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# External Evaluation and Review Report

Samala Robinson Academy Limited

Date of report: 11 February 2020

# About Samala Robinson Academy Limited

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*Samala Robinson Academy (SRA) produces graduates for the fashion makeup industry. SRA programmes expose students to industry events, trends, products and practices.*

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Type of organisation:	Private training establishment
Location:	Level 1, 3 Melrose Street, Newmarket, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 51 equivalent full-time students; 35.3 per cent Māori; 19.6 per cent Pasifika; 31.3 per cent European/Pakeha; 13.7 per cent other; 58.8 per cent under 25
Number of staff:	Nine full-time, three part-time
TEO profile:	See <a href="#">NZQA - Samala Robinson Academy</a>
Last EER outcome:	Samala Robinson Academy's previous EER outcome in 2015 was Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	The current EER looked at the following NZQA-approved programmes: <ul style="list-style-type: none"><li>• Fashion Makeup (Level 3)<sup>1</sup></li><li>• Advanced Fashion and Creative Media Makeup (Level 4)<sup>2</sup></li></ul>
MoE number:	7381
NZQA reference:	C37156
Dates of EER visit:	26 and 27 November 2019

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<sup>1</sup> Leading to the New Zealand Certificate in Makeup and Skincare (Introduction) (Level 3)

<sup>2</sup> Leading to the New Zealand Certificate in Makeup Artistry (Level 4)

# Summary of Results

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*SRA's graduates have the foundation skills sought after by employers and which immediately add value to the fashion makeup industry. Self-assessment practices will need to be strengthened to bring about improved performance.*

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## **Confident in educational performance**

- SRA is providing quality education and training leading to valued outcomes for its graduates.
- SRA has good programme and qualification completions, generally above national averages for programmes at similar level. Students are achieving their academic and personal goals and acquire technical and creative knowledge and skills which enable them to work in the fashion makeup industry.
- The PTE's long-term relationships with employers, schools and other stakeholders show that the outcomes for students are valued. Stakeholders confirm that SRA graduates are well prepared for working as makeup artists.

## **Confident in capability in self-assessment**

- Courses are taught by tutors who ensure the education delivery is relevant and engaging.
- SRA is well managed and has a clear and established long-term philosophy and purpose that is reflected throughout the organisation. Activities are well resourced.
- Compliance accountabilities are not being managed systematically. This has led to a few non-compliances which, although not directly affecting educational performance, require attention.
- SRA has effective self-assessment that evaluates the programmes and learning activities on an ongoing basis. However, much of this self-assessment is informal and some gaps were evident in relation to monitoring of compliance. The challenge is to formalise and deepen self-assessment processes, to sustain and improve on current levels of achievement.

# Key evaluation question findings<sup>3</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Staff across the organisation demonstrate a strong commitment to student success and discuss student progress on a daily basis. Students are completing qualifications at a rate generally above similar-level programmes in other institutions. Achievement rates for Māori and Pasifika students consistently lag behind non-Māori and Pasifika.<sup>4</sup> Strategies to address this gap are a work in progress.</p> <p>High student withdrawal rates, particularly for Māori and Pasifika students in the first few weeks of study, are a challenge for the organisation. SRA has gathered and analysed data associated with all student withdrawals, but as yet has not introduced strategies to address withdrawals. Those students who are retained after the first month of the programme tend to complete successfully.</p> <p>Students are acquiring useful skills and knowledge including valuable 'soft skills' such as teamwork, collaboration and customer service. The recent introduction of the '11 Point Performance Metric' is a useful tool to measure and track soft skills development. Students complete the Tertiary Education Commission (TEC) literacy and numeracy assessment tool (LNAT) at the beginning and end of their programmes. LNAT data viewed by the EER team indicates that generally, students improve their literacy and numeracy skills as a result of studying at SRA.</p> <p>SRA has good systems to monitor and review individual student progress, and the link between student attendance and achievement is recognised and monitored. SRA collects lots of data, albeit the data reviewed at the EER showed some discrepancies with TEC data. However, SRA needs to undertake a greater depth of interrogation and analysis of this</p>

