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External Evaluation and Review Report



South Pacific Islands Institute Limited
trading as South Pacific Islands
Institute

Date of report: 14 March 2019

About South Pacific Islands Institute

Limited trading as South Pacific Islands Institute

South Pacific Islands Institute (SPI) is an established Pacific Island provider delivering Youth Guarantee-funded programmes to predominantly Māori and Pasifika learners aged 15 to 18 years old in the areas of foundation, beauty and fitness.

Type of organisation:	Private training establishment (PTE)
Location:	74 Commerce Street, Frankton, Hamilton
Code of Practice signatory:	No
Number of students:	Domestic: 41 learners in 2018, including: <ul style="list-style-type: none">• 20 Māori (49 per cent)• 15 Pasifika (37 per cent) – six Cook Island Māori, five Tongan, two Samoan, two Niuean
Number of staff:	Six full-time, one part-time
TEO profile:	See NZQA – South Pacific Islands Institute
Last EER outcome:	Highly Confident in educational performance and Confident in capability in self-assessment (EER reported 24 February 2015)
Scope of evaluation:	<ul style="list-style-type: none">• National Certificate in Beauty Services (Cosmetology) (Level 3)• National Certificate in Fitness (Foundation Skills) (Level 2)¹
MoE number:	8952
NZQA reference:	C32305
Dates of EER visit:	13 and 14 November 2018. Further data received and considered prior to the finalisation of the EER report.

¹ Learners cannot enter these qualifications after December 2018. They expire in December 2020. At the time of the EER visit, SPI had Level 2 and 3 replacement qualifications before NZQA for approval. Those qualifications were approved in February 2019.

Summary of Results

SPI effectively engages with and supports learners previously underserved in education. Learners achieve core skills and improve their wellbeing. Self-assessment informs improvements to enhance learner outcomes.

Responsiveness to external moderation and compliance requirements are areas for improvement.

Confident in educational performance

- The most important needs of learners are comprehensively met, supported by monitoring and responsiveness to individual needs and progress, and extensive support within and outside programme delivery.
- Learners gain personal, foundation and technical skills leading to outcomes of social participation, employment and further study.

Confident in capability in self-assessment

- SPI is meeting the needs of local stakeholders who refer learners to SPI due to its ability to take on and meet learners' needs, including high-risk learners.
- The learning environment effectively engages and supports learners disengaged from school and with key challenges.
- SPI closely tracks learner progress and uses the resulting information to improve learning, teaching and support.
- In some areas, SPI has not been effective in meeting compliance requirements. It has not met all external moderation requirements, including continued difficulties meeting NZQA national external moderation. Recent moderation by the Hairdressing Industry Training Organisation (HITO) has identified improvement in 2018.

Key evaluation question findings²

1.1 How well do students achieve?	
Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Learners develop skills relevant to their programme areas. Their goals and strengths are fostered. Unlike their experience of school, learners want to attend and participate, and they enjoy their learning at SPI.</p> <p>SPI is working with higher-risk learners than previously. Qualification completion results have been mixed (see Appendix 1). In 2017, level 1 and 2 qualification completions were above Tertiary Education Commission (TEC) minimum sector expectations, but the level 3 completions were below. Pregnancy, pressure to work, criminal offending and relocating have affected completion rates.</p> <p>Despite 58 per cent not completing a qualification in 2016 and 44 per cent in 2017, nearly three-quarters of 2016 learners and 57 per cent of 2017 learners are now in employment or study.</p> <p>Māori learners generally have higher qualification completions than their Pasifika peers, though 2017 Pasifika course completions were 77 per cent and Māori 70.8 per cent. This pattern led SPI to engage Pasifika families to seek to shift expectations impacting qualification completions.</p> <p>NZQA national external moderation results have been mixed. Numeracy assessment needs improving to enhance the validity of achievement in that area.</p> <p>SPI has developed its data collection since the last EER. While there were some discrepancies in graphical information, SPI uses its comprehensive primary data well to support its focus on individual progression.</p>
Conclusion:	Learners are engaged and build important core skills leading to employment and further study, including those learners who do not complete their course or a qualification.

