

# Report of External Evaluation and Review

South Pacific Islands Institute (SPI)  
Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 24 February 2015

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MoE Number: 8952  
NZQA Reference: C16685  
Date of EER visit: 12 and 13 November 2014

*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:	South Pacific Islands Institute (SPII)
Type:	Private training establishment (PTE)
Location:	74 Commerce Street, Frankton, Hamilton (Head Office) 21 Commerce Street, Frankton, Hamilton
Delivery sites:	As above
First registered:	10 February 1993
Courses currently delivered:	<ul style="list-style-type: none"><li>• National Certificate in Beauty Services (Cosmetology) (Level 3)</li><li>• National Certificate in Employment Skills (Level 1)</li><li>• National Certificate in Recreation and Sport (Core Skills) (Level 2)</li></ul> <p>Consent to assess for unit standards include: Business Information Processing, English For Speakers of Other Languages, English Language, Communication Skills, Occupational Health and Safety Practice, and Work and Study Skills</p>
Code of Practice signatory?	No
Number of students:	Domestic: 49 equivalent full-time students (EFTS) – a throughput of approximately 70 students over the 2014 year, with 36 students enrolled at the time of the external evaluation and review (EER). The organisational focus is mainly on Pasifika and Māori students, with 60 per cent

identifying as Māori and 30 per cent as Pasifika in 2014.

Number of staff:	Four full-time staff and four part-time staff
Scope of active accreditation:	<ul style="list-style-type: none"><li>• National Certificate in Beauty Services (Cosmetology) (Level 3)</li><li>• National Certificate in Beauty Services (Cosmetology) (Level 3)</li><li>• National Certificate in Employment Skills (Level 1)</li><li>• National Certificate in Employment Skills (Level 1) and National Certificate in Beauty Services (Cosmetology) Level 3 (Levels 1-3)</li><li>• National Certificate in Recreation and Sport (Core Skills) (Level 2)</li><li>• Sport and Recreation, and Employment Skills (Level 2)</li></ul> <p>See: <a href="http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=895212001&amp;delSiteInd=0">http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=895212001&amp;delSiteInd=0</a></p>
Distinctive characteristics:	SPII identifies as a Pasifika foundation education provider with a clear focus on Pasifika peoples and Māori (and a range of other ethnicities), enabling them to develop a belief in the value of education and employment. Training is unit standard-based with specific valued outcomes including: personal development, enhanced well-being, course and qualification completions, further education, and employment. SPII students often go on to study at Te Wānanga o Aotearoa, and vice versa.
Recent significant changes:	<p>In 2013, funding was discontinued with the end of the Tertiary Education Commission's (TEC's) Foundation Focused Training Opportunities (FFTO) funding scheme, and SPII now has Youth Guarantee funding. The TEC provided SPII with additional Youth Guarantee funding during both 2013 and 2014, which resulted in significant increases to student numbers in both years.</p> <p>In 2013, SPII brought the teaching sites closer together by purchasing an additional building in Commerce Street very close to the main office building.</p>
Previous quality assurance history:	SPII was last externally evaluated by NZQA in 2011. NZQA was Highly Confident in the organisation's educational

performance and Confident in its capability in self-assessment.

External moderation is undertaken with the standard-setting organisations Hairdressing Industry Training Organisation (HITO), ServiceIQ and NZQA. Feedback from the industry training sectors has been good, with only small changes to assessments required. NZQA moderation of assessment materials required modification in 2012 and 2013, and an action plan for improvement in the literacy and numeracy unit standards was requested from SPII. The action plan was accepted by NZQA, and further internal moderation and support from another provider around these particular units is being undertaken by SPII.

## 2. Scope of external evaluation and review

The scope of the EER of SPII included the following focus areas:

- Governance, management and strategy (mandatory)
- National Certificate in Recreation and Sport (Level 2) which includes the National Certificate in Employment Skills (Level 1)
- National Certificate in Beauty Services (Cosmetology) (Level 3) which includes the National Certificate in Employment Skills (Level 1)

The above two programmes cover all the training at SPII and encompass two different sites, two different demographics in each programme (i.e. male and female), and two different disciplines.