<sup>3</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>4</sup> Refer Appendix 1 for achievement figures.

	data and use it to derive actions to improve educational performance.
Conclusion:	SRA's educational achievement is good. However, the PTE would gain from making use of achievement data to identify areas of strength and weakness and using this analysis to make improvements.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students gain worthwhile skills in the programmes that SRA delivers, which enable them to build a career in the fashion makeup industry. Graduates and employers report that the skills and knowledge gained were immediately applicable to the workplace and are valued by both the employee and employer. Stakeholders confirmed that SRA programmes were 'on trend' in what they regard as a vibrant and growing industry.</p> <p>SRA considers that the merit of the programmes lies not only in the long-term professional outcomes for students but also in attributes such as the confidence, self-esteem and positive attitudes they acquire on the courses. Work experience opportunities have helped students to gain meaningful interaction with potential employers, and feedback from work experience employers has enabled SRA to gain a better appreciation of the degree to which students have acquired the attributes mentioned above.</p> <p>A recent survey of graduates identified that 54 per cent of graduates were either employed or freelancing in the fashion makeup industry. A further 8 per cent were engaged in further study in related areas.</p> <p>Representatives of two secondary schools interviewed at this EER confirmed the value of the programmes to their students – it reinvigorates their engagement in education and they gain valuable credits for NCEA.<sup>5</sup></p> <p>SRA has lots of informal and anecdotal information about graduates, and feedback from industry/stakeholders about graduates is positive. However, a more systematic</p>

<sup>5</sup> National Certificate in Educational Achievement

	understanding of graduate outcomes is essential to inform ongoing improvements to valued outcomes.
Conclusion:	Graduate feedback confirms that students who complete programmes at SRA are gaining good value from their study by achieving or exceeding their academic and personal goals. Long-term relationships with stakeholders also signify that they value the programmes for the benefits to this industry and their businesses.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>SRA's efforts to meet the personal and academic goals of every student, while also understanding and meeting the needs of industry and employers, is a compelling feature of the organisation.</p> <p>SRA has regular, ongoing interaction with a wide stakeholder group through varying mechanisms and at all levels of the organisation as a core feature of its operation. These mechanisms include: daily contact with students; student satisfaction surveys; regular staff meetings; discussions with staff and stakeholders; participation in industry networks; community events; consultation with tutors, professional agencies and parents; and the advisory board. The information from these interactions is fed back through the organisation to inform future strategy and programme planning.</p> <p>Every intending student is interviewed prior to committing to study, and from that discussion individual goals are set with the student and reviewed at intervals throughout the programme. Students regularly complete surveys to provide feedback on the learning methods, course delivery and their learning environment. The results of this feedback are analysed and used effectively to inform improvements to course delivery.</p> <p>Assessment practice includes a range of sound approaches. Students are provided with opportunities to demonstrate their knowledge and understanding through written work, project work and oral presentations. Quality assessment practice is supported by internal moderation processes and affirmed by external moderation results. The coverage of internal</p>

