

# 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: 8 April 2015

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*Final Report*

# 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:	Shakti Education & Training Advisory Company (SETAC)
Type:	Private training establishment (PTE)
Location:	Henderson, Auckland
Delivery sites:	As above
First registered:	17 December 2004
Courses currently delivered:	Certificate in Community Engagement and Employment Skills (Levels 1 and 2)  This is a 20-week course containing strands in English, Art Therapy, Group Therapy, Exercise, Family Violence Awareness, Diet and Nutrition, Assertiveness, Sustainable Living, Positive Parenting, Managing Finances, Computer Skills, Career Planning, and Road Safety and Learner Licensing.
Code of Practice signatory:	Not applicable
Number of students:	Domestic: Approx. 10 students annually
Number of staff:	Three full-time equivalents
Scope of active accreditation:	Training scheme approved: <ul style="list-style-type: none"><li>• Certificate in Community Engagement and Employment Skills (Levels 1 and 2)</li></ul> This training scheme is based on the Second Chance programme that was a focus of the

	previous external evaluation and review (EER).
Distinctive characteristics:	Learners are referred to SETAC from the parent organisation, Shakti. Shakti is a national organisation which provides a range of services, including advocacy and refuges for refugee and migrant women who have suffered domestic violence.  SETAC provides training for women who have been referred to them by the West Auckland refuge run by Shakti.
Recent significant changes:	NA
Previous quality assurance history:	The previous EER outcome (September 2010) was Highly Confident in educational performance and Confident in capability in self-assessment.
Other:	The sole approved training scheme is intended specifically for refugee and migrant women who are disadvantaged through their experience of domestic violence and who are living in Shakti West Auckland refuge, and are economically dependent on the social welfare system to survive. It adopts a holistic approach to training to promote the physical and emotional well-being of these women and to facilitate the development of their community engagement and employment skills.

## 2. Scope of external evaluation and review

The focus areas selected for review were:

- Governance, management and strategy (mandatory focus area)
- Certificate in Community Engagement and Employment Skills (Levels 1 and 2).

This is the sole training scheme delivered by the PTE.

### 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 carried out over a day and half at the SETAC premises by one internal and one external evaluator. The EER team reviewed documents on site, including funding reports, graduate destination outcomes, learner feedback, programme documents, as well as the organisation's self-assessment summary. The EER team spoke with former learners who had attended between 2012 and 2014, teaching staff, management, and a safe house manager to further triangulate evidence.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Shakti Education & Training Advisory Company (SETAC)**.

The evidence clearly shows that learners are making significant changes to their lives with the development of employment-related skills and moving from dependence on social support to becoming more self-reliant as a result of the training provided. This is measured by the learners who complete the course (7/8 in 2014), and move out of a safe house into their own accommodation. In the longer term, some of them move into employment/off the benefit, or enrol in further study (see Findings 1.1 and 1.2).

The training scheme is clearly meeting the needs of the main stakeholders in this way. Key to the success is the way learner input was used to develop the programme to meet the specific needs of a niche group of women with high needs. The programme is delivered professionally, in a way that engages learners and helps them to develop skills as well as the confidence and well-being required to become independent. Key to this is the supportive, safe environment established through the careful selection of staff and provision of tailored support (see Findings 1.3, 1.4, and 1.5).

There is some uncertainty about whether the programme will run this year because of a lack of secured funding. However, the organisation will continue to deliver shorter upskilling and professional development courses for Shakti staff (see Findings 1.6).

## Statement of confidence on capability in self-assessment

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

SETAC's graduate destination information has improved since the previous EER and provides a good source of evidence of the significant progress learners make, as well as providing useful information to inform individual and class learning plans. This is supported by ongoing tutor weekly reporting on learner progress, learner course evaluations and monthly management meetings which provide an overview of what is working and any areas for improvement. Reports to the previous funding body show robust analysis of outcomes and response to feedback from stakeholders about the programme.

The training scheme programme was delivered in 2014 for the first time, and a full review of the programme content and activities has yet to occur. This is expected to happen in the next few months and will use the external contractors' input to help

review whether activities remain relevant, and inform the development of a systematic internal moderation system (see Findings 1.4).

