 2015 and is now meeting the sector median for course completions.

There is some tension between Salama Robinson Academy's focus on subject-specific employment outcomes for graduates (showing a consistent 75 per cent average for the last two years) and the Tertiary Education Commission targets around progression to further study (10 per cent (2013) and 17 per cent (2014) – Table 1). The challenge stems from Salama Robinson Academy's single-course, short-term, employment-oriented (rather than further-study oriented) programme.

Most learners are achieving and gaining employment, with 78 per cent in 2014 gaining either freelance makeup work or work in the field and 17 per cent moving to further study in the field, showing positive overall outcomes of 95 per cent for 2014. The learners are also gaining transferable skills and confidence, and stakeholders confirm that learners are acquiring relevant and current skills and knowledge of the theory and science underpinning the art of makeup. Graduates are well prepared for further study or work within the various makeup disciplines.

Significant rigour in the direction of retention and attendance and catch-up classes has contributed to the higher completion levels. Analysis by Salama Robinson Academy showed that early recognition of students losing motivation or trailing behind, and the offer and frequent use by those that need it of specific catch-up classes, meant that more students complete and achieve. Retention rates have improved significantly since 2013 for all students, and retention rates are already showing as higher than the expected target for 2015 (Table 2).

Table 2. Retention rates and course completions by EFTS (equivalent full-time students), 2013-2015

	2013	2014	2015 year to date (classes that started in 2015 only)	2015 target
Retention rate – all learners	61%	89%	95%	82%
Retention rate – Māori		81%	90%	82%
Retention rate - Pasifika		80%	85%	82%
Course completions by EFTS – all learners		79%	90%	82%
Course completions by EFTS – Māori		69%	86%	82%
Course completions by EFTS – Pasifika		69%	75%	82%
Course completions by EFTS – Asian		92%	N/A	
Under 25s		82%	N/A	N/A

Overall, Māori and Pasifika students at Salama Robinson Academy are not yet (as of 2014) achieving at the same rate as other groups, although for 2015 course completions by EFTS show a significant increase from 2014 for both Māori and Pasifika students (Table 2). Significant differences between the full-time and part-time students are captured anecdotally, and a formal analysis will be undertaken shortly to assess the support needed. Past non-completers (especially Māori and

Final Report

Pasifika) are at present being surveyed to establish further causes of non-completion.

Samala Robinson Academy has introduced a number of innovations to motivate the students: additional Māori and Pasifika (but available to all students) role models, inspirational speakers, online youth self-help tools, enhanced numeracy and literacy training, guidance with goal-setting, and help with juggling study, work and childcare.

Following discussion and analysis to identify the issues around lower achievement, Salama Robinson Academy identified the need for a multi-faceted approach, with attendance being monitored and supported more closely. Recently the PTE adopted a particular strategy to improve trainee attendance which involves attendance taken and graphed across time to show staff and students the percentage rates of absenteeism relative to completion. Both students and tutors have found this device useful to ensure attendance; it has also had an impact on student attendance over the last teaching block, where students have a higher attendance rate than previously. This process is presently being introduced to the part-time course.

Another initiative that is working well as a result of feedback and self-assessment is having learner achievement initially estimated by the students themselves, then evaluated again as a result of their study. The actual rate of achievement is then aligned with the students' estimates, and the student can see that the match (whether the correlation is high or low) is significant. This has led to changes in motivation by learners.

A newly formed strategic management group has meaningful discussions around achievement and outcomes data and notes the linking of the data to attendance, effective teaching, comprehensive learner support, and completion. Any actions taken as a result of changes required or made as a result of review and self-assessment are reported at each meeting.

Salama Robinson Academy has also redeveloped its system for monitoring student progress against external agencies within the same profession. Comparisons with other providers who offer makeup training show Salama Robinson Academy's course completion alignment appears higher.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Students and graduates interviewed reported that they had acquired useful skills they could use immediately in a variety of professional workplaces. The Salama Robinson Academy programme provides learners with the skills to make the most of the workplace experience, ensuring that learners are equipped with appropriate skills and the ability to produce the latest looks in makeup artistry.

