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External Evaluation and Review Report

SETAC Limited trading as Shakti
Education and Training Advisory
Company

Date of report: 12 May 2020

About Shakti Education and Training Advisory Company

Shakti Education and Training Advisory Company (SETAC) is a private training establishment registered under its parent organisation, Shakti Community Council. Shakti is a not-for-profit organisation which provides a range of social services for migrant women in New Zealand who have experienced domestic violence. Students are referred to SETAC by the social workers of Shakti where women engage in a range of workshops and courses. These courses provide them with the opportunity to become independent and develop the skill sets needed to integrate into New Zealand communities.

Type of organisation:	Private training establishment (PTE)
Location:	153 Rathgar Road, Henderson, Waitakere, Auckland
Code of Practice signatory:	No
Number of students:	<p>The Domestic Abuse Visa Provision status allows students to remain in New Zealand while waiting for confirmation of work visas or residency status.</p> <p>One domestic student in 2019 (five students in 2016, nine in 2017, 15 in 2018)</p> <p>There were no students enrolled at the time of this evaluation.</p>
Number of staff:	Two full-time, five part-time
TEO profile:	See: Shakti Education and Training Advisory Company
Last EER outcome:	<ul style="list-style-type: none">• Highly Confident in educational performance• Confident in capability in self-assessment
Scope of evaluation:	<p>Certificate in Community Engagement and Employment Skills (Levels 1 and 2) (Training Scheme) (CCEES)</p> <p>The purpose of the training scheme is to holistically teach refugee and migrant women who have suffered domestic violence the life skills they need to improve their wellbeing and integration into New Zealand life.</p>

MoE number: 7683
NZQA reference: C33337
Dates of EER visit: 26 and 27 November 2019

Summary of Results

Despite inconsistencies in completion rates and delivery, SETAC provides life-changing opportunities to women who are survivors of domestic abuse. The CCEES gives students the skills needed to gain employment and settle in New Zealand; the outcomes are highly regarded by both students and stakeholders. However, the PTE has yet to implement robust self-assessment practice to ensure effective management of important compliance responsibilities.

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| Confident in educational performance | <ul style="list-style-type: none">• Achievement data is inconsistent for the CCEES. Since the last EER, only five out of 30 students (16 per cent) have graduated from the programme.• SETAC provides life-changing opportunities for students through the CCEES and other initiatives run by the PTE in conjunction with the social services of partner organisation Shakti. |
| Not Yet Confident in capability in self-assessment | <ul style="list-style-type: none">• Students gain relevant skills which support their integration into working and living in New Zealand. Students highly value the learning and skills developed and being part of the safe and inclusive community provided by SETAC.• Stakeholders value the outcomes of the training scheme. The community partnerships developed by SETAC contribute to the outcomes and opportunities for the women in the programme.• Self-assessment practice is not yet fully embedded across the PTE.• SETAC is yet to implement robust and reliable processes to provide oversight of compliance responsibilities.• SETAC was not aware of important compliance responsibilities at the time of the evaluation and was at risk of its registration lapsing due to non-delivery of the approved training scheme. |

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Marginal
Self-assessment:	Good
Findings and supporting evidence:	<p>The Certificate in Community Engagement and Employment Skills (CCEES) is the only NZQA training scheme offered by SETAC. At the time of the EER, the training scheme had not been delivered since December 2018. Since the last EER, completion rates have been low, with few students graduating compared with enrolments (see Table 1). However, the inconsistencies in this completions data are largely offset by the value of the outcomes for the students (see 1.2). For the women who participate in the training scheme, course completion is not as important as acquiring survival and integration skills and the improvement of their wellbeing. Dealing with trauma, driving in New Zealand, financial literacy and learning English are examples of the useful skills students acquire within the training scheme.</p> <p>The training scheme is delivered in a safe and caring community which supports the re-establishment of lost skills or the development of new ones to be work-ready in New Zealand.</p> <p>SETAC is operating in an environment where external factors, beyond the control of the students and staff, contribute to poor performance. For example, attendance is not a priority for women who are dealing with starting over in a new country as a result of difficult circumstances.</p> <p>There is minimal analysis of achievement data and trends, or formal measurement of the development of soft skills. Outcomes are measured through assessment tools and anecdotal destination data and success stories of integration into New Zealand. To better understand who their learners are, SETAC could collect evidence of demographic characteristics.</p>
Conclusion:	The training scheme has low completion rates. However, the skills gained largely offset the data and enable survivors of