## 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 held over two days at both SPII's Frankton sites. The team comprised two evaluators. The team spoke with the two directors, the manager, the two full-time tutors, two administrative staff, students from both programmes, recent graduates from SPII courses, community contacts and employers.

Documents reviewed prior to the visit included the organisation's self-review of activities, TEC investment plans for 2014 and 2015, some achievement data and

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moderation reports. During the visit, the EER team reviewed a range of documents and evidence to support findings, including staff meeting minutes, staff diaries, verbal statements from mentors, various achievement results, business plans, alumni data, programme review and planning, literacy and numeracy outcome documents, and analysis of students' feedback. Further data documentation was sent to the evaluators via email, and phone calls were made by the lead evaluator to additional graduates and stakeholders following the EER.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **South Pacific Islands Institute (SPI) Limited trading as South Pacific Islands Institute**.

- SPII has achieved excellent results for its trainees and effectively carries out training and assessment that meets the needs of stakeholders: trainees, Pasifika, Māori, the relevant providers of further higher-level study, local communities and the TEC.
- There is strong and efficient leadership and management processes around learning, achievement, teaching, guidance and support. SPII management employs well-qualified, passionate and empathetic staff who teach programmes that match the needs of the students and other stakeholders. They guide and support students with care using the latest equipment, and incentives and rewards to meet the needs of the learners.
- Both programmes offered have excellent course and qualification completion outcomes, above the TEC Youth Guarantee funding contracted outcomes for 2013 and 2014. These results are notable given the high needs and limited previous achievement of the students as they enter the programmes.
- There is comprehensive evidence that SPII is effectively addressing the needs of students and other stakeholders involved in or receiving benefit from the programmes offered, and with around 60 per cent of students identifying as Māori and 30 per cent Pasifika, Tertiary Education Strategy priorities are being met. The self-confidence, and physical, emotional and mental well-being of the students is considerably enhanced through their involvement in these programmes.
- At-risk students and other stakeholders gain high value from SPII programmes, as many students attest to often life-changing experiences. The students develop critical and desired core life skills, attitudes and attributes. These qualities enable them to benefit from the learning, and to gain credits, qualifications and skills relevant to employment or go on to further studies.
- Graduates and stakeholders confirm that students are gaining worthwhile, valued professional and social skills to help them into further study or employment, again evidenced by the extensive analysis of student outcomes by SPII and conversations with the pathway providers and graduates. This is shown in the significant changes in attitude identified by staff, parents, future training providers and various other stakeholders as a result of the teaching methods and support and guidance processes.

- Data is collected (although it is yet to be fully aggregated) on graduates who move to higher-level study or gain employment, resulting in them attaining high-level qualifications, running businesses or gaining promotions in their employment.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **South Pacific Islands Institute (SPI) Limited trading as South Pacific Islands Institute**.

Tracking individual student progress is at the heart of self-assessment of this organisation. Progress is closely monitored where students complete daily journals and individual learning plans. Staff keep a daily diary to follow student progress. Attendance is tracked daily and unit standard achievement targets are set and tracked weekly. Goals are reset for each day to ensure students complete their allotted work, and relevant rewards are provided to enhance motivation. At-risk students are quickly identified and staff have strategies and incentives in place to encourage their re-engagement.

Different funding schemes for youth programmes in 2013 and 2014 means there is no accurate comparison of achievement with previous years to measure whether actions taken have led to worthwhile improvements. However, based on the improvement in the overall 2014 course and qualification results, there is sufficient evidence to support that the directors have made appropriate changes that have led to improvements, as noted later in this report. Additional TEC funding also indicates that the TEC views the PTE's performance as positive and above the minimum achievement targets.

SPII reviewed its programmes at the end of 2013, following the cessation of the TEC's FFTO programmes. In consultation with teaching staff and stakeholders, changes were made to focus on what would suit the students best. As a result, the two distinct beauty services and recreation and sport programmes are matching well the needs of Māori and Pasifika youth who develop foundation skills for progressing to further learning or employment.