Salama Robinson Academy's engagement with industry is ongoing and valuable, with students able to gain work experience. The work experience component gives Salama Robinson Academy students an edge in networking in the industry, and whose value is evident from the work placements achieved. Some part-time students undertake work experience and more would like to if they could fit it into their work/life balance.

Employers from all types of businesses are very satisfied with the quality of the graduates and the positive impact on their business. They value highly the development of skilled workers for the industry and, although their input is significant, they would welcome even more input into the student learning experience. Salama Robinson Academy has a good reputation in the industry for high teaching standards, leading to its students being in high demand by industry. The PTE's engagement with employers and graduates – which generally occurs as part of workplace visits and conversations on Facebook, and through the chief executive and her cosmetics company – creates effective workstreams. Salama Robinson Academy also has links with the mainstream film and TV industry, which is helpful in generating work experience and motivating the students (especially under-25-year-olds).

The value to the learners and key stakeholders is shown by the immediate take-up of work as freelance makeup artists, and repeat business, leading to further employment and experience. Salama Robinson Academy has implemented a more systematic approach to collecting feedback using a graduate survey. Figures gained from a survey of 2014 graduates show that 78 per cent are either freelancing or working within the field, and there is convincing evidence of graduates gaining promotions or access to new employment opportunities, including the ability to work overseas.

Salama Robinson Academy has begun significant work around student goal-setting. It has been interesting to note that the students' goals change as they gain in confidence and knowledge. The goals are updated and reviewed regularly. Evidence collected from tutors, students and graduates has shown that the goal-setting and reviewing has had an impact on learning and achievement, the

confidence levels of the students, and their increase in self-confidence at the end of a block of learning.

Students gain professional experience in the workplace, and from their tutors keeping up to date through freelancing and graduates collecting feedback on their work experience. Another measure of value is the frequency with which Salama Robinson Academy learners are invited back for subsequent work experience.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

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

The level 3 programme is in demand by employers, and is respected, supported and endorsed by other stakeholders. It offers effective pathways to further study in the wider creative industries (see *Introduction, TEO in context*). The programme is based soundly on industry needs and trends, is highly relevant, and covers topics and looks, both period and contemporary, that are current in the industry. Salama Robinson Academy has strong contacts with local iwi and volunteer Māori groups, which are working well, and has a professional Māori mentor available as a guest speaker for students to ensure the programme is meeting the needs of Māori learners.

The programme delivers outcomes of high value to all stakeholders, and there is strong evidence that Salama Robinson Academy is highly effective in meeting the needs of a wide range of stakeholders and their learners.

Salama Robinson Academy matches its programme and activities to the needs of all stakeholders using comprehensive and current knowledge of the industry, feedback from work placements, and graduate surveys. It delivers skills-based learning on site, both full and part-time, with a balanced mix of practice and theory which contributes to the learners' skills development and increases their understanding of the methods and processes underpinning their tasks.

The three national unit standards assessed within the programme are placed at the start of the term to ensure students gain credits to aid motivation and to ensure the few early leavers have some credits.

Goal-setting is also used to ensure needs are met, and goals are reassessed regularly and changed as the student grows with their study. Goal-setting is captured as a meaningful exercise, which again ensures students are motivated to achieve.

Salama Robinson Academy has put in place an excellent and merit internal grading of achievement. This process of giving excellence and merit passes has made a difference to the retention and achievement of students. The organisation was able

Final Report

to show a correlation between graduates who have gone on to become significant successes in the industry, and those graduating with one of the 'higher' versions of the certificate.

End-of-block and end-of-course reviews draw on data and information from a wide range of sources, which has led to changes such as the new attendance structures and merit and excellence grades, and also changes to teaching on the block courses by tutors specialising in those areas. Student entry, goal-setting and attendance processes have been strengthened through the addition of many new initiatives, as noted earlier. The programme undergoes a typical annual scheduled review to ensure it remains relevant, with input from industry and overseas. A more comprehensive programme review process incorporating all the self-assessment information and the regular ongoing feedback from industry would further strengthen this.

