

Report of External Evaluation and Review

Downie Stewart Foundation
trading as The Moana House Training
Institute

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 6 October 2011

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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

Location:	402 High Street, Dunedin
Type:	Private training establishment
First registered:	2002
Number of students:	Domestic: 30 International: not applicable
Number of staff:	Three full-time equivalents, plus a number of volunteer subject specialist tutors and speakers.
Scope of active accreditation:	Te Taketake - Diploma in Applied Addictions Counselling (Level 6)
Sites:	One administration site as above and three temporary delivery sites: one in the South Island and two in the North Island.
Distinctive characteristics:	Moana House includes: Moana House Programme and The Moana House Training Institute (MHTI). The Moana House Programme offers a residential therapeutic community for adult male offenders, and MHTI is a small private training establishment which offers a two-year programme of study towards the achievement of Te Taketake - Diploma in Applied Addictions Counselling at level 6 on the New Zealand Qualifications Framework (NZQF), and a range of short workshops such as Cultural Competencies, Treaty of Waitangi, and Ethics and Boundaries. The diploma has been quality assured by the New Zealand Qualifications Authority (NZQA). The diploma is recognised by the Drug and Alcohol Practitioners Association of Aotearoa

New Zealand (DAPAANZ), and it may be used by applicants towards their voluntary registration as registered practitioners with DAPAANZ. The two-year diploma programme is delivered through seven waananga (three-day workshops) per year. Students are required to commit to a minimum of ten hours per week of study, assignments, and reading as well as maintaining a client caseload or access to clients since the course is practice-focused.

Recent significant changes:	This is the second year that waananga have been run in the North Island, at Hastings and Taupo.
Previous quality assurance history:	MHTI was most recently quality assured by NZQA as part of a quality audit in 2007. Two requirements were not met, relating to the late deposit of student fees into the trust account.

2. Scope of external evaluation and review

This evaluation included the mandatory focus area: governance, management, and strategy. Te Taketake - Diploma in Applied Addictions Counselling (Level 6) was chosen as the second focus area because it is the main programme and only qualification offered.

MHTI also offers a range of short workshops such as Cultural Competencies, Treaty of Waitangi, and Ethics and Boundaries.

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 evaluation team included two NZQA lead evaluators and was conducted at MHTI's site in Dunedin over one and a half days. The evaluation team interviewed teaching and administration staff, students, board members, visiting specialist tutors, and student support staff and reviewed a range of the organisation's documentation. The operations of the Moana House Programme (residential therapeutic community for male offenders) were considered alongside this evaluation inasmuch as the two organisations are integrally linked, sharing the same board of trustees, management, and staff. The opinions and professional judgements of health authorities and funders, and related professional associations, were canvassed during this evaluation.

Downie Stewart Foundation, trading as The Moana House Training Institute, has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **The Moana House Training Institute**.

MHTI set itself the target of achieving 15 graduates for its diploma programme within the first four years. This has been exceeded, with 17 students graduating within three years of the start of this programme. A further ten students are continuing to study towards completing the diploma. This is a significant achievement for both the organisation and the students, as MHTI attracts some students from graduates of its associated Moana House Programme for those in recovery from addiction issues.

Although the organisation does not identify itself as a Māori training provider, it operates within Māori kaupapa, incorporating manaakitanga (hospitality), awhina (help), and tautoko (support); this was evident in all aspects of its operation, and noted throughout this evaluation.

Te Taketake - Diploma in Applied Addictions Counselling is highly valued by students and professionals working in this field. This is evidenced by the fact that this programme is recognised by DAPAANZ for the purposes of registration, through interviews with students and medical and counselling specialists, and in the outcomes for graduates, with 100 per cent gaining employment in their field of study.

MHTI has gained the confidence of professionals and organisations within the addictions counselling field. This is reflected in the number of specialists who freely contribute their time to the waananga, and the fact that the Moana House Programme has been invited and contracted to deliver additional services on behalf of a number of government departments and agencies.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **The Moana House Training Institute**.

MHTI has a well-established organisational culture of reflection on its effectiveness, supported by the collection and analysis of student achievement data as well as reviews of student engagement and satisfaction after each waananga, the latter being collected, analysed, and reported by an independent contractor.

A quality improvement group was established in the months prior to this evaluation, and has established systems for making recommended improvements and allocating responsibilities and timelines to them. However, processes to review the effectiveness of these recommended improvements are yet to be fully established.

