



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report



SPI Institute Ltd - South Pacific
Islands Institute Limited

Date of report: 24 April 2024

About South Pacific Islands Institute Limited

South Pacific Islands Institute (SPII) is a long-established Pacific Island provider delivering Youth Guarantee-funded programmes. SPII guides, inspires and supports often marginalised young people to succeed and move forward in their lives.

Type of organisation:	Private training establishment (PTE)
Location:	43 Lake Road, Frankton, Hamilton
Eligible to enrol intl students:	No
Number of students:	Domestic: 37 (37 equivalent full-time students in 2022) Māori 31 (84 per cent), Pacific four (11 per cent), disabled nil
Number of staff:	Six full-time equivalents
TEO profile:	South Pacific Islands Institute – NZQA profile
Last EER outcome:	At the most recent EER in 2019, NZQA was Confident in both the educational performance and capability in self-assessment of South Pacific Islands Institute.
Scope of evaluation:	All training including: <ul style="list-style-type: none">• New Zealand Certificate in Foundation Skills (Level 1) ID: 123532 ('level 1 foundation skills')• New Zealand Certificate in Foundation Skills (Level 2) ID: 124379 ('level 2 foundation skills')• New Zealand Certificate in Electrical Pre-Trade (Level 3) ID: 127958 ('level 3 electrical pre-trade')

- New Zealand Certificate in Makeup and Skin Care (Introduction) (Level 3) ID: 124388 ('level 3 makeup and skin care')

MoE number:

8952

NZQA reference:

C50917

Dates of EER visit:

7-9 November 2023

Summary of results

SPll meets many of the most important needs of its students and community stakeholders. However, for an extended period, management of key compliance requirements has been below minimum expectations. Revised leadership has begun to strengthen some processes, including developing a promising new trades programme.

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| <p>Not Yet Confident in educational performance</p> | <ul style="list-style-type: none">• SPll has a clear purpose: holding and supporting students disengaged from school and facing personal challenges. These students develop critical personal and foundations skills, and some develop technical skills. This learning supports social connection, improved wellbeing, further study and employment. SPll enables students to move forward in their lives. |
| <p>Confident in capability in self-assessment</p> | <ul style="list-style-type: none">• SPll meets the needs of local stakeholders (including whānau and agencies) who refer and support these vulnerable young people.• However, SPll leadership has not been effective in meeting its key compliance requirements, for an extended period. Two requirements from the last EER were not resolved. It has had an ongoing pattern of late submissions to NZQA. SPll has just transitioned to a more able leadership. It has improved some systems and practices, invested in a new campus fit-out, and gained NZQA approval for a pre-electrical trades programme. Improvements need to be sustained and extended.• SPll training is engaging for the students, many with complex needs. The PTE responds well to individual student needs and effectively tracks individual educational progress. SPll (and its partners) offer an exemplary level of pastoral care, minimising the learning barriers for the students.• SPll has a reflective culture. It has a rich understanding of its students and their world. Its knowledge of individual progress is clear, although cohort analysis is more limited. The |

PTE's moderation practice has been variable but is now being addressed.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>SPII students are youth, often with complex needs. Behavioural change is the prime measure of student achievement. Students gain the critical foundation knowledge, behaviours and attitudes needed for achieving their goals of further learning and improved wellbeing. Students learn how to turn up each day, participate in activities, and connect with others. This is unlike their experience at school.</p> <p>Students also make progress in completing unit standards. Course completion rates were sound in 2019 but have declined since.² The pattern for qualification completions is similar. Lockdowns and the pandemic disrupted student learning. There was some disparity for Māori students, but mostly parity for the small number of Pacific students. The first cohort of the level 3 pre-electrical trades programme have to date completed most of their unit standards. Students make some progress in developing their literacy and numeracy skills. The majority of assessment and moderation results have been sound, giving overall confidence in these completions.</p> <p>Understanding and monitoring of achievement has been mixed. SPII tracks individual student progress, strengthened with real-time monitoring of unit standards completion in 2023. A monthly formal review occurs with each student. Data is effectively used to support students to stay engaged in learning. SPII captures well the reasons for withdrawals, often due to significant external life factors.</p> <p>SPII has developed a values framework. This tool may offer a more systematic way of showing how student behaviour</p>

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

² See Appendix 1 for details.

	changes while at SPIL. Analysis of qualification completions is mostly accurate, although not for priority groups. Analysis of course completions was absent. Analysis needs to occur more frequently.
Conclusion:	Students engage and learn foundation skills critical for further learning and wellbeing. Understanding and use of individual achievement is sound and improving. However, cohort analysis needs strengthening.