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

	domestic abuse to establish independence. Self-assessment of achievement and progression is contextually appropriate but could be better implemented.
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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 strongly value the development of relevant skills that give them opportunities as migrants and survivors of domestic abuse. While students value the completion of a New Zealand qualification, the primary goal is to develop life skills to help them redevelop their confidence and independence.</p> <p>Students spoke about the value of outcomes beyond skills development. SETAC is considered an encompassing support system which instils a sense of belonging and a place to build friendships, and where students increase their confidence to engage in learning about New Zealand life and culture.</p> <p>The experience and expertise of SETAC is valued by stakeholders and community groups. In partnership with Shakti, SETAC is trusted to deliver relevant training in a safe and meaningful way. SETAC consults and works collaboratively with stakeholders.</p> <p>Social work students at Monash University (Melbourne, Australia) can undertake a three-month internship on the SETAC Work Ready programme. The comprehensive and robust experience prepares the interns for the workforce, and they value the experience of learning about the different cultures of social work clients.</p> <p>SETAC and Shakti Community Council are prominent in community development in Auckland. The PTE has added another training arm to its education portfolio, Sustainnoworx training, which is highly regarded by community partners (see 1.5). Sustainnoworx offers training for employment in upcycling, craft and trade skills, and retail and business skills. The training helps women to integrate into the community.</p>
Conclusion:	The value of the outcomes of the training scheme impacts learners' lives in a significant and positive way. SETAC's various

	initiatives and community involvement add value to a wide range of stakeholders and community partners.
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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:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The CCEES training scheme is relevant to students and stakeholders, as the life skills are necessary for migrants and refugees to support transitional arrangements.</p> <p>The formative nature of the teaching and learning and assessment is fit for purpose. This is seen through the outcomes such as essay writing, role-plays, art portfolios and participation in social activities. Students reported engaging with the learning activities in both an academic and personal sense.</p> <p>Topics within the training scheme are changed or modified where necessary to add experiences for learners and enhance their contextual and cultural relevance. For example, students attended a field trip to honour 125 years of women’s suffrage in New Zealand.</p> <p>Within the confines of the NZQA approval, SETAC adapts the training scheme to the individual situations of the students. Analysis of student needs ensures SETAC responds in appropriate ways. For example, the CCEES is taught out of the Shakti safehouse when necessary for women who cannot leave, so students do not miss the opportunity to participate and develop the skills on offer.</p> <p>Although there is no regular formal course review, teaching staff meet informally to discuss student feedback, course design and individual learner progress. This process is effective for the current staff and size of the PTE.</p> <p>Pre-designed course manuals provide guidance for teaching staff to give structure to the course where necessary. Academic progress is tracked as applicable with assessment tools (e.g. English language courses). Soft skill outcomes (e.g. growth in confidence) are measured anecdotally, relying on the relationship between the individual student and teacher.</p>

Conclusion:	The training scheme is relevant and appropriate for the needs of the targeted students and the community. Contextual programme delivery is relevant to student needs and supports their success in integrating into New Zealand society.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>SETAC offers wrap-around services in partnership with Shakti social services. The delivery of the CCEES develops important skill sets and holistically supports students through topics including art therapy, driving, nutrition, budgeting and parenting.</p> <p>The close working relationship between Shakti social workers and SETAC education staff is key to the exemplary and ongoing response to the wellbeing needs of the students.</p> <p>Teaching staff and management are experienced in supporting women who are survivors of domestic abuse. Staff are well versed in working in community integration programmes for migrants and refugees.</p> <p>SETAC provides appropriate holistic support to women not only while they are studying but in their daily lives and in the process of integrating into local communities.</p> <p>Self-assessment of student support is anecdotal, but this support is highly effective in this particular PTE's context. SETAC is also reliant on data held by the Shakti social workers on each student. This provides them with information to understand the effectiveness of their services and to make further improvements to address student needs and encourage student involvement in learning.</p>
Conclusion:	The knowledge and expertise of staff support learners holistically. Resourcing and pastoral care support this learning, and staff are equipped to keep students safe.