Overall, management has a good understanding of the organisation's aims and whether it is achieving them. The focus at this time is on gaining suitable funding sources to continue the delivery of the training programme (see Findings 1.6).

# 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 **Excellent**.

As a result of completing courses at SETAC, learners display a significant increase in their confidence and skills from a point of low self-esteem and vulnerability caused by their circumstances, including abusive relationships, residential status, English language abilities and financial positions.

The improvement is seen by the high number of learners who move from being entirely dependent on Shakti services to gaining skills and being able to leave the refuge and manage their own lives and those of their children. This is significant as all have left relationships where all aspects of their lives were controlled by their partner. Some apply for work visas or continue study elsewhere, which are steps to financial independence and living independently. This information is collated by the staff, and of the eight learners that enrolled in 2014, only one person did not succeed. Three former learners are now studying English at other providers to increase their IELTS (International English Language Testing System) score for higher study; one is studying acupuncture, one is working in a school, and two are receiving a benefit but are also on work placements. The records show that there are similar successful outcomes for previous years, with one former student establishing her own business.

## 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**.

SETAC is a branch of Shakti that provides education to women who have suffered physically and mentally from domestic violence, and the high value of the outcomes is the self-reliance developed to enable these learners to be living free from violence and to be contributing members of society.

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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.



Evidence of this value is seen in the increased English language abilities, employment-related skills and self-confidence evident from the stories and the feedback gathered during the EER visit from tutors and the former learners. A very noteworthy example of how much learners change was from one former learner who had been at a low point from the start and struggled to attend the course. She is now a bright and confident woman. Further analysis of the key outcomes to show other examples of overall progress would be beneficial to validate the anecdotal, one-off case studies that the SETAC staff know through the counselling and close relationships they have with the learners on site.

The outcomes are valuable to the parent organisation, with people being able to move from safe houses to living independently, which is the key aim of the programme. The manager of one of the safe houses was able to identify the change in the women once they have attended the course by what they talked about, their noticeably improved English skills, and the motivation to look for employment. SETAC also offers work placements to Auckland University of Technology social service undergraduates to help them complete their study requirements.

There is direct value to the women, who are referred to the course one week after they move into the safe house. They reported to the EER team that SETAC was a place where they felt safe and could meet other women in similar situations while improving their English and understanding their basic rights, especially in relation to child custody and residency. At the end of the programme, most had the confidence and tools to gain employment or enrol in study. Those learners who already have a tertiary qualification when they come to SETAC gain value from the skills they learned to empower themselves and create new careers.

SETAC is recording short-term goals and seeing great success with the increases in language acquisition and confidence, but also with the longer-term outcomes of moving from a benefit into work. The organisation's relationship with Shakti through the group therapy and counselling programmes means that it has a good understanding of the value of the programme overall. In addition, reports on the value to the learners is evident in previous funding reports. It is recommended that SETAC continues to capture this value, regardless of the funding reporting requirements, to strongly evidence the significant impact and value of the programme for learners over time.

### 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 programme, which was approved in 2013 and first delivered in 2014, is highly focused to meet learners' needs to build confidence and skills to help them become independent. The programme was developed out of the previous Second Chance programme. Learner input has led to more employment-related skills being included, such as CV preparation and computing skills. This is contributing to the increased confidence in looking for employment.

The programme is holistic and designed to help learners meet individual goals for language, as well as parenting and self-assertiveness. This effectively meets the needs of the learners because they are mainly African, Asian or Middle Eastern and all have English as a second language and a lack of family support.

The programme uses a range of real-life activities such as internet searches for accommodation, telephoning tradespeople, and trips to the supermarket and library to help build confidence and language. Guest speakers talk to the learners about employment, and tutors also take learners to work seminars and expos.

Employment is a key outcome because it enables learners to gain financial independence and move from the refuge. Learners are able to apply for a special six-month work visa when they begin the course, which is a step towards residency. However, it can be difficult to gain work because it may take some learners at least three months to be work-ready, after which they only have three months of potential work to offer an employer.

The programme structure is formalised and contains guidelines for consistency. The organisation is currently planning for a full review of the programme content and delivery to ensure that it is current and activities remain relevant to the learners' needs.

