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External Evaluation and Review Report



Downie Stewart Foundation trading
as The Moana House Training
Institute

Date of report: 17 January 2020

About Moana House Training Institute

Moana House Training Institute provides a kaupapa Māori applied training programme that builds the capacity and capability of addiction practitioners, typically already working in the sector. The programme includes 16 three-day wānanga, self-directed study and 400 hours of supervised clinical practice over two years.

Type of organisation:	Private training establishment (PTE)
Location:	401 High Street, Dunedin
Code of Practice signatory:	No
Number of students:	Domestic: 71 (72 equivalent full-time students in 2018) Māori 40 (56 per cent) Pasifika seven (10 per cent)
Number of staff:	Two full-time equivalents (12 part-time staff)
TEO profile:	www.nzqa.govt.nz/providers/details The programme is offered in collaboration with Otago Polytechnic.
Last EER outcome:	NZQA was Highly Confident in the educational performance and Highly Confident in the capability in self-assessment of Moana House at the previous external evaluation and review (EER) in 2015.
Scope of evaluation:	Te Taketake Diploma in Applied Addictions Counselling (Level 7)
MoE number:	7465
NZQA reference:	C34239
Dates of EER visit:	24 and 25 October 2019

Summary of Results

Moana House Training Institute is producing respected and capable addiction practitioners who meet the important needs of the sector, iwi, communities and tangata whaiora seeking help. Achievement is sound overall. Processes are generally highly effective, supported by insightful reflective practice. However, some gaps require attention.

Confident in educational performance

- There is comprehensive evidence that the institute's graduates are work-ready, clinically capable, culturally responsive addiction practitioners. Significant numbers are Māori, which has added value. The qualification meets a professional practice requirement. All graduates are working in the sector serving tangata whaiora in need.

Confident in capability in self-assessment

- Between 58 and 78 per cent of tauira (students) gained the valued qualification in the years 2016-2018. Māori latterly achieved at a lower rate. This is a sound overall result. Analysis of achievement needs significant strengthening.
- The kaupapa Māori-based programme offers an immersive wānanga environment supporting in-depth learning, personal development and improved wellbeing. Most tauira rate the training experience highly. The learning is applied in 400 hours of supervised clinical practice.
- Many tauira stay engaged and complete their learning. Their individual educational progress and wellbeing is closely monitored, though the analysis has gaps.
- The leadership is well respected and effective in supporting the development of respected, capable practitioners.
- There is an effective approach to managing key compliance accountabilities.
- Insightful self-reflection informs improvements; however, there are some clear gaps in moderation.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Tauira enrol part-time in Te Taketake Diploma in Applied Addictions Counselling programme which they complete over two years. Many tauira (between 58 and 78 per cent) who enrolled in the period 2015-2018 gained this qualification.² Significant in-depth applied learning and development is taking place on the programme. The programme attracts significant numbers of Māori; in 2016 Māori gained the qualification at a high rate, though the drop since is of concern.³ The few Pasifika tauira achieved very well in 2018. Overall, the results are sound.</p> <p>The institute closely monitors individual achievement, supporting tauira to complete the diploma. The institute tracks the achievement of Māori and Pasifika tauira. However, analysis of qualification completions⁴ is minimal and requires strengthening, particularly with the increased enrolments in 2018. The proportion of enrolling tauira gaining the qualification should be a key performance measure given that it offers industry recognition. The paper completion rate was also not analysed or reported.</p>
Conclusion:	<p>Many tauira are learning and completing the qualification. Understanding of individual achievement is robust, but analysis of overall achievement needs significant strengthening.</p>

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

² See Appendix 1 for further details.

³ Māori enrolment numbers are low (between 11 and 32 each year) which accentuates any trends. The numbers of enrolled Pasifika are very low (between two and four tauira each year) and are therefore not suitable for statistical analysis.

⁴ See Recommendations.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The key purpose of the institute is to produce capable addiction practitioners to serve a diverse range of whaiora needing high-quality professional assessment and treatment. The PTE's training comprehensively meets this core need. It is the only diploma-level programme offered in New Zealand that meets the qualification requirements for professional registration.⁵</p> <p>The graduates help meet a critical workforce need, particularly for Māori and Pasifika practitioners, many drawing on their valuable lived experience of addiction. A clinical expert and other sector stakeholders rate highly the capability of the graduates. They are clinically competent, culturally responsive and ready to work with tangata whaiora who, along with their whānau, iwi and communities, benefit from their professional services.</p> <p>The institute tracks its recent graduates; all are working in addiction practitioner roles. Demand for training exceeds places available, reflecting the qualification's high value. Graduates develop their personal, cultural and professional identities, enhancing their wellbeing; some described the training as 'transformative'. Most taura feedback rates the training as 'extremely valuable'. The graduates develop strong networks.</p> <p>The institute has a rich and evolving understanding of key outcomes founded on Moana House's⁶ therapeutic community, providing professional services and kaiako working as practitioners across the sector. The number of Pasifika graduates somewhat increased in 2018. Staff are involved in postgraduate studies and producing research related to the addiction practitioner training and kaupapa Māori approaches.</p>
Conclusion:	The institute produces highly valued, capable, work-ready practitioners to serve a diverse range of tangata whaiora, particularly Māori. There is a nuanced, in-depth responsiveness

⁵ www.dapaanz.org.nz

⁶ Moana House and Moana House Training Institute are part of the Downie Stewart Foundation.