The organisation has strong support and feed-in from its community, such as church groups, sports associations, All Blacks mentors, counsellors and local employers and other PTEs. SPII takes heed of the input and staff carefully filter it to identify where they can further assist students gain the skills and knowledge required to achieve their goal of work or further study.

SPII monitors students' satisfaction and overall progress against individual goals, including literacy and numeracy gains, to monitor attitude change and achievement and to identify any learner needs. The PTE has noted gains in literacy and numeracy skills (attested to by beauty services students who now 'enjoy' maths), good attendance, changes in behaviour and changes from the immediate goals of students as they see how well they are achieving.

While there are no significant gaps in SPII's self-assessment processes, the evaluators, along with SPII management, noted a gap in the 'aggregation for understanding' from the large amount of data available. SPII could improve its capability in self-assessment by storing data in one location and extending analysis to include comparisons across groups.

# 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**.

SPII closely monitors the progress of the students and has good evidence of high rates of achievement (see Table 1). Achievement for SPII students involves the student actually engaging in learning, gaining the required life skills, attitudes and attributes to enable them to gain credits and qualifications, and going on to further training and in some cases to employment. The students are gaining considerable added value from their all-round experience of training at SPII. Many SPII students have left school early, with few if any academic formal achievements, often with limited life and work skills.

As a result of excellent teaching, careful monitoring and support, most SPII students gain key and valued foundation life and work competencies. These are evidenced by the high course and qualification completions and the students' confidence in their ability to learn and work with others and develop community and social skills, improved physical and all-round well-being, time management, respect for others, teamwork skills, and fundamental employment skills.

Current and past students interviewed expressed their personal satisfaction in the gains they have achieved in literacy and numeracy knowledge (with most students progressing at least one level during the year), and in transferable skills such as self-confidence, teamwork, self-discipline and leadership and communication skills leading to further study or employment.

Students also gain specific industry skills and knowledge in beauty therapy or recreation and sport, as evidenced by their academic achievement and the graduate outcomes database, where, for example, an average of 60 per cent of students who completed the programmes went on to further study or employment in 2013.

In 2013, the TEC contracted performance requirements for SPII (25 per cent course and qualification completions) for the Youth Guarantee-funded programmes.<sup>2</sup> During 2013, SPII exceeded that target with a 54 per cent course completion rate and a 44 per cent qualification completion rate average for the level

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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.

<sup>2</sup> Youth Training-funded providers transitioning to Youth Guarantee were given this target.

1 and 2 programmes.<sup>3</sup> In 2014 there was a significant improvement in course and qualification completions, with an average of 85.9 and 75.1 per cent respectively. With nearly three-quarters (73 per cent) of the students identifying as Māori, this shows that the national priority of providing education and training to youth, Māori and Pasifika students is being met.

<b>Table 1. SPII course and qualification completion rates, 2013 and 2014</b>				
	Course completion rate		Qualification completion rate	
Actual completion rates for level 1 and 3 programmes offered for 2013	54%		44%	
TEC contracted requirements for 2013 <sup>4</sup>	25%		25%	
Average completion rates for levels 1-3 across all providers for 2013	61%		48%	
TEC contracted requirements for 2014 for all providers	Levels 1-3 60%	Level 2 40%	Levels 1-3 60%	Level 2 40%
SPII performance commitments for 2014	Level 1 60% Level 2 65% Level 3 75%		Levels 1-2 45%	Level 3 65%
Actual completion rates for SPII 2014	Level 1 91% Level 2 90.8% Level 3 76%		Level 1 71.4% Level 2 64% Level 3 90%	

Tutors track each student's attendance and the credits gained towards a national certificate in a daily diary, which is discussed at weekly staff meetings, and students track their own progress in a daily journal. Overall results are recorded in the SPII student management system, and are discussed and monitored at regular staff meetings. From these various tracking and review mechanisms, actions are taken to address any concerns around student performance.

While student feedback data is collated and shared with all staff, and actions and improvements are made to ensure progress occurs and achievement data is compared over time, there is little aggregated analysis of data to note trends in student well-being or tutor capabilities and no benchmarking with other, similar providers to provide further information around student or community needs and direction.

