



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Downie Stewart Foundation trading
as Moana House Training Institute

Date of report: 8 February 2024

About Downie Stewart Foundation

Downie Stewart Foundation is a therapeutic and educational facility. In terms of providing therapeutic care, Moana House provides support to tāngata whaiora with a residential programme and aftercare service. Similarly, the education arm is Moana House Training Institute, and provides wānanga-based education which is currently run in partnership with Te Pūkenga t/a Otago Polytechnic in the mental health and addictions sector.

Type of organisation:	Private training establishment (PTE)
Location:	401 High Street, Dunedin
Eligible to enrol intl students:	No
Number of students:	Domestic: 74 (39 equivalent full-time students) Māori 49, Pasifika nine, other six, learners with disabilities 16 International: nil
Number of staff:	Three part-time; 11 contractors (teaching roles)
TEO profile:	Downie Stewart Foundation
Last EER outcome:	Previous EER in 2020: <ul style="list-style-type: none">• Confident in education performance• Confident in capability in self-assessment
Scope of evaluation:	Te Taketake Diploma in Applied Addictions Counselling (Level 7) (3188-1)
MoE number:	7465
NZQA reference:	C54947
Dates of EER visit:	24 and 25 October 2023

Summary of results

Downie Stewart Foundation (Moana House and Moana House Training Institute) is guided by three key values, providing a framework for quality assurance and self-assessment for the organisation.

Highly Confident in educational performance	<p>Tika: Honesty, truthfulness and integrity – ways of working that support self-assessment and education performance.</p> <ul style="list-style-type: none">• The strategic direction and priorities for the organisation are clear and reflect industry needs.• PTE has effective leadership and undertakes self-assessment to ensure that provision aligns with industry requirements. Ongoing communication ensures everyone is kept abreast, keeps consistent practice, and monitors progress on education-related activities.• Stronger understanding and monitoring of the quality of teaching and learning will inform the leadership of effective teaching practice and areas for development. Similarly, development opportunities for staff in adult teaching will support teaching practice and delivery.
Confident in capability in self-assessment	<p>Pono: Good faith and belief in the good of others – ways of working that support alignment to key stakeholders.</p> <ul style="list-style-type: none">• Moana House Training Institute is highly responsive to feedback and change in the sector, and adapts the programme accordingly, including teaching and learning.• Programme design is informed by the community, including Māori and Pasifika stakeholders, and responds to industry needs including external advisory group feedback.• Kaiako are highly valued, professional and experienced. The PTE monitors and assesses

their effectiveness and reports on this regularly through the assessment panel, which includes an external assessor. Kaiako are also connected to industry and are current practitioners, and bring real-life experience to the teaching and learning.

- Staff need to gain a better understanding of their teaching effectiveness and of developments in education. This could be strengthened with a regular appraisal process to periodically collate and document valuable feedback to inform progress and opportunities for growth.
- Regular self-review through APERs¹, engagements, panels and staff meetings inform development and improvements across the organisation.

Aroha: Love and compassion – ways of knowing that show support.

- Learners gain a qualification, employment, job progression and are able to undertake further study. This is in addition to increased confidence and the ability to become registered with DAPAANZ.² A systematic collection of feedback will help the organisation to understand the value of the qualification and its contribution to learner and industry outcomes.
- The organisation is sufficiently resourced and equipped to support student success and the learning journey.
- Staff feel valued in the workplace, with opportunities for professional development that are relevant to their content knowledge. Staff do not fully understand the effectiveness of their support for the learners. Self-assessment that engages support staff will better acknowledge

¹ Annual programme evaluation reports

² Drug and Alcohol Practitioners' Association Aotearoa-New Zealand

the PTE's strengths and inform future development in this area.

- Students are connected to industry stakeholders and graduates to support work placements and the learners' understanding of work expectations.
- The organisation is responsive to learner needs and designs its provision to maximise successful outcomes for taura.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Overall course completions between 2020 and 2022 have remained constant, with improvements noted for Māori and Pasifika year on year (not counting those who have withdrawn). Learners achieve well, and all complete the programme. Overall course completions between 2020 and 2022 have been strong and increasing. Improvements are also noted for Māori and Pasifika year on year.</p> <p>Moana House understands the factors that may influence successful completion. The extended three-year window for completing the programme, to support the learners to return to study within the required timeframe has been an effective measure. Approximately 80 per cent of students complete within the expected timeframe. Achievement data for learners with disabilities have not been identified to date. The leadership sees this as an area for development.</p> <p>On completion, destination data indicates that graduates move to valued pathways, including progression to leadership positions or increased responsibilities that reflect the growth in knowledge and skills attained. The PTE celebrates achievement with a graduation ceremony for the learners and their whānau.</p> <p>Māori and Pasifika learners make up over half of enrolments (66 per cent and 12 per cent respectively in 2022, and over 50 per cent consecutively since 2020). Māori learners achieve on par with the overall achievement rates, and Pasifika course completions have improved over time, exceeding overall completion rates in 2022.</p>

