

# Report of External Evaluation and Review

Downie Stewart Foundation  
trading as the Moana House Training  
Institute

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 31 August 2015

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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

Name of TEO:	Downie Stewart Foundation trading as The Moana House Training Institute (MHTI)
Type:	Private training establishment (PTE)
Location:	402 High Street, Dunedin
Delivery sites:	Waitati, Dunedin and Tapapa, Rotorua
First registered:	15 March 2002
Courses currently delivered:	Te Taketake – Diploma in Applied Addictions Counselling
Code of Practice signatory:	Not applicable
Number of students:	Domestic: 58 equivalent full-time students Ethnicity: <ul style="list-style-type: none"><li>• One Celt</li><li>• 37 Māori</li><li>• One Chilean</li><li>• Two Samoan</li><li>• Two Cook Island</li><li>• One Indian</li><li>• One Fijian Indian</li><li>• One South African</li><li>• 10 NZ European</li></ul>
Number of staff:	Six contracted part-time

Scope of active accreditation:	The full accreditation for MHTI is available at: <a href="http://eqa-rdca.nzqa.govt.nz/edorg/accreds/course-view.do?id=1192585704&amp;providerId=63225500">http://eqa-rdca.nzqa.govt.nz/edorg/accreds/course-view.do?id=1192585704&amp;providerId=63225500</a>
Distinctive characteristics:	<p>Moana House is a residential therapeutic house for adult male offenders undergoing rehabilitation. MHTI is the training arm of the Downie Stewart Foundation.</p> <p>Te Taketake is a 120-credit, two-year, level 6 diploma course, designed to develop graduates who are competent and capable addiction counsellors. The intent of the course is to increase the workforce in the addictions field. Graduates will be able to engage with clients at a clinical level under specific ethical boundaries.</p> <p>All learners on the diploma are required to carry a clinical caseload and must complete a minimum of 400 client contact hours over the course duration to attain the qualification.<sup>1</sup> Tutors are also required to carry a clinical caseload to ensure their practice remains current and relevant within the industry.</p> <p>Despite the course being a level 6 qualification, the Addiction Practitioners' Association Aotearoa-New Zealand (DAPAANZ) considers that MHTI graduates of Te Taketake have attained the appropriate competencies to apply for DAPAANZ practitioner registration.<sup>2</sup></p>
Recent significant changes:	<p>In 2014, one of MHTI's senior tutors, responsible for the majority of the cultural content of the course, passed away through illness. MHTI has managed to ensure the legacy of that tutor is continuing within the course through appropriate succession planning and tutor recruitment.</p> <p>As a result of the Targeted Review of Qualifications, the current level 6 qualification taught by MHTI will be discontinued. At the time of</p>

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<sup>1</sup> Learners can access these hours at their current employment. MHTI assists some learners to find appropriate work placements to meet this criterion. This includes working at Moana House for those learners from Dunedin.

<sup>2</sup> DAPAANZ typically requires a level 7 qualification for registration.

the external evaluation and review (EER), MHTI had yet to receive confirmation of when this would happen. MHTI is now in the process of submitting an application for a replacement level 7 qualification to NZQA. MHTI is confident that the new programme will commence in 2016, subject to NZQA approval.

MHTI has developed a direct entry process into the second year of the course. This option is available for people who have the necessary qualifications and competencies, as determined by MHTI. These learners are still required to complete 400 hours of clinical client contact.

Previous quality assurance history:

MHTI was previously quality assured by an NZQA EER in October 2011, when it received statements of Highly Confident in educational performance and Confident in capability in self-assessment.

Internal moderation within MHTI consists of tutors moderating each other's work. The vast experience and senior level of all the tutors allows MHTI to be confident in this process. Assignments are either sighted at wānanga or emailed among tutors for checking.

MHTI uses external moderators from its key stakeholders. These include senior clinicians from the National Addiction Centre, Otago University and DAPAANZ.

MHTI's last formal external moderation was for their proposed level 7 programme application. The application was intentionally withdrawn by MHTI after consulting with NZQA for further refinement. It was resubmitted after improvements were made to it.

Other:

Although MHTI states that it is a mainstream provider, Te Taketake is taught using kaupapa Māori methodology. The course is taught through wānanga held on marae. Learners complete 16 three-day wānanga over the two-year duration of the course.