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<sup>3</sup> From the TEC Educational Performance Indicators for SPII.

<sup>4</sup> Youth Training-funded providers transitioning to Youth Guarantee were given this target.

## 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**.

SP11 provides training that is leading to worthwhile, valuable improvements in students' attitudes and behaviour in relating to society and in their learning, as well as increasing their opportunities to gain skills to enable them to enrol in further studies or gain basic employment. The key individual outcomes from the training for the students and key stakeholders are of high value. Students on the programmes achieve goals and pathways to further learning as evidenced by the 60 per cent further training and employment outcomes in 2013.

The TEC has recognised the value in SP11 performing well with high-risk students by increased funding being offered each year. Te Wānanga o Aotearoa, the contracted youth services provider for Hamilton, highly rates the outcomes its clients achieve by participating in SP11 programmes.

The value to the students and other stakeholders, such as family/whānau and Youth Service, is that many students engage in learning, often for the first time. They develop and move out of a life 'at-risk', and progress in life as a person in study or work or contributing in some other way to society. Evidence of this is seen in the 60 per cent of students going on to further training or into employment in 2013. At the time of the evaluation, 13 of the 26 students (50 per cent) enrolled in Wintec (Waikato Institute of Technology) beauty programmes had already been accepted to advance to the level 4 and 5 beauty diplomas. These outcomes are, as already noted, particularly noteworthy as most students are identified upon enrolment as being high-risk, having left the education system at a young age.

SP11 adds value to students who enter without skills and are lifted in their social and academic attitudes and well-being. In addition, they are fitter and healthier and leave with clear evidence of progress in their well-being and personal development. As further evidence of improved well-being, students are making conscious, realistic decisions about their daily life and their futures. All graduates and current students interviewed during the EER visit said they were aware of changes in their behaviour, and they outlined realistic and achievable goals and, in the case of the graduates, outlined goals that had been achieved.

The students achieve recognised qualifications and some graduates gain employment or access to further education opportunities, as noted earlier. Examples include scholarships from international beauty agencies and students finding employment throughout Australasia. Some pursue tertiary-level certificates, as evidenced from discussions with Wintec, Te Wānanga o Aotearoa and other tertiary providers.

The significant impact on families and the community is evidenced by a wide range of letters of support from multiple sources – from family members noting positive changes, to stakeholders and community organisations offering their services or resources to SPII for use with the students. The beauty services students give back to the community by offering beauty services to community groups and events, such as Mothers Day specials and free sessions with the Alcohol Drug Association of New Zealand. Recreation and sport students contribute through participating in and helping to run competitive sports events with other providers each year, for example Rise Up and YMCA.

SPII has close links to all its stakeholders and tracks individual graduate outcomes, which show that SPII is producing graduates who are making valuable contributions to society. Further aggregation of the data would capture information about the progression of graduates to particular areas to help ensure the value of the outcomes.

### 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 **Excellent**.

There is strong evidence that SPII is highly effective in meeting the needs of students, the community, employers and other stakeholders. The focus at SPII is on the students' most important needs being met. SPII provides students with the core knowledge and skills required for employment in the recreation and sports or beauty industry to move into further study at a higher level as noted in 1.2 above.

SPII restructured its programmes in 2013 to meet the objectives of Youth Guarantee, and to more clearly focus on Māori and Pasifika students. The PTE decided to offer the foundation National Certificate in Employment Skills to all students. SPII also offers the two introductory industry qualification options: beauty services, which attracts the female students, and recreation and sport, which suits many of the males and some females. The programmes are both hands-on and active, which suits the target group of youth. The delivery, resources, support networks, learning activities and incentives were structured specifically to suit the students enrolling on these programmes. Additional equipment purchased for student use in beauty practical services is bringing the clinic in line with industry standards. Further electronic equipment has been purchased for the recreation and sport students for improving student hand-eye coordination and critical thinking skills. Similarly, gym equipment has been added to over time.

