



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report



Samala Robinson Academy Limited

Date of report: 8 March 2024

About Samala Robinson Academy Limited

Samala Robinson Academy (SRA) trains fashion makeup artists. SRA programmes expose students to industry events, trends, products and practices. Students study either part or full-time. In late 2023, the level 3 Fashion Makeup programme was approved by NZQA for blended learning (online and face-to-face workshops).

Type of organisation:	Private training establishment (PTE)
Location:	3 City Road, Grafton, Auckland
Eligible to enrol intl students:	No
Number of students:	Domestic: 90 (32 equivalent full-time students in 2022); Māori 11 (12 per cent), Pasifika 20 (22 per cent), disabled nil
Number of staff:	Two full-time equivalents ¹
TEO profile:	Samala Robinson Academy – NZQA profile A change of ownership took place on 10 November 2021. Samala Robinson Academy became a member of the AKA Education Group of PTEs.
Last EER outcome:	At the previous external evaluation and review (EER), NZQA was Confident in Samala Robinson Academy’s educational performance and in its capability in self-assessment (November 2019).
Scope of evaluation:	All training including: <ul style="list-style-type: none">• Fashion Makeup (Level 3) [ID 123307]• Advanced Fashion and Creative Media Makeup (Level 4) [ID 124724]
MoE number:	7381
NZQA reference:	C55170
Dates of EER visit:	22-24 November 2023

¹ AKA Education Group provides leadership and support to Samala Robinson Academy.

Summary of results

SRA is meeting many of the important needs of its students and industry. However, achievement is mixed. Mostly robust self-assessment has strengthened many processes. Some changes are still at an early stage of implementation.

Confident in educational performance

- The new ownership over the past two years has built on SRA's industry-focused vision. The AKA Group leadership brings a significantly enhanced educational, a systems-orientated and student-centric focus. A new campus and innovative blended delivery are two key improvements.

Confident in capability in self-assessment

- SRA produces capable makeup artist graduates. Over half of students graduate. Some gain related employment and/or freelance work. Students develop both technical and transferable skills and improve their wellbeing. Nearly all students said they were satisfied with their learning experience. Course completion rates have been sound, while qualification completions have been mixed. Māori and Pasifika completions are significantly lower.
- Industry-experienced, passionate and relational tutors are well supported by management. They remain a core SRA strength. Students highly rate the support received. Retentions significantly improved in 2022. Pastoral care systems are strong.
- Management of important compliance accountabilities has been mostly effective.
- AKA Group supports SRA with a review-focused culture. SRA uses a broad range of mostly robust data to make coherent decisions to support the AKA mission. However, while SRA is tracking retention, the PTE's approach to understanding and monitoring achievement does not offer a complete and balanced picture. Reports and systematic plans guide performance. Educational standards are maintained. Some significant changes are still bedding in.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>For 2019-22, most SRA students were enrolled in the Fashion Makeup programme. Course completions were mostly strong. Qualification completions were strong in 2019 and 2020, but declined significantly in 2021 and 2022.³ A revised attendance regime in 2022 has contributed to significantly improved retention.</p> <p>SRA expects that the final 2022 qualification completion rate will show a rise in achievement.⁴ There was substantial disparity in the completion rates of Māori and Pasifika students on the level 3 makeup programme.</p> <p>Sound assessment and moderation practice give confidence in these results. Completing students learn relevant makeup skills, as well as transferable job search and business skills.</p> <p>SRA's in-house approach to achievement tracks how many retained students complete courses and qualifications. SRA systematically tracks retention and analyses the reasons for students not completing. The PTE reported that nearly all retained students gain the qualification, particularly in more recent years, exceeding the SRA target of 80 per cent. Most courses were completed by retained students. However, these performance measures do not provide a full and balanced picture of achievement or meaningful</p>

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ Thirty-seven per cent and 31.5 per cent, respectively. See Appendix 1 for further details. During this period, the pandemic and lockdowns in Auckland brought major disruptions.

⁴ See Appendix 1 footnote for details.

	benchmarking with sector averages. These are significant self-assessment gaps.
Conclusion:	SRA achievement was variable over the review period. Despite considerable recent analysis and attention, there are some significant self-assessment gaps. However, improved retention in 2022 is contributing to improved completions.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The purpose of SRA is to 'deliver quality training to produce quality graduates in fashion makeup' [for the sector]. A range of evidence shows that the PTE is contributing significantly to this purpose. Over half of the level 3 students and most level 4 students gained the qualification over the review period. This was a sound result. There was good evidence of graduates gaining related work. Seven (35 per cent) of the 20 level 3 graduates in 2022 gained work. There was also evidence of these graduates freelancing at industry events.</p> <p>Level 3 and 4 graduates over the last four years rated themselves in surveys as demonstrating the key graduate profile outcomes. Some of the ratings for the level 4 programme were somewhat lower. The 2020 consistency review of the New Zealand Certificate in Makeup and Skin Care (Introduction) (Level 3) rated the final SRA submission as 'Sufficient'.</p> <p>Industry has complimented the students on their work ethic, as demonstrated on work experience at fashion industry events. Employers stated in surveys that the graduates they employed had 'met' or 'exceeded their expectations'. However, the response rates need to be tracked.</p> <p>In 2023, SRA has placed an increased focus on empowering students to develop personally and professionally, and on engaging Māori and Pasifika students. Graduates reported developing transferable</p>

	skills including communication, confidence, first aid, personal hygiene and customer service skills. Nearly all students said they were satisfied with their learning experience. Student survey response rates had improved and were strong, approaching 80 per cent in 2022 and 2023.
Conclusion:	SRA is producing graduates with the core capabilities that industry needs. Graduates are gaining related work. Self-assessment has been strengthened.