Self-assessment is an effective tool to support the programme, and the newly structured governance and management provided evidence of successful changes to interviews, programme content, delivery, use of resources, course structure, and formative and internal moderation resources.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Salama Robinson Academy students benefit from highly effective teaching by experienced and well-regarded teachers who hold adult teaching qualifications and have many years makeup artistry professional knowledge. All continue to practise part-time as freelance makeup artists to remain current in their knowledge.

Teachers (all experienced industry practitioners) and key support staff demonstrate the key qualities of their industry and, as a multicultural team, emphasise the importance of integration and acceptance to students from different backgrounds. Careful planning is clearly evident, based on the strengths of the teachers and a good fit with the curriculum.

Teachers' educational performance is monitored and assessed using various moderation processes. These comprise an internal peer review moderation process, where teachers assess each other's performance to assure consistency, and the annual performance appraisal and external moderation requested by Salama Robinson Academy and performed by a beauty and moderation officer with the Hairdressing Industry Training Organisation to ensure that rigorous external industry standards are adhered to.

All staff actively maintain currency through regular professional development which supports the teachers to broaden their teaching strategies and activities in the

beauty field to incorporate changing international and national fashions and to ensure the students are meeting the needs of stakeholders.

Implementation of new practices and strategies around teaching and learning identified as a result of ongoing review include:

- A specialist from the Centre for Workforce Literacy engaged to provide ‘train the trainer’ workshops for teachers to enhance their ability to engage more effectively with the students.
- Change to block course teaching as previously mentioned.
- Increased emphasis on administering the Literacy and Numeracy for Adults Assessment Tool, and on analysing and using the results to tailor teaching to help students identified as having numeracy or literacy learning difficulties.
- Treaty of Waitangi and cultural competency training.
- Merit and excellence grading.
- Significant work around goal-setting, beginning with the students setting their own goals, gathering more specific information and then checking their goals after each block of learning, with particular emphasis on noting that their goals change as they gain in confidence and knowledge.
- Student feedback sought regularly both in writing and in person and leading to improvements, e.g. a variety of feedback sources and mechanisms to provide authentic and useful information for teachers and management about the effectiveness of the teaching.
- Students’ analysis of their own attendance which shows that students are engaged and motivated.

Each teacher is involved in embedding the new practices, encompassing more comprehensive programme attendance, goal-setting and review processes. This involves teachers as a team reviewing the effectiveness and impact of these initiatives on their teaching and student learning in a weekly report, which is then worked through with actions/updates and fed into the annual programme reporting process.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Samala Robinson Academy's approach to support for learners is strategically driven from the point of pre-enrolment to post-graduation.

The PTE provides excellent guidance and support for students through timely and accurate study information and advice, including an initial assessment of literacy that may lead to formal testing and referral to specialist training providers if necessary.

Students at recruitment fill in a form detailing their goals, career aspirations and motivations. With permission, these are shared with teachers so they can better tailor their teaching towards students' goals. Social media is used to connect with students to motivate and reinforce goals and gain agreement on progress and tasks still to be achieved.

Samala Robinson Academy monitors student progress and provides encouragement and motivation to students to ensure they remain engaged with their learning. Students beginning to exhibit low attendance behaviour are invited to a session with a teacher or other coach to check that their goals, motivations and aspirations are still current, and to ascertain whether there is anything 'in-house' that Salama Robinson Academy can help the student with to increase attendance, or whether the absenteeism is caused by issues outside of Salama Robinson Academy's control/influence (i.e. the student's home life).

A new student self-managed attendance measure has been put in place for students to see the correlation between their attendance and their achievement, and therefore the consequences of not attending. The feedback from students, along with analysis of student attendance/progress, shows that students are motivated to manage their own attendance as they can see their achievement outcomes as a result.