The programmes offer physically active, skills and strengths-based learning. They match students' needs by providing modules that gives basic foundation level personal and well-being skills including social skills for business. The programme

activities relate to employment training, such as salon treatments or sports health and other learning around soft skills, such as personal work ethic, timeliness and personal presentation to enable students to be work-ready. Given the other challenging life options the students were and are facing, these programmes offer exemplary additional educational and developmental value to them and other stakeholders.

The programmes have a mixture of theory and practical applications which contribute, along with rewards and incentives, to keeping the students on track, busy and involved. Break-out times are figured into the day to ensure attention remains on the programmes being learned. For instance, on the recreation and sport programme, knowledge learning takes place in the morning and various individual and group physical activities take place in the afternoon. The pool room, music room and PlayStation lounge provide privileges that are earned by completing the work required and gaining units each week.

SPII has strong relationships with a large number of stakeholders relative to each stream/activity/course. The organisation receives feedback from the stakeholders – including other PTEs – for input into the programme, gaining knowledge around good assessment when required. This was attested to by a provider close by who had helped with the development and moderation of literacy and numeracy assessments.

SPII has an awareness of community and stakeholders close to the institute's physical location, as the students are regarded as at-risk. The students and the PTE contribute to the local community through various activities and work to ensure the safety of the community; for instance, a minor conflict with a neighbour was quickly addressed, and was seen as an opportunity for learning. A written apology was provided and a plan put in place to reduce the risk of any repetition.

#### 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 teaching at SPII is highly effective. Management has recruited staff who are passionate, well qualified, experienced and professional and who are generally from similar backgrounds as the students. The staff all partake in ongoing learning, much of which is done together as good opportunities are offered for professional development. Recently all staff attended literacy and numeracy workshops and worked together on strategies to integrate the learning into the programme delivery. During discussions at staff meetings, they noted improved growth in students' literacy and numeracy.

All tutors discuss, share and use various teaching influences and learning styles to engage the students, and the evaluation team observed a good level of

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engagement and respect between staff and students. This effective engagement is supported by student feedback, and tutor and course reviews and the high level of credits gained. This is highly significant for a group of students who have little if any previous experience of educational engagement and achievement.

The incentive reward system is effective in gaining a good level of engagement from these teenagers. Students are keen to gain privileges, such as working out in the gym, playing on PlayStation, playing pool, music-making in the 'sound studio', and being rewarded with pizza meals, other treats and various trips. These activities are often linked to attendance, behaviour, working hard and meeting weekly credit requirements.

Applied learning is a core part of the teaching. Students, tutors and management provide a real-life workplace learning environment including a beauty clinic, an all-inclusive gym, professional-standard punch bags and access to sports grounds. Journal writing in class time, with one-to-one student/tutor discussions, is encouraged to allow students to review what they have learned and to plan short-term goals. Formal feedback from students and notes in the journals are monitored carefully and any actions required as a result of feedback are discussed at staff meetings and followed up.

SPII has mentors who offer significant help and support to the teaching staff to motivate the students to learn, and this also engenders timeliness and tidiness.

The learning environment resources and facilities promote active learning. Smart TVs have recently been purchased and are already been used in multiple ways. YouTube clips show to do a 'workout' activity correctly. Skype sessions are held with the overseas mentors (the evaluation team observed All Blacks team members chatting from the United Kingdom with the recreation and sport class). Teaching staff can video student practical demonstrations from another room, reducing embarrassment, enabling immediate feedback and rewind to quickly and easily show and explain incorrect processes. Students are able to critique themselves or peer review each other, which keeps them engaged. SPII has yet to collect and analyse information to see whether the student outcomes have improved and to more systematically assess the impact of the new technology.

External moderation is undertaken with HITO, ServiceIQ and NZQA. Feedback from the ITOs has been good, with only small changes made to assessment. As a result of the feedback from NZQA, SPII has reviewed its literacy and numeracy assessments, and has taken steps to ensure improved outcomes by collaborating with another PTE which has met the assessment requirements. However, SPII has yet to see the results from this collaboration.