## 2. Scope of external evaluation and review

The scope of the EER included two focus areas. These were:

- Governance, management and strategy (mandatory)
- Te Taketake - Diploma in Applied Addictions Counselling (Level 6)

This is the only programme delivered by MHTI. The diploma was reviewed by NZQA at the 2011 EER.

## 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 over one and a half days by two evaluators who visited MHTI at Moana House in Dunedin.

The evaluation involved engagement with:

- Two MHTI Board trustees
- Programme director<sup>3</sup>
- Quality assurance manager
- One other tutor
- Two Moana House staff members
- Three recent graduates of the Te Taketake diploma
- Three current learners<sup>4</sup>
- Six stakeholders<sup>5</sup> comprising two employers who have subsidised staff to attend MHTI and taken on learner placements; and four senior clinicians who have provided programme advice to MHTI, taught specific clinical

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<sup>3</sup> The programme director also tutors on the diploma.

<sup>4</sup> The evaluators used one focus group to interview graduates and current students. The current students were in their second year of the diploma.

<sup>5</sup> All stakeholders were interviewed by telephone.

aspects during wānanga, as well as undertaken external moderation of MHTI.

In addition to the documents provided for the EER scoping, the EER team sighted and was provided with: MHTI strategic plans, management and operational policies, quality management documents, meeting minutes, moderation review results, self-assessment documents, and monitoring and programme review data (including results data, student achievement analysis, and stakeholder and learner feedback).

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Downie Stewart Foundation trading as The Moana House Training Institute**.

Key reasons include the following:

- Consistently high qualification completion rates since the previous EER. Along with the completion rates, destinations data for all graduates of the Te Taketake course indicates the high probability of graduates gaining employment within the mental health sector, and in particular in the addictions area.
- In comparison with the only other course with similar content (which is delivered by an accredited tertiary institute), MHTI has higher expectations and standards of its learners. These include the requirement to carry a 400-hour client contact caseload where the other programme only requires 100 hours.
- Key stakeholder feedback, particularly from employers of current learners and graduates, is very positive. These comments include that staff who have attended MHTI are able to apply techniques they have learnt almost immediately following wānanga. The added incentive for learners and employers is that the Te Taketake qualification is accepted by DAPAANZ for its practitioner registration. Typically this requires a level 7 qualification.
- The ability to offer work placements at Moana House (a residential home for offenders seeking therapeutic support) for some learners not working in the addictions area gives learners an opportunity to use their new skills immediately.
- MHTI has access to a range of key networks from within the mental health and addictions field, including membership on the executive of DAPAANZ and access to experts within Otago University. This ensures that the course and practices taught are current and relevant and meet appropriate peak body standards.



## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Downie Stewart Foundation trading as The Moana House Training Institute**.

Key reasons include the following:

- Strong governance and management oversight of the strategic and operational direction of MHTI so that it aligns with the values, vision and purpose of the Downie Stewart Foundation. This level of oversight gives staff confidence that they are well supported and their efforts are being managed.
- There is vigilant monitoring and oversight of course outcomes, peak body standards and requirements, and learner achievement data by the programme director and the tutors. This ensures that the course content is relevant to the industry and that learners are progressing well.
- The active engagement of key stakeholders through direct stakeholder contact, evaluation reviews and stakeholder observation of wānanga provides valuable feedback to ensure that stakeholder needs are accurately identified and measures are put in place to meet those needs.
- Comprehensive and consistent course reviews that include both qualitative and quantitative data, learner progression and suggested strategies and processes to address issues identified. The operation of two learning sites (one in Dunedin and the other in Rotorua) forces MHTI to ensure it seeks resolutions to issues – for example, the logistics of bringing all tutors together, which has financial implications for MHTI. The formalising of any resolutions is carried out through quality assurance team meetings. The team records all decisions made before the decisions are implemented.
- Shortly after the previous EER, MHTI established the quality assurance team, consisting of the programme director, cultural advisor and various academic advisors. In 2014, MHTI also employed a quality assurance manager. This demonstrates MHTI's serious intention to formalise its quality assurance practices and ensure MHTI meets not only its compliance obligations but also industry sector standards. Despite MHTI not receiving any Tertiary Education Commission (or similar) funding, it still made the decision to establish this team and develop formalised quality assurance processes.