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Learners improve their wellbeing and develop core skills and attributes (e.g. presentation, communication, self-discipline), contributing to changed attitudes and social participation and citizenship. There were many examples of learners developing a caring, respectful and collaborative ethic through their learning interactions.</p> <p>Destination outcomes for the 2018 learners (22) who completed their qualification show over half are in further study (10) and four intend further study. Six are employed. For some, the graduate outcomes achieved reflect significant transformation, including self-development and self-worth leading to a positive outlook and aspirations.</p> <p>A key government stakeholder values SPI as a provider that gives young people (including those considered 'high risk') the chance to re-engage in education and society. This stakeholder commented on the positive reputation of SPI among rangatahi, resulting in proactive requests for referral to SPI.</p> <p>Self-assessment information is relevant and meaningful in providing evidence for these valued outcomes. Not only does SPI collect destination data, but learners' reflections and letters show change and transformation from their own perspectives. SPI has a comprehensive collection of positive evaluations and testimonials. The capturing of graduate stories could add further understanding of the value of outcomes for learners.</p>
Conclusion:	Learning at SPI is transformative. Learners develop key skills, supporting positive societal participation. Graduates leave with improved self-worth and aspirations. Most 2018 graduates are employed or are engaged in or intending further study.

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>Learning activities effectively engage the learners, who have not previously been well engaged in education. Programme design and delivery are structured to match learners' needs and encourage engagement. Relevant guest speakers bring external insights. Assessment occurs when the learner is ready. Learners are sufficiently prepared for assessment.</p> <p>Government and community referrals, and stakeholder feedback, confirm that SPI's delivery is relevant and well regarded. Places at SPI are actively sought.</p> <p>The two tutors internally moderate their assessment marking and provide feedback about each other's teaching. SPI continues to have mixed national external moderation results and improvement is needed. HTO moderation in 2018 identified improved assessment quality and assessment practice.</p> <p>A September 2017 BDO audit report and June 2018 TEC audit report confirm that programmes are taught to expected learning hours. BDO identified some learners who had completed in fewer weeks than required, reflecting the individual support provided. The TEC found learners enrolled for a full year and well beyond programme duration – this practice supports learners requiring longer to complete. The TEC found no additional funding claimed for the extra time. SPI needed to ensure the correct reporting code.</p> <p>Programmes are regularly reviewed with changes made in response to tutor and learner feedback. New learners cannot be enrolled in the EER focus area programmes after December 2018 as the qualifications expire in 2020. SPI gained NZQA approval for replacement programmes in February 2019 and from that date can enrol new learners.</p>
Conclusion:	Programmes are engaging and relevant. Teaching is responsive to individual needs. External moderation shows some variation in the standard of assessment with improvement required.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Learners are well supported to develop core skills to participate in community, employment and further study. Holistic pastoral care and support is significant and breaks down barriers affecting wellbeing and learning. This extends to support outside of the classroom (e.g. attending family group conferences and court appearances, supporting personal care) and bringing in external services to engage learners (e.g. driver licensing).</p> <p>Learning, including numeracy and literacy, is contextualised. One-to-one learning interactions and responsiveness to individual goals and needs effectively support and involve learners in their learning. Learners receive useful and timely feedback on their progress.</p> <p>SPI plans learning and support through analysis of individual needs, goals and circumstances, which are well understood through close monitoring of progress and attendance.</p> <p>The learning environment is inclusive. Learners respond well to tutors who demonstrate that they want to help and want each learner to succeed. Learners feel valued and are supported to see their individual strengths and potential.</p> <p>Learners are motivated in their learning, and consistent routines facilitate engagement. They feel secure in the knowledge that it is acceptable to say they do not understand and that this contributes to learning. Learners respond well to clear boundaries. Rewards and sanctions encourage positive learning and behaviour.</p> <p>Access to a local gym and beauty resources on site ensure learners are applying knowledge and skills in a relevant context.</p>
Conclusion:	A high level of individual pastoral care and support minimises barriers to learning. Learning approaches are appropriate to effectively encourage and engage learners, including those with personal challenges and high needs, and who typically did not have a positive school experience.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>SPI makes a key difference to the experiences and outlook of priority learners. Its purpose and direction are clear. As far as it can, SPI enrolls all eligible learners who seek a place. Learners are provided a safe, nurturing environment. SPI has worked hard to respond to the wellbeing and needs of a higher-risk cohort.</p> <p>Appropriate resources are allocated to support learning, teaching and wellbeing, although SPI needs to address HITO's concern about water access in the beauty training room. Learners and tutors are valued. SPI has employed tutors with a strong focus on learner wellbeing, encouragement and support and whose focus aligns with the organisation's. The new tutor was supported in her induction to SPI. Professional development has included police training to support tutor safety.</p> <p>The 2018 TEC audit noted no financial viability concerns. SPI has worked hard to markedly improve its TEC financial viability assessment ('A' category, low risk), through effective decision-making and the advice of contracted expertise to ensure continuity. An indicator of sustainability is SPI's 25 years as a PTE.</p> <p>Ongoing mixed moderation results and delays with submitting required documents for moderation, reflect on academic leadership and the need to prioritise improvement.</p> <p>Programmes and activities are regularly reviewed, incorporating feedback systematically gathered from tutors and learners. SPI has improved data analysis since the last EER. The quality of data can still be improved; nevertheless, management comprehensively understands individual achievement and progress, enabled by small learner numbers and close tracking.</p>
Conclusion:	<p>Educational achievement is supported by a clear vision and processes and activities focused on learner success. Some recurring assessment and moderation issues need prioritising. Improvements are informed by self-assessment of learner needs and achievement.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>SPI has not fully met NZQA external moderation requirements since 2015. Assessments sampled for numeracy unit standards have not met moderation requirements in the last four years, including November 2018 moderation. NZQA identifies that SPI is not reporting results within the three-month requirement.</p> <p>SPI did not submit moderation materials as requested by ServicelQ by October 2018. It did so in February 2019 and subsequent to the EER (assessed work was found to be acceptable). HITO was unable to complete external moderation in 2017 due to delays in SPI submitting full documentation. HITO notes improvements in 2018, and HITO's November 2018 moderation visit found overall assessment practice covered well.</p> <p>SPI's new beauty tutor is yet to gain unit standards 4098 and 11552 or equivalent as required by HITO, but will commence a Certificate in Adult Teaching in 2019. SPI's fitness tutor has that qualification.</p> <p>TEC's June 2018 audit found SPI compliant in nine of 12 areas reviewed. Two areas required some improvement. One area of non-compliance was a recording error leading to TEC overfunding. The TEC audit followed an in-depth BDO audit that found some areas did not fully meet TEC requirements. BDO identified that the TEC's funding conditions may be unrealistic for SPI to fully meet given its high-risk learner cohort.</p> <p>In May 2018, NZQA and the TEC found discrepancies between the number of qualification completions and unit standards reported by SPI. SPI identified 66 credits unreported relating to issues with its previous student management system provider. SPI now uses a different provider and has introduced ongoing training and meetings to ensure any issues are identified.</p>
Conclusion:	SPI has experienced some challenges that have impacted its overall compliance. In some areas, it has not been effective in meeting compliance requirements due to delays in responding.

