



# Report of External Evaluation and Review

Shakti Education & Training Advisory  
Company

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 14 December 2010

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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:	Henderson, Auckland
Type:	Private training establishment
First registered:	2004
Number of students:	Domestic: 15 equivalent full-time students
Number of staff:	Three full-time equivalents
Scope of active accreditation:	No current courses are listed on the framework.
Sites:	As above
Distinctive characteristics:	Shakti Education and Training Advisory Company (SETAC) is one of the member organisations of Shakti Community Council Inc. SETAC was formed to enhance the services of the other member organisations. Shakti is an organisation that supports Asian, African, and Middle Eastern immigrant communities, with a particular emphasis on women. The programme offered by SETAC supports immigrant women who have experienced domestic violence to move towards well-being and independence.
Recent significant changes:	NA
Previous quality assurance history:	At the previous quality assurance visit by NZQA, in 2009, SETAC did not meet four requirements of QA Standard One, the quality standard then in force. The requirements not met related to governance and management, personnel, and physical and learning resources. A number of these issues related to the fact

that at the time, SETAC was not delivering any courses.

Other:

The Second Chance life-skills programme offered by SETAC is funded solely by donations and grants and currently receives no direct government funding. The programme includes the core component of English language instruction. Other topics include driving skills, positive parenting, finance and budgeting, health and nutrition, career development, domestic violence awareness, women's assertiveness, and art therapy. This programme is still being developed and the intention is to apply to NZQA for accreditation.

## 2. Scope of external evaluation and review

The external evaluation and review examined the following mandatory focus area:

- Governance, management, and strategy.

The second focus area chosen is the main course offered by SETAC:

- Second Chance life-skills programme.

## 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 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/>.*

SETAC supplied the evaluation team with a self-assessment summary and a number of reports outlining its activities. One lead evaluator and one external evaluator visited SETAC in Henderson, Auckland, over two days. While on site, the evaluation team interviewed the executive director, the course administrator, trainers and training partners, and key contacts from other Shakti member organisations. The evaluation team also spoke with students and viewed a range of documents including client referral forms, evaluation forms, programme advisory committee minutes, and course material.

Shakti Education & Training Advisory Company 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 **Shakti Education & Training Advisory Company**.

Women who participate in the Second Chance life-skills programme achieve improved levels of confidence and emotional wellness. There is also good evidence of clients achieving excellent gains in speaking and listening skills in English language. The life-skills programme directly matches the need of clients and there is effective stakeholder engagement. Support and guidance for clients is a priority for SETAC. The programme supports clients to integrate into New Zealand society, socially and economically.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Shakti Education & Training Advisory Company**.

The organisation has a good understanding of how well clients are achieving and the value of the outcomes. Case study reports give excellent descriptions of rates of progress and clients' outcomes. The close proximity with clients and stakeholders supports a relational way of self-assessing and this is predominantly utilised. A clear set of achievement indicators, which could be assessed at the beginning and end of the programme, would make the documenting and measurement of achievement easier to analyse and report.

## TEO response

Shakti Education & Training Advisory Company has confirmed the accuracy of this report.

# Findings<sup>1</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 **Good**.

The fourth cohort of clients is currently participating in the Second Chance programme offered by SETAC. Individual reports on each participant reflect excellent achievement. For many clients, the primary achievement is improvements in their English speaking and listening skills. Another significant achievement for some women is improving their driving skills, including some attaining their driver's licence. One client told the evaluation team that to be happy in New Zealand it is important to be able to speak English and to drive. This programme focuses heavily on both these skills.

The achievement of well-being is a significant aim of the programme and there is good evidence that the women who participate in the programme improve their levels of confidence and emotional wellness. For many women, the programme breaks the isolation they have been experiencing and introduces them to concepts, for example assertiveness and positive parenting, that enhance their self-esteem and ability to cope without extended family support.

Student progress and achievement is monitored through clients' self-assessment and through the assessments made by the tutors and by the clients' case workers. These achievements are documented in a case study format. A clear set of achievement indicators, which could be assessed at the beginning and end of the programme, would make the documenting and measurement of achievement easier to analyse and report.

## 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 **Good**.

As articulated by a SETAC client, the value of being able to understand and speak some English, and being able to drive, cannot be underestimated. These two components of the programme enable clients to integrate into New Zealand society, socially and economically. The evaluation team heard numerous examples of this value for the clients and their families. For example, there was evidence of mothers gaining the confidence and the ability to communicate in English, of women moving into work and engaging in further education.

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

Some clients are reluctant to join the programme due to their poor mental health, aggravated by the isolation of being a new migrant without family support. The value for many of these clients is in the people contact they get while they gain skills and knowledge about New Zealand. The group therapy and art therapy enable the clients to express themselves and to recognise they are not alone. The positive parenting programme, and the finance, career, and health components support their understanding of the New Zealand way of life and give them skills that enhance their ability to participate effectively.

SETAC maintains strong partnerships with a wide range of community organisations and stakeholders, and some of these organisations partner with SETAC to deliver components of the programme. These relationships ensure relevant agencies are informed and equipped to respond to the needs of these immigrant women at risk. SETAC invites organisations to partner with them to advocate and act for the improved lives of their clients. Strong relationships with other education providers have facilitated relevant educational pathways for those clients wanting to continue studying.

The organisation has a good understanding of the value of the outcomes for the clients; however, a more systematic method of collecting data, which relies less heavily on personal relationships, may become necessary as the programme becomes established.