## 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**.

SPII provides excellent guidance and support for students to remain engaged and complete their learning. Management has recruited highly empathetic staff from a range of Pasifika communities – some are past students. They are familiar with where the students come from and are committed to making a difference in their lives.

It is clear that management and staff treat their work as a vocation and not just a job; they care deeply about the welfare of their current and past students, and see themselves as family for these youth. The recreation and sport programme tutor is a former youth justice case worker. One of the organisational sayings used to guide how to respond to students is, 'you could be the last positive experience this young person may have'. Students and other stakeholders confirm this perception. The students feel safe and cared for in this environment, and for many this may be a new experience in their lives. Some typical examples are students being picked up in the van and brought to the school, students and family/whānau being visited at home, providing breakfast or lunch, and a student who was injured coming to the school and being taken to the accident and emergency clinic.

The organisation is focused on the basic and often complex needs of the person first, and learning takes place after meeting those needs. SPII has an intimate understanding of the culture of Māori and Pasifika. All students have an opportunity to settle into the learning, with full support offered. A journal is kept by each student and written up each morning. This mechanism addresses the many support and guidance needs, and staff often find out quickly if the student is having difficulties, and they are addressed promptly. The day-to-day journal entries, and the incentives and reward system foster learning. Graduate and student feedback and journal entries attest to the difference the journals make to their learning and lives. Tutors consistently track various support and guidance and learning issues, including attendance, through detailed records kept in their daily diaries. These are reviewed by staff to ensure learning and personal issues are monitored and carefully followed up.

The close links with communities and agencies ensure students are safe. Wānanga o Aotearoa provides youth support services, and refers youth clients to the programmes, visits them each month and works with staff. SPII works in conjunction with locally based health and youth providers, including Mātātahi Mataora, Whai Marama Youth Connex, Te Rūnanga o Kirikiriroa Trust and Te Kohao Health, to assist students with family, mental illness and health issues.

Students are taken to Wintec, other training providers and local employers and supported to take the next step. Closer tracking of longer-term destination outcomes would add value.

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## 1.6 How effective are governance and management in supporting educational achievement?

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**.

Management and governance is delivered through a flat structure which works well to support high-quality educational achievement, as evidenced by the close contact with students, staff and the community, to ensure learning is occurring and support for the learning is current and available. SPII has strong and long-established links and a good reputation with industry, Wintec and the community at large, particularly the Pasifika and Māori communities.

The board of directors includes prominent and respected members of the local Pasifika communities, and the recreation and sport and beauty services industries. The two founding SPII directors have had a clear, long-term vision for over 20 years to improve the well-being of Pasifika, Māori and immigrants through providing high-quality training in an environment that is high quality, secure, warm and friendly.

The directors are on site and provide strong oversight of the day-to-day performance of the organisation. Decisions are made with a whole-of-staff team approach for ongoing and continual planning. For instance, succession planning has been discussed with staff and a general plan is in place.

The directors keep abreast of funding and policy changes and educational trends and research. They consult and confirm with the staff, students, community and stakeholders when considering the latest innovative equipment for learning and investing resources in different areas. Examples include the Smart TVs at each site and the purchase of up-to-date beauty and sports equipment.

The directors have invested in infrastructure to support high-quality outcomes for the students. They have acquired a new building closer to the beauty services programme site. This brings both groups and staff closer together to better monitor students, while retaining their quite distinct characters and requirements. Each site is well resourced for learning, exercise and relaxation. The recreation and sport building has been extensively renovated to meet the needs of those students and the course.

A new student management system has been introduced this year. The new system will enable individual achievement information that is currently collected and analysed to be brought together, analysed and aggregated fully to support management to better report data on graduate outcomes, trends and benchmarking.

## 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 **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

### 2.2 Focus area: National Certificate in Recreation and Sport which includes Employment Skills (Level 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**.

### 2.3 Focus area: National Certificate in Beauty Services (Cosmetology) (Level 3) which includes Employment Skills (Level 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

NZQA recommends that South Pacific Island Institute:

- Collect and analyse aggregate information to enable a deeper understanding of overall educational performance, identify trends and gaps and improve decision-making for further worthwhile improvements.

# 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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