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

Conclusion:	Learners achieve well and gain valuable skills and knowledge that are relevant to the learners and industry needs. Learners progress to valuable pathways with the skills and knowledge attained. Māori and Pasifika learners achieve on par with overall achievement rates.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students, graduates and the industry gain high value from Moana House Training Institute provision. Anecdotal evidence and industry engagements inform the staff and leadership of the importance and usefulness of the programme.</p> <p>Learners build confidence in their understanding of addiction, supporting their existing employment, and in some cases advancing their careers to leadership positions or more senior roles.</p> <p>Staff understand through feedback that the knowledge and skills attained are applicable to the workplace and align well to the expectations of the learner and their employers. Some learners enter from the mental health and addictions arm of the organisation. They are examples of the benefits of a transformative service that supports individuals with addictions, and facilitates a positive outcome by pathwaying them into education opportunities. This enables completion of a qualification, graduation and future employment.</p> <p>Moana House indicated a high need for Māori practitioners supporting people with addictions which is being contributed to by graduates of this programme. Industry representatives also expressed confidence in the capabilities of the practitioners graduating from the programme, with practical experience, readiness to work and competency at level 7. Graduates can also become recognised and part of a professional community with a professional registration with DAPAANZ.</p> <p>The organisation is broadly aware, through their own networks, of the value and outcomes of their provision.</p>

	This could be better supported with a systematic collection of feedback designed specifically to understand their value and contribution to learner and industry outcomes.
Conclusion:	All stakeholders gain high value outcomes from the provision by Moana House Training Institute. Knowledge and skills are applicable to the workplace and industry, and learners can progress to new employment, role progression, or to further study. The industry benefits from an increasing skilled workforce with practical experience, who are registered with DAPAANZ. A systematic collection of feedback will help the organisation to understand the value and contribution to learner and industry outcomes.

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>The programme is well planned and structured, agile and responsive to accommodate any necessary changes. The wānanga format of teaching and learning enables contextualised learning that is couched in tikanga Māori and values, and provides a supported space to learn in. The value of this is the applicability of the learning and values to the needs of the communities.</p> <p>Programme design appropriately represents industry needs and expectations. External advice and input guides teaching and learning. Māori and Pasifika stakeholders inform the design and content of the programme, ensuring that it responds to industry needs. Kaupapa Māori frameworks, Pasifika concepts and content mirror what is used in the workplace, and learners said the learning material validates their own experiences and knowledge as employees.</p> <p>Programme oversight is collaborative, with systems for monitoring alignment of delivery to programme requirements. Reporting and student evaluations also lead to further improvements. Additional support to measure</p>

	<p>and safeguard teaching quality will further strengthen practice.</p> <p>Staff regularly engage with industry employers and professional networks to ensure students are informed of current industry practice. This also prepares students to connect effectively with future employers or work placements. Tutors and learners maintain positive relationships that are effective for communication and learning.</p> <p>Tutors have extensive experience and expertise, bring real-life experience to the learning environment, and are well connected to industry and practice, keeping their knowledge and industry-specific practice in addition current and updated. Peer teaching and observation allows for sharing of ideas and peer feedback to build a portfolio of practice. Development opportunities for staff around tools and approaches to adult teaching, pedagogies and methodologies could strengthen the teaching practice and support delivery.</p> <p>Moana House supports assessment practice with improved internal and external moderation. Improvements in moderation include external moderator engagement and improved internal capability, processes and oversight.</p> <p>Feedback to the learners about their assessment is constructive and helpful in developing learner understanding for subsequent practical and theoretical work. Learners are fully aware of academic expectations. The PTE manages the authenticity of work effectively through student support and journals based on practice and case studies, as well as supervision in the workplace to corroborate the learners' skills and knowledge.</p>
<p>Conclusion:</p>	<p>Programme design and delivery match the needs of learners and stakeholders. The programme is well structured. The programme represents industry need, and key stakeholders inform the programme and developments.</p> <p>Programme oversight is collaborative. Stronger understanding and monitoring of the quality of teaching and learning will inform the leadership of effective teaching practice and areas for development.</p>

	Positive relationships and effective communication facilitate learning, and the tutors are experienced and skilled in current practice. Development opportunities for staff in adult teaching will support teaching practice and delivery.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The experience and professionalism of staff helps to inform the organisation of learner needs and informs the design and delivery of the programme to maximise successful outcomes. This is demonstrated in the enrolment and interview process, and continued throughout the duration of the course. Moana House could develop a broader understanding of diverse needs to recognise and support a range of learning needs and styles.</p> <p>The learning environment is inclusive, and the wānanga format creates opportunities for values-based teaching that encompasses tikanga practices and Māori and Pasifika worldviews. Learning resources are readily accessible to all learners, as are mechanisms to support access to learning such as research and targeted reading resources. Flexible learning conditions were adopted throughout the pandemic, with extensions and deferred timeframes for completion to accommodate the completion of the clinical hours required. The provider has been agile in catering to a range of wellbeing and learning needs since that time.</p> <p>Learners are well prepared for study, and appropriate resources are made available. Clear information is available for interested learners, and the enrolment process combines the required assessment to enable learning and the understanding of needs, and the learners' readiness and preparedness for study. Clear criteria guide the learner selection process and balance cohort numbers with resources and capacity in delivery locations.</p> <p>Additional learning support is available. Learners' social, health and learning needs are accommodated internally, as</p>