# Findings<sup>6</sup>

## 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 **Excellent**.

Evidence gathered for this EER indicates that MHTI learners are achieving exceptional outcomes. As indicated in Table 1 below, qualification completion rates since 2011 are above 80 per cent. MHTI commented that the Wellington Institute of Technology (WelTec) is the only other institution in New Zealand that MHTI could benchmark its course against. However, the WelTec course falls well short of the 400-hour clinical client contact requirement of MHTI. WelTec learners are only required to complete 100 hours.

MHTI commented that most learners withdraw from the course in the early stages. The main reason given by MHTI is that learners cannot pay the fees or find suitable sponsorship. Learners must find their own source of finances for fees, as MHTI does not receive any subsidised funding.

Destination data in Table 1 shows that once learners have completed the qualification they have a high probability of finding employment in the addictions industry. Stakeholders who the evaluation team spoke to during the EER confirmed that the applied nature of the Te Taketake course allows graduates to return back to their place of work and implement and apply what they have learnt immediately. Stakeholders also said that those looking for employment in the sector are viewed as highly employable because a provider can expect the employee to commence immediately with minimal induction requirements.

An added incentive for graduates of Te Taketake is the direct pathway to becoming a registered practitioner with DAPAANZ. The quality and high standard of skills reached by MHTI graduates is the main reason given by DAPAANZ for allowing this level 6 qualification to be recognised for registration.

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<sup>6</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

**Table 1. MHTI Te Taketake learner achievement data, 2011-2014**

Year (Y)	2011		2012		2013		2014	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2
Enrolled	18	12	20	18	30	19	25	18
Withdrawals <sup>7</sup>	4	0	1	2	4	1	7	2
Withdrawal through work	3	0	1	2	4	0	4	0
Deferred	0	2	1	0	1	2	1	3
Passed Y1 <sup>8</sup>	14/ 78%	N/A	15/ 75%	N/A	20/ 67%	N/A	16/ 64%	N/A
Qualification completion Y2	N/A	10	N/A	15	N/A	16	N/A	15
Employed pre-course	14	12	7	12	15	12	0 <sup>9</sup>	18
Employed post course <sup>10</sup>	N/A	10	N/A	14	N/A	16	N/A	10
Higher study	0	2	0	3	0	7	0	10
Total quals as a %		83%		84%		84%		83%

Source: Moana House Training Institute

MHTI places a lot of importance on the cultural content of its course, especially the Kaupapa Māori methodology used in teaching. Current learners and recent graduates commented that the wānanga teaching style and the noho marae location gave them a new understanding and skills for working with clients using Māori cultural procedure and protocols. The cultural skills taught on the course gave them greater confidence to undertake work in a range of settings that involved not only Māori clients but also gave learners and graduates an appreciation of other cultural differences. In addition, graduates commented that through the wānanga they were able to resolve a number of their own personal issues as part of their journey to becoming a competent practitioner in their own right. Graduates attribute the pathway of self-discovery with improving their practice.

MHTI uses a range of activities to assess and monitor learner progress. These have vastly improved MHTI's processes since the 2011 EER. The activities include observations at wānanga, gathering learner and stakeholder feedback, internal and

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<sup>7</sup> MHTI explained that most withdrawals were due to work commitments and learners not being able to pay fees.

<sup>8</sup> MHTI indicated that the discrepancies in enrolment numbers between Year 1 and Year 2 are because learners who qualify in Year 1 do not necessarily enrol the next year. In addition, with the direct entry option into Year 2, enrolment numbers will differ from the previous year.

<sup>9</sup> Information not provided.

<sup>10</sup> The employment of graduates expressed as a percentage are: 2011, 100 per cent; 2012, 93 per cent; 2013, 100 per cent; 2014, 67 per cent.

external moderation, using expert advisors to assist with programme improvements, and close monitoring of learner progression.

With wānanga observations, tutors are able to counsel and provide supervision to learners. Given the low numbers of learners on the course, and the extensive experience of tutors in client observation techniques, tutors are able to quickly identify learners who exhibit issues during the wānanga and offer support and guidance.

With regard to key stakeholders' feedback, the MHTI tutors discuss learner feedback using a wānanga process at the completion of each teaching wānanga.<sup>11</sup> Strategies and solutions are formulated, in most cases at this session, and are formalised at the next scheduled quality assurance team meeting.