	to what taura, the sector and communities value and need.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Several interwoven threads contribute to this recently approved level 7 programme⁷ being highly effective. First, the design and delivery being grounded in a Te Ao Māori framework is well suited to the training purpose and those enrolling.⁸ The wānanga-based delivery model provides a powerful embodied learning environment where taura learn professional competencies.</p> <p>Concurrently, students develop their personal and professional identities through reflective journaling and active participation in the wānanga. Taura apply their learning in scenarios and then through their supervised 400 hours of clinical practice, which the kaiako review. Exiting taura must then demonstrate their applied professional capability to a panel, which includes an academic who teaches and supervises research in addiction studies. The institute has an unequivocal commitment that taura must be work-ready, competent practitioners to graduate, given the importance of their role.</p> <p>There are insightful self-review mechanisms (such as an expert advisory group and annual kaiako hui) that have led to developing Pasifika content, engaging Pasifika kaiako, and removing the option of recognition of prior learning.⁹ There are, however, some gaps. All assessment tasks are post-moderated to verify assessor judgements only. However, formal pre-moderation of assessment tasks was not evident, and the external moderation was not sufficiently robust pre- and post-moderation. The challenges in gaining programme approval are</p>

⁷ The Institute had delivered a level 6 diploma until DAPAANZ (professional association of addiction counsellors) required its members to have a level 7 qualification.

⁸ [Te Hono o te Kahurangi](#) was not the enquiry approach adopted for this evaluation.

⁹ Taura enrolling after completing similar training elsewhere were significantly less capable than those completing year 1 of Te Taketake.

	partly linked to these gaps.
Conclusion:	This kaupapa-based applied programme matches well the needs of the taura and the sector. The review of training is mostly strong with few gaps.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Whanaungatanga is a core and embedded kaupapa at the institute. Moana House has developed over time an in-depth understanding of their taura and their needs. An enrolment interview¹⁰ provides the initial needs analysis; deeper insights occur from living together in a whare wānanga environment. Tuakana/teina relationships are also encouraged, with year 2 taura supporting those in year 1. Strong bonds clearly develop; taura feedback typically comments on this supportive Te Ao Māori environment. Practical support includes free airport shuttles, food and accommodation for all wānanga. Where a financial need is identified, support is provided. Access to student loans since 2017 has improved financial support. Most student feedback consistently rates the institute as 'excelling' in the support it offers.</p> <p>The kaiako are an experienced, qualified and ethnically diverse group of active practitioners, often with strong training backgrounds. They are passionate about the distinctive training being provided, their taura and the capability of the practitioners being produced. They use a range of effective teaching methods: role-play, experiential and applied learning and critical reflection as common ways to enable personal and professional development. The institute closely monitors individual taura progress to support completions. Reasons for each withdrawal are well understood and changes made as a result. However, stronger analysis of non-completions may provide more insights.</p>
Conclusion:	Moana House offers high-quality support to enable many taura to stay engaged, learn, enhance their wellbeing and complete their studies. Staff actively reflect on ways to better support the

¹⁰ Face-to-face or via video conference supported by professional attestations.

	tauirā. However, analysis of non-completions is not comprehensive.
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1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>This organisation has a clear and well-established vision and kaupapa. The respected leadership, supported by a capable external advisory group, has strong sector relationships. The recent funding via Otago Polytechnic has provided greater financial sustainability. There is a well-organised and coherent approach to delivering the Te Taketake programme which produces capable and culturally responsive addiction practitioners. A range of proficient kaiako have been engaged, who are supported and their performance reviewed. The academic leadership is sound, though some gaps have been identified.</p> <p>A highly reflective culture exists within the organisation focused on ensuring that high-quality practitioners with kaupapa Māori values are being produced. Professional self-reflection is core practice for addiction practitioners; this strength was evident in the evaluation interviews. This was well illustrated in the annual one-day kaiako hui, a robust process of reviewing performance leading to a range of decisions. However, it was not evident that the impact of decisions made at previous hui were evaluated.</p>
Conclusion:	The leadership has been highly effective in enabling Moana House Training Institute to meet the important needs of most tauira, the addiction treatment sector and, in particular, Māori. Effective self-review processes generally underlie the high level of performance.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Moana House and its training institute operate in a highly regulated and regularly audited mental health sector. The PTE has a systematic approach to ensuring it remains compliant. The key points are:</p> <ul style="list-style-type: none"> • The DAPAANZ education committee approved the level 7 diploma as an accredited programme enabling its graduates to seek professional membership. • The diploma schedule delivers the approved hours. Taura are monitored to ensure they attend the required wānanga, meet the academic standards, and complete the required clinical hours. • A mostly sound assessment and moderation system is operating, though (as noted) some areas require attention. • Staff are appropriately qualified and experienced, and all are members of the professional association. • A range of quality management procedures are operating effectively. • The institute reported that there have been no significant ethical or legal issues since the last EER visit. <p>There was also clear evidence of evolving practice to ensure regulatory requirements are being met. For example, kaiako have over time refined the definition of clinical practice to ensure the taura log books record only authentic supervised hours.</p>
Conclusion:	The institute has been effective in managing its key compliance accountabilities. It reviews its regulatory requirements, making the necessary changes to its operating practice.

Focus Areas

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

2.1 Focus area: Te Taketake Diploma in Applied Addictions Counselling (Level 7)

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 The Moana House Training Institute:

- More robustly analyse educational achievement, including qualification and paper completions as well as benchmarking.
- Strengthen internal pre-moderation and undertake external (pre-and post) moderation processes, including enhancing the capability of the kaiako team.
- Evaluate the impact of key changes being made, closing the loop in the self-assessment cycle.

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. Cohort base qualification completion rate 2016-2018 (%) (number of taura completed/total enrolled taura)

Year	2016	2017	2018
All taura	58	78	61
Māori	92	71	53
Pasifika ¹¹	0	50	100

Source: Moana House Training Institute data

¹¹ Low numbers of Pasifika taura (between two and four) mean these trends are highly variable each year.

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 fraud¹²*
- *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.*

¹² 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 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). 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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