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

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>The organisational purpose of SETAC is to develop educational and training programmes for the female migrant and refugee communities, with the aim of enabling integration into New Zealand society. As a national organisation, Shakti provides social services and advocacy to refugees and migrants who are survivors of domestic violence.</p> <p>While the purpose and direction of SETAC make a positive impact, financial viability remains uncertain. The training scheme has not been delivered for most of 2019 due to lack of funding. However, Shakti submitted proof of delivery before the 12-month period ended.</p> <p>Despite variability in the evidence for governance and management supporting achievement, it is clear teaching staff are well qualified and have relevant subject expertise and experience. SETAC staff have been employed with the PTE for many years, with the exception of the newly appointed education coordinator.</p> <p>Beyond the training scheme, the organisation is innovative and responds to changing circumstances. Management often develops new ideas to support refugee and migrant women and the wider community. The organisational quality management system, strategic plan and other policies appear to be outdated, and it is not clear that they are sufficiently embedded to be of use.</p> <p>Advisory board members are active in the PTE. For example, members are currently developing an ethnic community framework. This project will inform government practice when engaging with refugees and migrant women.</p> <p>SETAC has external support and seeks advisory input from experts in the field and educational experts to inform organisational change.</p>
Conclusion:	SETAC has resumed delivery of the training scheme since this evaluation, after risk of lapse of registration was brought to their attention. SETAC is operating an effective and sustainable business model in other areas beyond the training scheme.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Poor
Self-assessment:	Poor
Findings and supporting evidence:	<p>There is no clear evidence that SETAC is effectively managing its important compliance responsibilities. At the time of the evaluation, the management of SETAC failed to recognise that non-delivery of the approved training scheme (the CCEES) within 12 months would result in lapse of registration as a PTE. Lack of funding has been a reason for non-delivery in the past year. SETAC is very much a social service organisation first, and a PTE second. NZQA compliance responsibilities appear to not be highly rated in the PTE's priorities.</p> <p>SETAC has since delivered part of the CCEES and maintained registration after the risk was brought to the organisation's attention. However, in 2015 SETAC's registration lapsed for the same reason. Clearly, the PTE has ineffective processes for alerting management to its important compliance accountabilities. The recent employment of the education coordinator is a step towards better management of NZQA compliance requirements. However, it is too early to say whether this will make a difference long term to the understanding and management of compliance.</p> <p>There still exists a lack of oversight of other important compliance responsibilities such as timely submission of NZQA documentation. This lack has impacted on the business of SETAC and risked the training scheme not being offered to women who value it so highly. As mentioned, the training scheme was delivered as per approval the last time it had students enrolled.</p> <p>As part of the parent organisation of Shakti, SETAC is audited by funding agencies such as the Ministry of Social Development and the Ministry of Justice. Reports from these audits did not refer to any issues relevant to SETAC or this evaluation.</p>
Conclusion:	SETAC does not have effective management over important compliance responsibilities to the point where the organisation risked a lapse in registration. While there have been some changes in key personnel to better manage compliance, there is a lack of evidence that SETAC has oversight and processes to

	understand the minimum requirements of being a registered PTE with NZQA.
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Focus Areas

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

2.1 Focus area: Certificate in Community Engagement and Employment Skills (Training Scheme)

Performance:	Marginal
Self-assessment:	Marginal

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 Shakti Education and Training Advisory Company:

- Formalise processes and policies to ensure better oversight of important compliance responsibilities.
- Structure and strengthen self-assessment practices to inform decisions and improvements.

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.

NZQA requires that Shakti Education and Training Advisory Company:

- Engage in strategic planning to ensure the sustainability of training scheme delivery (i.e. plan to ensure funding will be available) as per Section 5.1.3 of the PTE Registration Rules.
- Update the quality management system and other relevant documents to ensure they reflect existing practice as per Section 5.1.7 of the PTE Registration Rules.

Appendix 1

Table 1. CCEES completions 2016–2019

Year	Enrolments	Graduates
2016	15	0
2017	9	0
2018	15	5
2019	1	0

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 fraud²*
- *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.*

² 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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