Students who cannot maintain the pace of learning for personal reasons are deferred to another start date and block. Salama Robinson Academy has carefully monitored the attendance and pass rates of these students to ensure they are not lost within the system and are monitored carefully. Among other initiatives, 2015 has seen the PTE add extra student counselling services, and access to the services of a qualified in-house life coach.

Salama Robinson Academy has been developing a greater understanding of the cultural and learning needs of Māori and Pasifika with the support of a Māori legal and educational expert to advise on strategies to improve Māori and Pasifika retention and completions.

Salama Robinson Academy staff role-model an authentic understanding and respect for their students' identity by encouraging open communication – ensuring all students are familiar with and can appreciate cultural and personal similarities and differences, including gender affiliations.

Salama Robinson Academy offers inspirational lunch-time speakers to address students (role models who share success stories, those who have overcome challenges, sportspeople, ex-students successful in the industry or allied industries, with an emphasis on speakers from disadvantaged backgrounds) to help, support and motivate students.

Equipment and learning materials were rated as the area most needing attention in feedback forms, with improvement needed in the basic starter kits. Salama Robinson Academy has taken note of the concerns and has spent some considerable time checking with staff and students about the content of the kits and ensuring the resources cover the basic regime for use during learning.

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

The rating for performance in relation to this key evaluation question is **Good**.

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

Following a restructure in 2013 and a reshuffle in 2014 in response to an identified need to better distribute expertise, Salama Robinson Academy now has an effective management/staff structure with a clear vision well aligned to achievable goals and a meaningful strategy. Governance and management are clear that student support and retention is the number one priority across all aspects of student learning. The overall strategy outlined in the investment plan is clear, well supported by governance, and well set out and known to staff.

Evidence was seen that the analysis undertaken and the strategies for improving learner achievement and improved data integrity supported by the governance and management team are beginning to have a positive impact on learner outcomes. The board and management team have been involved in a significant review of their organisational capacity and staffing needs and identified the need to adopt a more systematic approach to capturing and reviewing information. Expert staff for the specific underprovided areas of student support and data integrity were sought and the reorganisation of the PTE's operations has been well managed, with no evidence of disruption to the day-to-day provision of training and assessment.

Care has been taken with the employment of staff and the allocation of responsibilities and relationships around the support of educational outcomes. The roles and functions of the leadership team are clearly defined, with the general manager taking a clear lead, supported by a new recruitment, retention and student support manager with 20 years industry experience in the student support role, as

well as a quality, process and documentation manager to oversee quality processes.

Salama Robinson Academy used the reorganisation as an opportunity to review its approach to self-assessment, and as a result management systematically reviews the effectiveness of all changes made and has a set plan to review the subsequent actions as they are set in place. As a result, considerable progress has been made with the recommendations noted in the 2014 EER report, with an organisation-wide approach to self-assessment which is well embedded into ongoing processes and practices. Initiatives are carefully investigated and new processes and systems have been developed (such as those for tracking trainee attendance and progress and changing delivery blocks to support activities for inactive or at-risk trainees).

Regular strategic board and management meetings are held and there is substantial evidence of the organisation using a range of information and data to inform planning decisions with a focus on student achievement and success. The meetings are seen as an important time for reflection on the newly restructured organisation, which builds consensus and allows quick and flexible responses to governance and management decisions and external funding body requirements as needed. Communication between governance, management, tutors and students is highly effective.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: Certificate in Fashion Makeup (Level 3)

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

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

Recommendations

NZQA recommends that Samala Robinson Academy:

- Continue developing the collection of data for self-assessment.
- Build further staff capability in analysing this data.
- Continue the analysis of achievement and outcomes data, with the aim of continuing to build the evidence base for both full-time and part-time learners around the links between actions and improved outcomes.
- Use the data that is being collated to compare the programme attendance, retention and performance achievement of full-time and part-time learners.
- Use a more comprehensive programme review process incorporating all self-assessment information and the regular ongoing feedback from industry.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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