MHTI also provides opportunities for employer stakeholders to observe some of the wānanga sessions. MHTI commented that, through these sessions, they are able to gather face-to-face feedback regarding learners' practice, any concerns the employer<sup>12</sup> may have, and whether the employer's expectations of their employee and MHTI were being met. Those employers unable to attend a wānanga are regularly contacted by MHTI to provide comment on whether their employee is practising the skills taught in wānanga and, if so, what the impact on their services is, particularly for clients. MHTI commented that employer feedback is highly relevant for them because it informs MHTI of how well learners are able to apply the skills acquired from the course. Feedback from employers interviewed for the EER indicates that they are happy with how well their employee is progressing on the course and are optimistic their expectations are being met.

## 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**.

The feedback provided by a range of stakeholders associated with MHTI, including learners, indicates that they all get value from the outcomes learners achieve. Destination data in Table 1 indicates that a very high proportion of graduates are in employment and a smaller but significant proportion are going on to further education and training. MHTI said that through their analysis and inquiry they learned that most of the graduates were employed in the industry.

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<sup>11</sup> The wānanga sessions are conducted at Rotorua and Dunedin.

<sup>12</sup> MHTI commented that employers who have attended wānanga are not just from the local area but from all over the country. Those in the North Island attend the wānanga in Rotorua and those in the South Island attend the wānanga in Dunedin.

Although most learners are employed pre-course, large proportions of learners either transfer into or specialise in the addictions behaviour area. Those graduates going on to higher study seek a level 7 qualification to be recognised by their registration boards. In relation to DAPAANZ practitioner registration, learners are aware that the MHTI programme, although set at level 6, is recognised by DAPAANZ as appropriate to gain registration.

MHTI commented that they had received an increase in expressions of interests and enrolments of people seeking direct entry into the second year of Te Taketake. MHTI had introduced this option to allow those who already had a recognised qualification to enrol directly into Year 2 of Te Taketake. Three of the learners interviewed during the EER had completed undergraduate degrees before enrolling directly into Year 2. The primary reason these learners gave for enrolling in Te Taketake was to learn and apply the clinical cultural competencies taught on the course.

Learners said that through their time studying with MHTI they were able to set realistic industry-related goals for attaining the diploma and focusing on future career pathways within the mental health and addictions area. These include setting up their own clinical counselling practices, working in hospitals that specialise in mental health and addictions behaviour, gaining greater experience and exposure from other practitioners by working for a mental health provider, as well as building networks and providing avenues for greater self-development.

A graduate who had been fully immersed in gang life is an example of how Moana House can leverage off life experience to shape a strong practitioner and achieve a number of positive outcomes. Initially a resident of Moana House and then a graduate of Te Taketake, this graduate is now employed full-time as a clinical advisor working in prisons, has DAPAANZ practitioner registration, and is also a DAPAANZ registered supervisor.

Employers and clinical experts also commented that graduates of Te Taketake help provide suitably qualified people to address the growing demand for appropriately qualified addictions counsellors in the sector. The applied nature of the course added to the value of the graduate's chances of gaining employment. One stakeholder admitted that their local district health board only recognised graduates with a level 7 qualification. The stakeholder said that despite this, they considered the Te Taketake course far superior in terms of course content, cultural awareness and graduate employability.

MHTI uses a range of activities to ensure that it meaningfully gathers information from its key stakeholders to inform design, development and improvements of Te Taketake. Through their extensive networks of industry stakeholders, including mental health providers and tertiary institutions, MHTI has access to current and relevant sector information and gains understanding of the needs and expectations of those stakeholders. The information is gathered through:

- membership on industry-related organisations

- memorandum of understanding relationships with Otago University
- annual stakeholder satisfaction survey and evaluations
- direct feedback from those stakeholders that observe wānanga.

Stakeholder feedback is formalised by MHTI after it is tabled with the quality assurance team. This team then analyses the feedback and develops possible responses.

Any changes to course content are first put through a rigorous process of consultation within MHTI and then go back to MHTI's industry advisory organisations. Changes are then reconfirmed with the quality assurance team and reported back to the Downie Stewart Foundation Board. The changes are then implemented through the quality assurance manager, who periodically reviews the changes with the programme director.