	well as through a partner tertiary provider. The PTE informs the learners about external services available. However, staff do not fully understand the effectiveness of their support for the learners. Self-assessment that engages support staff will better acknowledge strengths and inform future development in this area.
Conclusion:	<p>Students are supported and involved in their learning and the learning environment is inclusive. Enrolment identifies learner needs, and support mechanisms are engaged as appropriate. Learning is supported with appropriate tools and a safe environment that is flexible to accommodate the learners' needs.</p> <p>The effectiveness of support is not widely understood among staff, and self-assessment that engages support staff will better acknowledge strengths and inform future development in this area.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Education provision supports the therapeutic arm of the organisation to upskill and build the capacity and capability of practitioners that support tāngata whaiora. The organisational structure, purpose and priorities are clear around delivering care for tāngata whaiora, and providing specialised technical knowledge and skills to work in the mental health and addictions sector. This is supported with sufficient resources and skills to facilitate successful outcomes for learners.</p> <p>The leadership structure facilitates collaborative conversations and information sharing. They have a shared responsibility for monitoring and ensuring quality education that will bridge the gap for Māori and Pasifika communities, and create employment pathways. The combined expertise and backgrounds of the board membership represents key stakeholders in the industry including iwi, educators and the community. They collectively advise and discuss relevant industry and education matters as they arise. A strong focus on monitoring financial viability by the board</p>

	<p>informs future investments, risk management and opportunities for both the service and education arms of the organisation.</p> <p>The organisation is highly responsive to change in the sector and is able to adapt accordingly. This was seen in the onset and impact of unified programming on Moana House provision. Subsequently, the PTE put in place contingency plans to accommodate various scenarios. Similarly, the organisation responds well to critical feedback and has made improvements to its education system, such as moderation, to support teaching and learning.</p> <p>The organisation is reputable and respected within the industry for their therapeutic care as well as education provision. An advisory group representing industry stakeholders is engaged as needed. This group provides valuable advice that informs relevant education improvements such as research, teaching and learning activities.</p> <p>Staff recruitment is effective, with highly qualified and experienced staff who are current practitioners in the mental health and addictions sector. Staff are valued. Moana House provides opportunities for professional development that is relevant to the industry. Further development opportunities or exposure to a range of adult teaching strategies and activities will further grow and develop teaching and learning practice for tutors.</p> <p>An informal performance review monitors, assesses and offers some feedback on the effectiveness of the teaching. Staff understanding of their effectiveness and needed development could be strengthened with a regular appraisal process to periodically collate and document valuable feedback to inform progress and opportunities for growth.</p>
<p>Conclusion:</p>	<p>Governance and management support educational achievement with a clear direction and leadership focussed on successful outcomes for tāngata whaiora and learners.</p> <p>The organisation has strong relationships that assist the organisation's direction and provision, and this is further strengthened by effective recruitment of staff. Staff are</p>

	<p>valued and are provided with opportunities for the development of industry knowledge.</p> <p>Further developmental opportunities or exposure to a range of adult teaching strategies and activities will further grow and develop teaching and learning practice for tutors. Additionally, staff understanding of their effectiveness and needed development could be strengthened with a regular appraisal process. This would collate and document valuable feedback to inform progress and opportunities for growth.</p>
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Moana House is managing its important compliance accountabilities. Staff and the leadership work collaboratively to ensure all accountabilities are monitored and met. The PTE has effective systems to monitor the alignment of delivery with required expectations, and oversight is assigned to a quality management person and supported with clear policies that are accessible and used by all staff.</p> <p>Important matters are reported to the board through the leadership including health and safety, complaints and learner wellbeing. No legal or ethical matters were reported or identified by the evaluation team.</p> <p>Key relationships impacting delivery, including sub-contracts, are being maintained and managed appropriately, to support any changes resulting from the current education environment and review.</p>
Conclusion:	Important compliance accountabilities are understood and managed with effective systems to monitor delivery.

Focus areas

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

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

Performance:	Excellent
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 Downie Stewart Foundation:

- Regularly monitor teaching practice to strengthen understanding of the quality and effectiveness of the tutors' teaching and learning practice, and inform areas for improvement.
- Provide opportunities for staff to engage and enhance their skills and knowledge in adult teaching to support teaching practice and delivery.
- Develop a staff appraisal system to periodically document, inform and understand staff strengths, opportunities and progress against their role expectations.
- Systematically collect, analyse and use feedback from key sources to understand the value and contribution of the organisation to learner and industry outcomes.

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

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 fraud⁴*
- *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.*

⁴ 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