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>SPIL's mission is to guide and inspire young people to be confident, successful and gain an education. Student interviews and evaluations confirm the positive impact of SPIL on their wellbeing. Their stories include at-risk students being held, developing, achieving and improving their hauora/wellbeing. Students also strengthen their relationships with others.</p> <p>Students gain specific, tangible outcomes (creation of CVs, gaining driver's licences, job interviews and, sometimes, paid work). SPIL tracked well the destinations of students in 2020-21 and in 2023. For example, nearly half of the 38 level 1 foundation skills programme students in 2020 and 2021 progressed on to further education at SPIL or elsewhere or into employment. Most were Māori (10) or Pacific students (six). Analysis included the extensions given and reasons for non-completions. A NZQA programme monitoring report (6 December 2021) commended SPIL's self-assessment. There was a gap in collecting the 2022-year data.</p> <p>SPIL has sound relationships with community stakeholders who value the critical role it plays in Hamilton. The PTE offers at-risk Hamilton youth a safe and positive alternative to staying at home – and/or other activities that have had negative impacts – and an opportunity to pathway to a new life.</p>

Conclusion:	SPll plays a key role in the community, enabling vulnerable youth to transform. Students develop skills, build connections, and improve their wellbeing. It is evident that close to half likely progress into further education and/or employment.
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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>SPll effectively engages students who have not previously been well engaged in education. SPll has designed an open-flow campus that supports relationship-building. The site does not resemble a traditional school. A daily structure, beginning with a karakia, supports participation and learning.</p> <p>The tutors develop mentoring relationships with the students, informed by the SPll values framework: mutual respect and cooperation, work ethic and integrity. Visual mind maps identify the students' needs and aspirations. Individual pathway plans are developed and reviewed, tracking progress toward goals.</p> <p>SPll identified a student and industry need for a level 3 pre-electrical trades programme. The first cohort began in late 2023. Students are learning current industry practice. Students learn the theory and apply their learning in a simulated workspace, where industry health and safety practices are followed. The tutor/PTE director is a certified electrician operating an electrical contracting business. His electricians support the students' learning. Students also visit and observe their active worksites.</p> <p>An NZQA monitoring report (6 December 2021) rated as 'Good' the PTE's programme review of New Zealand Certificate in Foundation Skills (Level 1). This EER enquiry found the tutor and manager reviewing each cohort. The sighted tutor review was reflective, using the six key evaluation questions. However, the cohort review would benefit from a stronger data focus, more structure and evaluating the impact of previous actions taken.</p>

	Another NZQA monitoring report (31 July 2023) confirmed all assessor judgements. However, it also found that only unit standards selected for external moderation were internally moderated. A required action plan was submitted and completed (1 March 2024). Recent professional development has improved the understanding of assessment and moderation practice.
Conclusion:	SPII training is engaging, and student and industry-relevant. The purposeful learning environment is designed to meet learner needs. SPII self-review is generally sound and has brought improvements.

1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>SPII is a PTE founded on holding and supporting vulnerable youth to move forward in their lives. This is a vocation for the SPII staff. Each day they offer wrap-around support, care and manaakitanga to students. Students are transported, fed and treated with respect. SPII is inclusive.</p> <p>SPII values model healthy behaviour to the students. Support extends beyond the centre (e.g. attending court appearances). Students support each other. Student feedback confirms they feel safe, respected and supported, in contrast to many of their school experiences.</p> <p>Teaching is responsive to individual needs through one-on-one interactions. Students receive regular feedback and can track their own progress. Progress towards individual goals, including unit standard completions, is monitored.</p> <p>SPII community partners offer other support. A non-governmental organisation teaches a mental health module weekly. A nurse is on site each week. Personal mentors support students with pathways plan. A Māori cultural advisor teaches students about rongoā.</p> <p>Students are supported to move along an education and work pathway, some moving from SPII Alternative Education to foundation skills and on to its trades</p>

	<p>programme. Foundation skills students observe and interact with the pre-trade students and tutor.</p> <p>The most recent Code of Practice review illustrated the broad range of support systems offered to students, and a rich understanding of their needs. The review would benefit from analysing further how the supporting evidence demonstrates that SPll has effectively met the identified support needs. The 'funnel' tool shows SPll thoughtfully reflecting on the external factors impacting students and how to best respond.</p>
Conclusion:	<p>SPll and its partners offer an exemplary level of pastoral care that is effective in minimising the learning barriers students face. They have established systems that encourage students, many with complex needs, to stay engaged.</p>