MHTI has well-established and effective processes to monitor and report on all aspects of the training organisation. These include management reports to the board of trustees at monthly meetings on student numbers and programme progress, including findings from end-of-course reports. Tutors meet regularly to discuss emerging issues and individual

students' progress. While formal meetings are well documented, the organisation operates to some extent through regular, informal, face-to-face discussions where issues are resolved and decisions are made regarding improvements. In the main, this is appropriate for the size and context of this small organisation. However, as MHTI grows in size, this informal process could potentially leave the organisation vulnerable if sufficient records are not maintained. The board and management at MHTI recognise the risk of losing such organisational knowledge and are implementing appropriate improvements.

Overall, the organisation has comprehensive and authentic self-assessment processes, which are used effectively to inform staff and management. However, these could be made more robust with fuller recording of self-assessment findings and actions taken to make improvements, and noting whether or not the actions resulted in actual improvements.

TEO response

Downie Stewart Foundation, trading as The Moana House Training Institute, has confirmed the factual accuracy of this report.

Findings¹

1.1 How well do learners achieve?

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**.

MHTI has been offering its diploma programme since 2008 and has enrolled 46 students between the start of the programme and the start of 2011. The organisation set itself an initial target for the first four years to graduate 15 students with the level 6 diploma. This target has been exceeded within three years, with 17 students graduating and a further ten of this cohort continuing to complete the diploma. This is a very positive result within the context of the students being largely recovering addicts from the Moana House Programme.

The diploma is delivered over a two-year period, and students are required to maintain a counselling caseload to fulfil the programme's applied learning course requirements. During the course of the programme, a number of students decide that they are not ready for becoming an addictions counsellor and are supported to enter alternative career paths. This is consistent and expected within this industry context, as acknowledged by MHTI and its professional association, DAPAANZ.

Beyond the achievement of the qualification itself, students acquire highly valued skills and knowledge for their personal lives and well-being, and this contributes significantly to their engagement with their whānau and communities.

The organisation has highly effective monitoring and documenting processes to track students' achievements and progress. These provide clear and complete information about how well students are achieving, as well as their level of satisfaction with their progress and delivery of the programme. However, MHTI has not yet fully established its processes to monitor the effectiveness of its implemented improvements to raise student achievement.

Through its professional networks, MHTI informally benchmarks itself against other organisations within New Zealand and internationally that offer similar programmes in addictions counselling. MHTI has formed the view that its students' achievements compare well against many other programmes. This view was substantiated and supported by stakeholders interviewed during this evaluation. The evaluation team considers this view is justified.

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

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**

MHTI has long-standing and well-developed relationships with government bodies, professional associations, and non-government organisations such as the Ministry of Health, National Addiction Centre, Alcohol Advisory Council (ALAC), DAPAANZ, and the New Zealand Drug Foundation. The organisation's self-assessment processes confirm that the Te Taketake - Diploma in Applied Addictions Counselling is highly valued by these organisations. This is also reflected in part in the number of personnel, including medical specialists, who voluntarily contribute their time as visiting speakers or tutors at the waananga. The diploma is recognised by DAPAANZ for the purposes of addictions counsellor voluntary registration. Interviews with students and medical and counselling specialists during this evaluation confirmed the value placed on the diploma programme, and the considerable contribution MHTI makes to its community.

One hundred per cent of the diploma graduates have gained employment within the addictions counselling community. This high rate of employment shows that the needs of both the addictions counselling professional community and the students are well met. This outcome is closely tracked by MHTI and was confirmed through interviews with students and stakeholders at this evaluation.

MHTI delivers its training using applied learning models, providing students with real-life experiences and opportunities to develop personal insights and personal values that enhance their practice during their time of study and subsequently in their careers as addictions counsellors.

Student evaluations are carried out by an independent contractor by way of interviews and focus groups after each waananga, with the results indicating that students highly value the experience of the training and the knowledge and skills they are gaining.

1.3 How well do programmes and activities match the needs of learners 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 **Good**.

MHTI and its diploma programme are strongly based on bicultural principles, specifically designed to meet students' needs and the professional needs of the addictions counselling community. Programme delivery is adjusted to meet individual student needs on an ongoing basis. While the programme content remains constant, delivery processes at each waananga vary in order to engage students in the subject matter. This is manifest through team teaching, involving the three tutors, minimal use of technology, and maximising face-to-face interaction and demonstrations of techniques and skills. Many current addictions

counsellor practitioners and medical specialists are brought in to present specific aspects of the course to students, to provide students with sufficient detail and challenge.

The organisation has an external student support staff member who works with students on academic and personal supervision and support, and this is valued by the students.

The organisation uses its professional networks effectively to stay up to date with current good practice and developments in the industry, and staff attend addictions counselling seminars and conferences regularly to stay current.