	moderation is wide-ranging but not systematic.
Conclusion:	SRA's regular and purposeful interaction with its students and stakeholders, ensuring that programmes and activities meet their existing and emerging needs, is a standout feature of the organisation.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students at SRA receive active, integrated and ongoing social and academic support from staff at all levels of the organisation. Tutors and students described numerous activities and initiatives that motivate, engage and encourage students to get the full benefit from their time at SRA.</p> <p>Students are engaged in their learning, and they have opportunities to apply their knowledge and skills in a range of contexts that are relevant to their needs. Students are provided with useful and timely feedback on their progress.</p> <p>The relatively high level of student attrition is a challenge for SRA. This may indicate that intending students are not well guided into courses that are appropriate to their aspirations and capabilities. A more thorough and critical analysis of this phenomenon is essential to improving educational performance. Those students who are retained past the first third of their programme tend to become highly engaged and successful.</p> <p>Although SRA staff provide high levels of guidance and support in the intuitive belief that there is a positive correlation between student support and achievement, to date the organisation has not formally analysed the link between the two. Stronger self-assessment would make clearer the links between support and guidance interventions and improved outcomes.</p>
Conclusion:	SRA staff are passionate about the care and support they provide for the students. The family culture at programme level is clearly evident, with open doors and an easy informality between staff and students.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>SRA's organisational strategy is formally documented, and management and staff have a common understanding of the PTE's vision and direction. Governance structures are robust and well supported by a business advisory board. The business model is sustainable, as shown in the nearly two decades of successful operation.</p> <p>SRA has responded well to constant change in the industry and environment. Turnover of staff has been challenging, but the organisation plans succession effectively. New staff are well inducted and supported into teaching, but currently have limited academic and teaching experience.</p> <p>The recent restructure of the organisation is still bedding in. Some areas of academic leadership are not showing evidence of necessary depth. However, the owner and the board have confidence that they have strategies in place to ensure adequate reach and range of expertise to lead the academic development of the organisation. This has yet to be fully tested.</p> <p>Teaching and learning are well resourced with good equipment, appropriate teaching materials and good facilities. SRA has good physical resources available to students, which are well maintained and updated through a planned approach.</p> <p>SRA encourages reflection on its role and how to continue to make ongoing and continuous improvements in meeting the needs of students and other stakeholders. SRA is collecting and collating lots of useful data; however, the interpretation and analysis, and subsequent actions to improve educational performance, is a work in progress</p>
Conclusion:	SRA has a clear vision and understanding of its enterprise and a leadership committed to providing effective support for educational achievement.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Compliance is overseen by the chief executive and responsibility allocated to key staff. The process tends towards being reactive rather than proactive and systematic. Although SRA meets most of its compliance requirements – for instance, in financial reporting, privacy, health and safety – this distributed approach has led to some important compliance accountabilities being overlooked. For instance:</p> <ul style="list-style-type: none"> <li>• Police checks do not cover all staff.<sup>6</sup></li> <li>• There are discrepancies (relatively minor) in the understanding and articulation of the number of directed study hours students should undertake outside of formal classes.</li> <li>• The quality management system needs updating – the September 2019 version still refers to EER key evaluation questions that were updated in 2016.</li> <li>• Some new teaching staff may not yet meet all of the requirements of the CMR<sup>7</sup> for the unit standards they teach.</li> </ul> <p>These gaps and weaknesses have not had a material impact on students to date, but they do indicate that management of compliance at SRA is not universally effective.</p> <p>On the positive side, all NZQA submissions are up to date and external moderation requirements are met.</p>
Conclusion:	SRA must take a more coherent approach to understanding and managing its compliance accountabilities.

<sup>6</sup> The Vulnerable Children Act 2014 requires that anyone working unsupervised with children or young persons under the age of 18 years should be checked by their employer to ensure that they have not been convicted of a serious crime.

<sup>7</sup> Consent and Moderation Requirements – specifically CMR 0035

# Focus Areas

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

## 2.1 Focus area: Fashion Makeup (Level 3)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

## 2.2 Focus area: Advanced Fashion and Creative Media Makeup (Level 4)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

# 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 Samala Robinson Academy Limited:

- Add structures such as a compliance calendar and bring-up system, to enable proactive compliance monitoring processes.
- Develop and document (in the quality management system) a system to ensure that all assessments are internally moderated on a planned rotation.
- Continue to develop the collection of data for self-assessment and build organisation-wide capability in analysing this data and using it to bring about improvements.

# Requirements

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

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

# Appendix 1

**Table 1. Qualification completion data (supplied by the TEC)**

Ethnicity group	Intended qualification cohort group	2016	2017	2018
Māori	Level 1-3	52.6%	80.7%	78.0%
Non-Māori and non-Pasifika	Level 1-3	79.2%	87.0%	89.6%
Pasifika	Level 1-3	73.5%	62.2%	66.7%
Overall	n/a	69.0%	80.0%	n/a
All PTEs average	Level 1-3	64.0%	62.0%	n/a

# Appendix 2

## 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 fraud<sup>8</sup>*
- 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.*

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

## Regulatory basis for external evaluation and review

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

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

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

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

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

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

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

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://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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