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

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>SRA tutors draw on their fashion makeup industry expertise and linkages to inform the training. SRA training is a mix of theory and hands-on applied practice, which suits the learners well. Each programme has teaching and learning plans to cover the content. Students practise with each other, with volunteers and then under supervision at industry fashion events. Photo shoots enable students to demonstrate different makeup styles.</p> <p>The training socialises the students to meet industry expectations. Student surveys report a generally high level of satisfaction with the teaching, makeup materials and facilities. The quality improvement register showed detailed evidence of responding to student concerns and other data. The impact of actions taken is followed up.</p> <p>Robust annual reviews have informed ongoing tweaking of the programmes. Major changes in the 2022 operating environment following the Covid pandemic, and falling demand informed a comprehensive, in-depth review. NZQA Type 2 changes were approved, enabling a shift to a blended programme with a mix of interactive digital content along with monthly weekend workshops.</p> <p>SRA has effectively attracted significant Māori and Pasifika enrolments in the first two cohorts of 2023. One cohort was enrolled at the new Manukau campus, the other at a</p>

	<p>temporary site near Whangarei.⁵ SRA closely tracks student engagement through its new interactive student management system. SRA benefits from another AKA Group PTE having trialled this system. The revised programme looks promising; however, it is too early to fully evaluate the impact and how it will work for its target learners.</p> <p>External moderation results have consistently met required standards, validating the extensive internal moderation practice.</p>
Conclusion:	SRA training has matched many of the important needs of students and industry. Robust self-assessment has informed a revamped training offering and multiple ongoing improvements, noteworthy for a small PTE.

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

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Guided by the AKA Group, SRA has a strong educational and student-focused ethos. SRA has hired tutors passionate about their vocation, their educational role and care of their students. Student surveys reported high satisfaction ratings for the teaching and support received. The SRA strategic plan sets satisfaction targets of 90 per cent, which have been consistently exceeded. Tutors have a core responsibility for student support.</p> <p>SRA has an in-depth understanding of student support and wellbeing. It systematically tracks attendance and retention rates. A key success was importing a new attendance regime in 2022 from the AKA Group. This contributed to a significant increase in the retention rate from 65 (2021) to 80 per cent (2022). Other changes directly addressed various student concerns, as well evidenced in the SRA quality improvement register. The new digital platform offers enhanced student data to better monitor attendance, participation and completions.</p>

⁵ The first two cohorts began delivery in October 2023. The Newmarket campus was closed.

	The two Code of Practice reviews conducted to date have been coherent. SRA has benefited from the expertise of healthcare professionals from another AKA Group PTE in developing an AKA Group Learner Wellbeing and Success Plan. The tikanga focus seems fit for purpose given that SRA aims for high Māori and Pasifika enrolments. It is too early to evaluate the implementation of the plan. Given the extensively revamped blended delivery model and a different student cohort in 2023, SRA has already planned a full review of the student support offered.
Conclusion:	SRA has an effective approach to support and guidance that has contributed to high student satisfaction levels and significantly increased retention. Self-assessment undertaken is systematic, broad and of high quality, notable for a small PTE.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Since taking ownership two years ago, the AKA Group leadership has built on SRA's established industry focus. AKA has brought enhanced and robust governance and management oversight to SRA. The leadership has negotiated a significantly disrupted operating environment due in part to the Covid pandemic and lockdowns and changed labour market. SRA has a strategic plan with performance targets (reviewed quarterly) mostly met. The leadership has invested in the new Manukau campus facilities, overhauled the core level 3 programme, and made a range of operational improvements. The tutors feel valued and well supported by the new owners.</p> <p>The AKA leadership team brings a range of enhanced capabilities, systems and professional expectations to this small PTE. There is a strong focus on educational standards, as illustrated in the PTE's teaching and learning experience strategy. Moderation practice has been enhanced. The PTE conducts professional observations and professional development of the tutors.</p>

	<p>SRA has a generally strong performance and review-focused culture. A broad range of mostly robust data is collected, reported and used to make coherent decisions. SRA has a systematic approach to understanding and monitoring achievement. However, as noted, the approach does not offer a full and balanced picture of achievement.⁶</p> <p>The AKA mission, with a growing focus on supporting the student to develop, informs these decisions. Quality improvements are logged and impacts often reviewed. A range of systematic plans guide behaviour and performance. Some significant organisational changes are still bedding in.</p>
Conclusion:	Enhanced SRA leadership has effectively supported the PTE to meet many of the important needs of students and industry. Some changes are in the early stages of implementation. SRA has a generally strong performance, vision and review-focused culture. There is one key self-assessment gap, as noted.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>SRA, supported by AKA Group, has a strong organisational culture. It has put in place enhanced systems for managing its important compliance accountabilities.</p> <p>The key evidence of compliance management was the Tertiary Education Commission (TEC) audit report (9 February 2024).⁷ The TEC found that SRA systems, processes and practices were acceptable, with some minor non-conformities.</p> <p>The EER enquiry found:</p> <ul style="list-style-type: none"> a significant proportion of unit standard assessments had been reported late. The explanation was that internal moderation had been undertaken before results

⁶ See 1.1, Appendix 1 and EER recommendations for details.