### 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 **Excellent**.

The activities of Te Taketake are deliberately matched to the needs of learners and key stakeholders. All tutoring staff from MHTI have extensive networks within the mental health sector, and in particular within the addictions behaviour area. These networks and direct connections within the industry give MHTI extensive knowledge of the most relevant practices for dealing with addictions. It also provides them with access to a number of high-profile academic, cultural and professional experts, enabling MHTI to share knowledge and practices.

Specifically, these networks give MHTI a strong indication of the practice and workforce needs of the industry. Through these connections, MHTI personnel have incorporated a range of successful strategies into Te Taketake. Strategies include learners being required to carry a 400-hour client contact caseload. The intent is to ensure learners are given ample opportunities to apply the skills taught in the wānanga where they work. MHTI also explained that the high number of client contact hours is designed to force learners to become familiar with the intense nature of addictions work, but within an environment where they are supported by tutors.

MHTI's wānanga style of learning provides learners with the opportunity to become comfortable and confident working in diverse environments where cultural competency skills are expected. The use of tikanga Māori practices and principles taught on a marae, where learners can become familiar with cultural values, further enhances the applied nature of the course.

MHTI's and DAPAANZ's arrangement allowing graduates to become registered as a practitioner has allowed MHTI to develop an accelerated programme of learning. The applied aspects of Te Taketake (as described by DAPAANZ) give DAPAANZ the confidence that MHTI graduates meet the required standards for practitioner registration.

MHTI uses its networks well to ensure that the design and development of the programme fits the needs of the sector. In addition to ensuring MHTI personnel sit on key stakeholder boards, MHTI actively seeks feedback from its stakeholder groups through evaluations, surveys and direct contact. Surveys sighted by the evaluation team and stakeholder interviews with academic and industry experts demonstrate that MHTI is reliant on and respectful of the industry relationships it has acquired and fully considers feedback provided by these groups.

A stakeholder who holds a senior position within one of MHTI's key stakeholder organisations said that they would often encourage organisations in their networks to consider graduates from MHTI for employment. This stakeholder considered that MHTI graduates address workforce capability and capacity needs because of the level and type of training taught by MHTI, particularly the cultural content of the course.

#### 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 provides and maintains effective teaching by employing tutors with relevant mental health qualifications who:

- have extensive experience practising in the field
- remain active in the industry by carrying a clinical caseload (required for all MHTI tutors)
- have appropriate cultural competencies
- have the necessary peak body registrations to actively work and teach in the sector.

The applied nature of the Te Taketake course relies on its tutors ensuring they are current with industry practices and standards. All of the tutors are registered practitioners with DAPAANZ, with some also registered through DAPAANZ as supervisors.

The specific range and types of teaching methods used by MHTI provides learners with an accelerated learning regime, allowing learners to apply these practices back in their workplace. The methods include role playing, sessions, peer

observation, critical reflection exercises and experiential learning through the wānanga situated on marae. Employers commented that they were highly impressed with staff that came back from attending wānanga as they were able to assimilate their learning immediately into their workloads. Learners said that, through a wānanga style of teaching, they were learning and retaining more information because they were applying the skills in the role playing sessions. Learning was also enhanced by assuming a peer observer role which supports solid processes of critical reflection.

Learner assessments are conducted by an expert group of panellists consisting of tutors and industry stakeholders. The panel is convened at the last wānanga for the year and consists of questions from the panel. The use of external stakeholders on the panel provides MHTI with a level of objectivity in relation to assessments and a level of accountability to its key stakeholders in terms of maintaining standards set by peak bodies.

MHTI is very proactive in ensuring that the quality of teaching and course development is of a high standard and meets the requirements of DAPAANZ and the National Addiction Centre, as well as other relevant mental health industry standards. Tutor performance is managed closely by MHTI through peer observations of teaching practices, peer moderation, performance standards set by MHTI and annual performance reviews.

Learner and stakeholder feedback of tutor performance gives MHTI additional information that demonstrates the comprehensive expectations MHTI has of tutors. Given the highly sensitive nature of addictions behaviour work, MHTI expects all tutors to maintain an exemplary level of behaviour and a commitment to remaining drug and substance abuse free. Any transgressions of this requirement will result in MHTI no longer employing the tutor.