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

Performance:	Marginal
Self-assessment:	Good
Findings and supporting evidence:	<p>SPll, established in 1988, retains its foundational purpose of serving Hamilton rangatahi. There have been many years of significant mahi and effective leadership. However, more recently, significant external and internal disruption has negatively impacted performance. This included an extended period of ineffective management of key compliance matters.³ These challenges prompted an internal review in 2022 that identified a need for a change in leadership. The transition was completed as this EER enquiry was being conducted, in December 2023.</p> <p>The new leadership has invested in a new fit-for-purpose site and a pre-electrical trades pathway. The managing director brings a primary education background and considerable SPll working experience. Two new tutors offer their expertise and desire to serve young rangatahi. They have received support, observations have occurred,</p>

³ See 1.6 for more details.

	<p>professional development been attended, and more opportunities identified.</p> <p>However, key personnel need professional capability development plans and some structured mentoring. Some external governance-type oversight is advisable. These changes would support high quality educational performance.</p> <p>The leadership has a rich understanding of SPII students and their context. The managing director is reflective and expects high quality. The leadership has identified that the managing director role is complex and demanding. It has agreed that additional management capacity is required. Revised new systems and processes are still being embedded. Key data needs to be gathered, analysed, and better used to track trends.</p>
Conclusion:	The leadership's recent support of educational performance has been variable. Some significant and necessary changes have been progressively made in 2023. This positive shift needs to be sustained going forward.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Poor
Self-assessment:	Marginal
Findings and supporting evidence:	<p>SPII has had an ongoing pattern of late submissions of attestations and other required documentation to NZQA. This includes:</p> <ul style="list-style-type: none"> • Ongoing late reporting of unit standard credits. • Not providing external moderation sample submission to its workforce development council (Toi Mai) and its predecessor (Hairdressing Industry Training Organisation). These are now up to date for 2023. <p>These were both formal EER requirements in 2019. Also, multiple other NZQA declarations/submissions have been submitted late or not at all. NZQA risk management (Letter 24 November 2023) has identified key actions that SPII must complete.</p>

	<p>As noted in 1.3, NZQA monitoring found the programme review of the New Zealand Certificate in Foundation Skills (Level 1) (6 December 2021) met requirements (with numerous commendations). However, NZQA monitoring also found there had been an absence of robust internal moderation practice (31 July 2023). This is now being addressed.</p> <p>The new leadership has strengthened some compliance management practices in later 2023. The 2023 Code review attestation and moderation samples were submitted on time. These are signs of improved compliance management that need to be sustained.</p>
<p>Conclusion:</p>	<p>SPII has not been effective in managing many of its important compliance accountabilities. The new leadership has made some improvements that need to be sustained.</p>

Focus areas

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

2.1 All training

Performance:	Marginal
Self-assessment:	Good

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that SPI Institute Ltd - South Pacific Islands Institute Limited:

- Explore ways to more systematically measure student achievement that is meaningful for students and shows the distance they have travelled. The SPII values framework is one option (see 1.1).
- Strengthen the analysis of course and qualification completions to meet funder commitments (see 1.1).
- Strengthen programme reviews with a more structured focus on key data (including achievement and moderation data), identify actions to be taken, and review the impact of past actions. Consider combining the manager's and tutors' reviews (see 1.3).
- Develop formal professional capability plans and mentoring for all key personnel (see 1.5).
- Explore forms of external governance oversight that offer accountability and expertise to support the development of the new leadership team (see 1.5).
- Explore additional management capacity options (see 1.5).
- Review SPII quality systems to ensure its important compliance requirements are met in a timely manner (see 1.6).

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 SPI Institute Ltd - South Pacific Islands Institute Limited:

- Ensure credits for students are reported to NZQA within three months following assessment, as per Section 10(1)(b) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022.

Appendix 1

Table 1. Course completion and qualification completions for all programmes for 2019-22 (percentage) Tertiary Education Commission data

Completion rates	Year			
	2019	2020	2021	2022
Course completions all learners	52	46	49	NA
Course completions Māori	44	44	39	NA
Course completions Pasifika	71	NA	NA	NA
Qualification completions all learners	73	43	44	41
Qualification completions Māori	71	44	41	26
Qualification completions Pasifika	65	64	NA	67

Source: [Tertiary Education Commission published data](#)

Appendix 2r

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁴*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁴ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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