The organisation has a long-established history working in the addictions field, and through its Moana House Programme has an in-depth knowledge of industry, client, and student needs. This knowledge is primarily held by the key staff rather than being fully documented. This is appropriate for the context and size of the organisation currently but, as already noted, leaves the organisation potentially vulnerable, for example in the event of staff leaving. A more structured and documented approach, for example to establish and record specific students' learning needs and barriers to success early in the programme, may result in higher graduation rates.

Overall, the organisation has comprehensive and authentic self-assessment processes which could be made more robust with fuller recording of the findings, actions taken, and results of actions.

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 **Excellent**.

MHTI has three key long-term, highly experienced and qualified tutors, who are supported by a wide range of visiting tutors and specialists, as already noted. Staff are actively involved in professional development, primarily for the maintenance of their professional registration rather than in relation to their teaching roles. This is not necessarily a weakness, but a purposeful cross-checking of how well professional development augments the teaching roles may add value. Teacher performance is monitored through the team teaching process, team moderation, and group decision-making.

The organisation has clearly articulated and implemented entry requirements to the diploma programme and provides appropriate support for the students to succeed. As noted in section 1.1, a significant number of students are graduating, and all graduates are gaining employment within the industry.

Programme delivery includes a wide range of teaching and learning techniques, including team teaching, role-play and “fishbowl” exercises, presentations, formal assessments, and panel presentations. This variety is valued by the students and the addictions counselling employers because it involves the students in personal emotional experiences and gives them sufficient time to apply the underpinning theory in practical situations, including maintaining their own counselling caseloads.

Assessment materials and student scripts are jointly moderated by the three key tutors and by external personnel to ensure assessments are valid and reliable and continue to reflect current industry good practice and standards. The results of this moderation process are used by MHTI to continually improve the assessment material as well as the consistency of marking.

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**.

MHTI provides a high level of support and guidance for its students. This includes internet and paper-based information prior to enrolment, application interviews, personal monitoring and mentoring during the first waananga, and access to an external student support person. A range of other processes are also provided, such as support for students to transition into what is often their first academic study experience, and support and guidance in academic research and writing. Moana House Programme clients are also involved in preparing kai for each of the waananga.

Students and external stakeholders interviewed during this evaluation confirmed the strong support and guidance provided by MHTI staff, external support staff, and external specialists and visiting tutors.

Tutors and management at MHTI actively engage with all students to ensure their own recovery is sufficiently secure to be safe on the programme and subsequently in employment. Many applicants to the diploma programme are not accepted for a variety of reasons, and some students are counselled to alternative pathways where this is assessed as more appropriate. These processes are a particular strength within MHTI, in part because the Moana House Programme is integrally linked to MHTI through common staff, management, and board of trustees, and through self-assessment processes common to both bodies. This was confirmed at this evaluation, through stakeholder, student, and staff interviews.

The evaluators observed an organisational culture that reflected an easy openness between staff and students, with appropriate checks and protections for confidential material. The organisation has a high level of self-awareness and knowledge of how well it is supporting and guiding its students as well as its internal and external staff and support people.

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**.

Moana House was first established in 1987, and some of the original founding staff, directors, and trustees are still actively involved. This has provided the organisation with continuity and stability and maintained a clear focus on its original intentions and philosophy. With the establishment of MHTI in 2002, the organisation has expanded its connections and networks appropriately to ensure there are sufficient personnel either on staff or as volunteers to deliver its educational programme.

Moana House Programme is regularly audited by the Ministry of Health and has recently been placed on a four-year review cycle, indicating a high level of compliance and effectiveness in meeting ministry requirements. While this audit relates to the residential therapeutic community, it is significant because this programme and MHTI are integrally linked, sharing the same trustees, management, and staff.

The board and management have ensured the organisation has appropriate business and strategic planning, and there are sufficient teaching and learning resources for the number of enrolled students and the scope of the diploma programme offered. The current site for the South Island waananga at Waitati is small for the number of students currently enrolled, and alternative sites are being explored to better accommodate students.

The three main tutors are long-serving, and the organisation has started the process of succession planning. Management is aware of being vulnerable to losing organisational knowledge, although they acknowledge that planning is in the early stages.

MHTI has made significant changes to its quality management systems and processes to improve how it monitors its effectiveness, including learning and teaching and programme relevance to the community and students. To some extent, the organisation is still reliant on informal and undocumented systems for monitoring and evaluating its effectiveness as an education provider, but acknowledges the vulnerabilities of this approach as it grows in size. MHTI is in the process of implementing well-considered changes to develop more robust documentation across all aspects of its operation.

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: Te Taketake - Diploma in Applied Addictions Counselling (Level 6)

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

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

Recommendations

There are no recommendations arising from the external evaluation and review other than those implicit in the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria approved by the NZQA Board.

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).

*Information relevant to the external evaluation and review process, including the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

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