Focus Areas

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

2.1 Focus area: National Certificate in Beauty Services (Cosmetology) (Level 3)

Performance:	Good
Self-assessment:	Good

2.2 Focus area: National Certificate in Fitness (Foundation Skills) (Level 2)

Performance:	Good
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.

There are no recommendations arising from the external evaluation and review.

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 South Pacific Islands Institute (SPI) Limited trading as South Pacific Islands Institute to:

- Ensure assessment and moderation requirements are met across all programme areas in accordance with [Rule 5.1.8 of the PTE Registration Rules 2018](#) and [Rule 10.1 \(a\) \(1\) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011](#).
- Ensure the reporting of credits for student within three months of assessment in accordance with [Rule 10.1 \(b\) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011](#).

Appendix 1

Qualification completions data: SPI self-assessment summary

Qualification completion by programme	2016	2016	2017	2017
Level 1 Employment/ Foundation Skills	44%	18/41	70%	21/30
Level 2 Fitness	34%	13/38	44%	25/57
Level 3 Beauty	53%	10/19	52%	12/23

Source: SPI self-assessment summary

Qualification completions across programmes	2016	2017	2018
Qualification completions by total programmes enrolled ³	42%	53%	59%
Qualification completions by total learners enrolled	42%	56%	58%
Māori qualification completions	43%	54%	80%
Pasifika qualification completions	44%	29%	13%

Source: SPI self-assessment summary. 2018 data is taken from graduate destination outcomes information provided in the self-assessment summary.

³ Learners may enrol in more than one programme.

Course completions data: TEC

Course completions across programmes	2015	2016	2017
Māori	96.6%	50.7%	70.8%
Pasifika	98.7%	69.2%	77%
Non-Māori, non-Pasifika	100%	5.8%	36.6%

Source: TEC

Course completions by programme cohort	2015	2016	2017
Level 1	95.3%	52.8%	85.3%
Level 2	99%	50.6%	55.5%
Level 3	99.6%	53.8%	77.7%

Source: TEC

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 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 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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