## 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**.

In line with the tikanga Māori values and principles that underpin MHTI (such as manaakitanga and rangatiratanga<sup>13</sup>), the evaluation team considers that the guidance and support provided to learners by MHTI is comprehensive and very effective. The MHTI teaching staff have high expectations of their learners and are very much committed to ensuring learners achieve the standards of the qualification. Through building and maintaining positive relationships with learners, MHTI identifies learners' needs and aspirations and carefully considers how best

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<sup>13</sup> Caring for people and a commitment to strive for high standards.



they can be supported. From the outset, MHTI is very explicit in ensuring learners are fully aware of MHTI's expectations of them when they enrol. There is a structured induction process with a full briefing by MHTI tutors. This briefing details the qualification requirements, course fees, wānanga method of teaching, attendance requirements, workload and the expectation of completing 400 clinical hours of client contact.

During the course, and especially between wānanga, learners have direct access to tutors. They can provide technical advice and, in some cases, counselling as learners begin to implement some of the techniques taught in the wānanga.

As an added support mechanism, MHTI tutors also offer learners professional supervision. MHTI explained that many of the learners do not receive adequate supervision from their employers for a number of reasons, including a limited understanding of the mental health addictions field and a lack of suitably qualified and registered supervisors. MHTI has a number of DAPAANZ-registered supervisors and offers this service to learners as part of the course.

MHTI identified the main reason for learners withdrawing from the course as being unable to pay course fees because learners were not eligible for student loans. As part of its commitment to workforce development, MHTI offers a number of scholarships and grants to learners. MHTI has a policy in place where all fees are required to be settled in full before the qualification is granted.

Stakeholder feedback through direct contact, learner and stakeholder evaluations, tutors networks and course reviews provides MHTI with a range of views on the effectiveness of learner support. The EER team is more than satisfied that MHTI is fully aware of its responsibilities as a good education organisation and has the ability to demonstrate manaakitanga in a way that aligns with the values of the organisation.

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

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 is the training arm of the Downie Stewart Foundation and is governed by the Foundation's Board of Trustees. The chief executive of the Foundation is also the programme director for Te Taketake.

Through this organisational structure, governance and management are highly effective in supporting educational achievement. The vision, intent and purpose of MHTI are clearly outlined in documents sighted by the EER team, including current strategic plans. Workforce development outcomes achieved by individual learners and key employer stakeholders for Te Taketake indicate that the Foundation's

strategies are working. Outcomes include high qualification completions, positive post-qualification employment rates, and establishing and enhancing key stakeholder relationships.

Interviews with trustee representatives indicate that there is a strong level of mutual respect and trust between the Foundation's trustees and management of MHTI. This has been sustained over a number of years. The Board is fully aware of the operations of Te Taketake through regular Board reporting and has on a number of occasions made critical decisions (from financial to employment matters) to ensure MHTI's continued success.

The chief executive fulfils a range of roles, including overall management of Moana House<sup>14</sup>, serving as the programme director for Te Taketake, and also tutoring Year 1 learners on the course. In addition to these roles, the chief executive is also the deputy chair of DAPAANZ.<sup>15</sup> This critical relationship ensures MHTI is kept well informed of DAPAANZ developments and other significant issues relating to the mental health sector, and can ensure any implications for Te Taketake are addressed.

A significant change that will affect MHTI shortly is the decision by the sector Targeted Review of Qualifications to discontinue the Te Taketake programme because it is only a level 6 qualification. MHTI is currently developing a level 7 programme, and comments from the Board and staff indicate they have every intention and confidence, subject to NZQA programme approval, that the new course will be in operation by 2016.

Both the Board and management ensure that appropriate people continue to lead and manage the organisation. Trustee appointments have included people with a range of skills and attributes such as cultural, financial, industry-related and strategic thinking. This will ensure the direction of the Foundation continues. Currently on the Board there is representation from iwi, academic organisations and people with backgrounds in finance.

The recent loss of one of the senior tutors of Te Taketake, who was also the cultural advisor for the course, has seen the emergence, development and growth of a similar person, who is a more than adequate replacement. Stakeholder feedback, including from learners, confirms that management is making every effort to ensure the standards of the course are not diminished despite the loss of key personnel.

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<sup>14</sup> Moana House is the residential home for offender clients.

<sup>15</sup> One of the other Te Taketake tutors also acts as the Pou or cultural advisor for DAPAANZ.

## 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 **Excellent**.

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

### 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 **Excellent**.

# Recommendations

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

# 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](http://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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