### 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 **Good**.

The tutors are professional and understand their roles and unique learner profile. Tutors have a strong knowledge and area of expertise in the topics they are teaching. They also have a high level of understanding of the learners' needs and know how to engage them in the learning. This strong rapport and the trust developed enables the learners to increase their skills and awareness over the 20-week programme.

Tutors use a set lesson plan, which is adapted to meet the range of learners' levels of language ability and employment training needs. The action/reflection teaching strategies, such as practical tasks, pictorial exercises, art therapy and storytelling, are successful in engaging learners to achieve their goals. Formative assessment activities occur throughout the course and provide indicators of learners' progress in conjunction with the feedback from the learners.

The tutors' subject knowledge is up to date, and a high level of professional development activities are provided to enable staff to continue to work effectively with this group of learners. Learners' course evaluations are also used to monitor teaching effectiveness, and they show that there is a high level of satisfaction with the teaching. Tutor monthly reports provide information to the management about learner progress and any improvements.

The organisation is not required to engage in formal external moderation, but there are plans to develop an internal moderation system to capture good practice and to ensure assessments are fair and that the assessment tools are appropriate for the topics assessed. This will be an important practice to embed in order to inform ongoing programme improvements, such as refining the current level of paperwork required.

SETAC collates feedback about individual courses and this provided evidence of the improvements to these women's lives, for example from the positive parenting classes. However, there could be better overall analysis of the improved outcomes for the learners to provide a better understanding of the value, both personal and educational, that these women attain.

## 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**.

SETAC provides a safe training environment and adopts a holistic approach to promote physical and mental well-being. Learners are referred by Shakti to SETAC if they meet the criteria, that is, they are a refugee or migrant living in a West Auckland refuge and have suffered from domestic violence. The staff access the services within Shakti to be able to offer the resources required to help the women achieve towards their goal of future employment.

At the beginning of the course, the learners attend a day-long induction where they get to know the tutors and meet other learners through informal group activities. Group counselling sessions are provided throughout the duration of the programme, which learners reported were useful. Childcare is arranged with a nearby school, and staff provide transport if necessary.

The holistic approach to support and guidance is evident in the learner-focused services and ongoing monitoring of individuals' progress through the learner feedback, both formally and informally. The relationship with the Shakti safe house manager provides information on where further support may be needed, or on evidence of improvements to learners.

## 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**.

SETAC is the education arm of Shakti, which is a national organisation that advocates for refugee and migrant women who are survivors of domestic violence. Shakti staff representatives sit on monthly SETAC management meetings. In return, SETAC is a representative on the Shakti governance committee, along with the four foundation members and representatives from each of the nationwide member organisations. SETAC has provided training in one form or another since 1995, but only registered with NZQA in 2009.

SETAC has a strong purpose and vision, set by Shakti, to 'provide a safe learning environment for women disadvantaged through their experience of domestic violence and who are seeking to remove their dependency from social welfare'. The SETAC manager provides the clear direction to achieve these goals and has a network of professionals to support the organisation.

The current challenge is the lack of funding required to deliver the much-needed programme. The absence of a funding agreement for 2015 means that the programme has not been delivered this year, although SETAC continues to provide professional development for Shakti staff. The director is reviewing options for funding and has developed a strategy to increase income sources based on a number of options using input from external consultants in education and from industry representatives to find viable options. However, SETAC is limited in what it can do because of the niche provision and need to maintain a safe environment for its learners because of their high needs. SETAC has recently gained a contract for other services with Child, Youth and Family through the Ministry of Justice, but this does not provide the funds to support the training.

The organisation is resourced well, with an experienced volunteer staff base to provide seminars and other professional support. Staff are valued and contribute their expertise, often at no cost because they see the value in helping the learners achieve their goals. External educational advice is sought for the development of the programme as well as for quality assurance. The organisation relies on this advice as it cannot do this in-house. Developing internal staff knowledge of NZQA requirements would be an advantage for understanding and applying the compliance requirements.

Management committee monthly meetings in 2014 provided a basic level of analysis of outcomes for learners. The organisation is in the process of identifying how it could better measure learners' success for ongoing analysis of trends and where improvements could be made, as well as reporting on the value and outcomes to funders.

## 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: Certificate in Community Engagement and Employment Skills (Levels 1 and 2)

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.

# 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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