### 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**.

The Second Chance programme directly matches the needs of the clients. The programme was developed after an analysis of the women who had interacted with Shakti's crisis centres. This analysis identified a group of ethnic women who were disadvantaged by the effects of violence, language barriers, and a lack of skills essential to living in New Zealand. A significant proportion of these women were trapped in a cycle of welfare dependency. SETAC's Second Chance programme was conceived as a strategy to break that cycle. Focus-group discussions with Shakti clients identified important skills gaps which informed the design of the programme.

New developments, being driven by need, include the purchase of a new van to transport outreach clients from different parts of Auckland to SETAC in Henderson, and a new vocationally oriented business administration programme for clients who have successfully completed the life-skills programme.

SETAC has a number of effective mechanisms that ensure barriers to attending are removed. There is a detailed needs assessment with each client to ascertain their level of English and support needs. The course is free for the clients, and transport and childcare can be arranged at no cost.

The focus of the English language component is on functional language at both beginner and elementary levels. The difficulty of meeting the needs of clients with different abilities

has been recognised and SETAC is trialling different strategies to get the best value for clients. Separating the small class into two levels has resulted in more targeted development. Those clients who are proficient in English are invited to act as mentors and peer teachers in the classroom.

The resources and activities being used by some of the training partners could be adapted to be more engaging and interactive. Relying heavily on text to transfer knowledge brings great challenges to a classroom where some learners have very low levels of English. A language framework needs to “sit behind” all teaching strategies adopted. SETAC is aware of these issues and they are addressed at programme advisory meetings and provider meetings. There is good evidence that significant improvements have been made over the three iterations of the programme to the delivery and the course materials.

There is continuous engagement between the tutors and clients about the programme and good evidence that feedback is used to inform programme planning and design. However, other mechanisms need to be found to ensure that clients can give feedback in a way that is safe for them and effective.

#### 1.4 How effective is the teaching?

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**.

Most tutors who are delivering the various components of the programme have expertise in their field of delivery and ensure that the learning is delivered in an effective and appropriate way. SETAC has formed strong long-term relationships with most of the tutors and all have been trained to ensure they understand the impact of domestic violence. Client and tutor relationships are good and clients and tutors get regular useful feedback. The size of the organisation ensures that there is close supervision of all tutors and any issues that arise are quickly identified and addressed.

The programme advisory board is a useful mechanism for discussing teaching matters, and there is good evidence of improvements. For example, the course materials used in the sustainability module have increasingly moved from a dense text resource to a text that is more accessible by those without proficiency in English. The tutor delivery in the health module has also adjusted to a more interactive, visual approach, which is more engaging for learners. Regular meetings with the partners who deliver components of the programme are encouraging for their usefulness in developing and enhancing the delivery of the content.

Each cohort brings a unique set of challenges to the classroom, and currently partners delivering the various components of the programme are not getting useful information to help them prepare and plan for their sessions. The clients’ ages, language abilities, ethnicities, and other non-confidential background information are available and could be compiled to support understanding. The range of language abilities presents challenges for all tutors and extra support is required for some.



## 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**.

The guidance and support for clients who participate in training is excellent. All clients are referred by their case worker, safe house coordinator, police or hospital staff, and undergo a detailed needs analysis. The course coordinator liaises with the case worker of every client and other relevant agencies or staff when required. For example, some clients need support accessing entitlements from Work and Income New Zealand, while other clients need legal or health services. Clients' transport is arranged and SETAC has a formal arrangement with a local childcare centre. There is also the availability of accommodation on site for a small number of women for the duration of the programme, if required.

The first step for Shakti is to move women out of crisis to a place where they can engage with the programme. Many women are suffering post-traumatic stress and depression, and great care is taken to ensure that appropriate support is in place. One-to-one counselling is offered regularly for all women and translators are used to ensure everyone is understood.

Client guidance and support is ongoing. Towards the end of the programme, clients' progress is assessed and a goal-setting exercise supports planning for the future. Some choose to return to the programme, but for those who don't, there is continued mentoring to support the transition to work, self-employment, or study.

There are a number of feedback mechanisms in place to ensure SETAC is effective in supporting clients. A case file is built up with information shared between relevant support people. Currently, the feedback relies heavily on face-to-face contact and this is entirely appropriate for the organisation. For the future, if SETAC grows, other mechanisms may need to be designed to ensure important information reaches the appropriate person in a timely way.

## 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 **Good**.

There is a clear separation between the governance and day-to-day management of SETAC which ensures that the vision and goals remain aligned with those of the Shakti Community Council. SETAC has a representative on the council and reports annually on its activities. There is excellent engagement with community partners and stakeholders. Managing these relationships is important for Shakti and SETAC, and considerable energy goes into ensuring links are strong. The evaluation team heard of effective relationships with organisations, for example Women's Refuge, the Auckland District Health Board, Work and Income New Zealand, the New Zealand Police, the Department of Corrections, and Immigration New Zealand.

Day-to-day management of SETAC is shared between the executive director, the course coordinator, and volunteers. There is a complex range of tasks to be managed, and the organisation is vulnerable as a result of many different processes being managed by only one person. However, the organisation manages well given the tight resources and reliance on volunteers.

Educational management is supported by a programme advisory committee which meets regularly and addresses issues that arise including planning for the future. This forum is open to constructive feedback and moves positively to solve problems.

SETAC is reliant on the good will of charities and donors and this places a level of uncertainty over the ongoing running of the organisation and programme. However, the management team is imaginative and persistent in their quest to fund SETAC's work. The range of approaches adopted gave the evaluation team confidence that the programme will continue to operate effectively and SETAC will improve and expand what it offers to better match clients' needs.

## 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 **Good**.

### 2.2 Focus area: Second Chance programme

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 implied or expressed within the report.

# Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this 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 TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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](http://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/>*

NZQA

Ph 0800 697 296

E [eeradmin@nzqa.govt.nz](mailto:eeradmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)