	<p>were reported. This matter has been resolved for assessments undertaken since 1 July 2023.</p> <ul style="list-style-type: none"> • Delivery site details had been partially updated.⁸ <p>Other key findings include that SRA has:</p> <ul style="list-style-type: none"> • a quality management system that has been updated over time • a quality assurance calendar that has supported timely submissions of attestation and declarations • a risk management plan to identify and address key risks • effectively engaged with industry and NZQA to meet external moderation requirements in a timely and robust manner • hired industry-qualified and experienced tutors who are working towards their required adult education credentials (See Consent and Moderation Requirements 35) • undertaken substantive periodic programme reviews that have informed changes.
<p>Conclusion:</p>	<p>SRA has been generally effective in managing its important compliance accountabilities. There are some gaps that were partly managed. Some key systems and practices have been strengthened.</p>

⁸ This matter has been rectified.

Focus areas

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

2.1 All training

Performance:	Good
Self-assessment:	Good

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Samala Robinson Academy Limited:

- Track and report on the cohort-based qualification completion rates of all enrolled students (see 1.1).
- Consider the merits of the SRA-developed performance indicators for achievement (see 1.1).

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

Samala Robinson has developed an in-house approach for tracking course and qualification completions. This differs from the [TEC Education Performance Indicators](#). Most notably, SRA reports student retention separately from achievement, whereas the TEC tracks all funded enrolled students, including withdrawals. Both are needed as a measure of achievement. This EER report provides both sets of results.

Table 1. Course and qualification completions for Fashion Makeup (Level 3) ID 123307, 2019-22 (percentage of enrolled students) TEC methodology

Measure	Year			
	2019	2020	2021	2022
Course completions - all students	63.5	51.3	69.4	70.5
Course completions - Māori	47.4	39.9	62.2	56.1
Course completions - Pasifika	57.0	39.3	63.1	58.2
Qualification completions - all students	72.4	63.5	37.0	31.5
Qualification completions - Māori	66.7	43.2	27.0	33.3
Qualification completions - Pasifika	60.5	52.9	22.5	26.7

Source: TEC Ngā Kete data

Table 2. Course and qualification completions for Fashion Makeup (Level 3) ID 123307, 2019-22 (percentage of retained students) SRA methodology

Measure	Year			
	2019	2020	2021	2022 ⁹
Course completions - all students	57	64	72	72.2
Course completions - Māori	33	58	62	61.6
Course completions - Pasifika	17	52	68	51.7
Qualification completions - all students	77	73	95	87
Qualification completions - Māori	33	56	89	100
Qualification completions - Pasifika	50	53	100	75

Source: Samala Robinson Academy student management system data from various documents

⁹ The EER enquiry compared the level 3, 2022 completions data using the SRA and TEC methodologies. Reporting time lags made direct comparisons challenging. After reviewing the SRA analysis, the significant gap between the 2022 qualification completions of 31.5 per cent (TEC) and 87 per cent (SRA) was partly reduced. The TEC qualification completion rate is projected to rise to 57 per cent, and potentially to 69 per cent when the TEC publishes all now-reported SRA results.

Table 3. Course and qualification completions for Advanced Fashion and Creative Media Makeup (Level 4) ID 124724, 2019-22 (percentage of enrolled students) TEC methodology

Measure	Year			
	2019	2020	2021	2022
Course completions - all students	N/A ¹⁰	73.4	64.9	76.6
Course completions - Māori	N/A	65.9	75.0	100.0
Course completions - Pasifika	57.0	39.3	63.1	58.2
Qualification completions - all students	N/A	N/A	N/A	71.4
Qualification completions - Māori	N/A	N/A	N/A	100.0
Qualification completions - Pasifika	N/A	N/A	N/A	0.0

Source: TEC Ngā Kete data

Table 4. Course and qualification completions for Advanced Fashion and Creative Media Makeup (Level 4) ID 124724, 2019-22 (percentage of retained students) SRA methodology.

Measure	Year			
	2019	2020	2021	2022
Course completions - all students	71	73	67	72.2
Course completions - Māori	100	0	75	61.6
Course completions - Pasifika	0	0	100	51.7
Qualification completions - all students	100	100	100	83
Qualification completions - Māori	100	-	100	100
Qualification completions - Pasifika	-	-	100	-

Source: Samala Robinson Academy student management system data; various documents

¹⁰ N/A is typically reported when enrolment numbers are low, and results might identify students.

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 fraud¹¹*
- *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.*

¹¹ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz