



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Te Pūrongo Aromātai me te Arotake ā-Waho

Wera Consultants Ltd (trading as
Takitini)

Date of report: 12 February 2025

Hei Mihi

Tuia ki runga, tuia ki raro, tuia ki roto, tuia ki waho, tuia ki te here tangata,

Tihei mauri ora!

Ka mihi atu nei ki a Takitini, koutou rā e whakapau kaha ana i te ao, i te pō, kia noho haumaruru te tangata. Ko mātou anō e mihi ana ki a koutou i manaaki mai i tēnei kaupapa arotake.

Ko te tumanako ka rere tonu atu te aroha ki ngā whānau, ngā hapū, mai i ō koutou ringaringa kia noho Māori tonu ai i runga anō i te kōrero i whakatauki ai, ehara taku toa i te toa takitahi, engari he toa takitini!

Kupu Whakataki | Introduction

Takitini (previously trading as Wera Training) provides professional development and training opportunities for kaimahi working within iwi and Māori social service providers. It is currently the only provider delivering Te Pou Tautoko i te Ora (Kaupae 5).

Type of organisation:	Private training establishment (PTE)
Location:	Level 1, 1137 Pukuatua Street, Rotorua
Eligible to enrol international students:	No
Number of students:	Domestic: 23 (2023); 20 identified as Māori, two as Pasifika, and one identified with a disability International: nil
Number of staff:	Three full-time equivalents
TEO profile:	Wera Consultants Ltd (TEO profile on NZQA website)
Last EER outcome:	This is the first EER for Takitini
Scope of evaluation:	Te Pou Tautoko I te Ora (Kaupae 5) New Zealand Diploma in Social Services (Level 5)
MoE number:	6672
NZQA reference:	C61209
Dates of EER visit:	24 and 25 July 2024

Ngā whakataua | Summary of results

Kaupapa are exemplary and inform highly effective self-reflective practice that supports organisational performance and ongoing improvements. There are no significant gaps or weaknesses. Takitini has a comprehensive understanding of its own performance.

He Pounamu Kahurangi – Ngā hua o te whare ako

- Takitini is well governed and managed. The sole tutor is an experienced educator and is well supported by the organisation.
- External advisors support the organisation to meet its most important compliance requirements.
- Kaupapa are expressed through Ngā Pou e Rima, the PTE's cultural framework which is integrated across the organisation and embedded within programme delivery.

He Pounamu Kahurangi – Ngā whakairinga kōrero

- Takitini delivers a well-structured programme, and students are strengthening relevant knowledge and skills that support their practice in the workplace.
- Self-reflective practice and continuous improvement is both a structured and naturally occurring practice across the organisation. Plans are in place to ensure the whare ako can continue to grow, expand and sustain its training offering into the future.

He pātai aromātai¹

1.1 Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?

Ngā hua o te whare ako	Pounamu Kahurangi
Ngā whakairinga kōrero:	Pounamu Kahurangi
Ngā kitenga	<p><i>'Ehara taku toa i te toa takitahi. Engari he toa takitini.'</i></p> <p>Takitini has strong systems and policies in place to ensure the PTE is tika and pono (integrity and accountability). The sole director is involved in the management of the PTE, and plans are underway to recruit a manager to look after day-to-day responsibilities.</p> <p>Takitini proactively manages its compliance responsibilities. External financial, legal and educational advisors provide the PTE with a layer of transparency and safety. Strategic plans and annual plans are in place to ensure that growth, innovation and development are well managed.</p> <p>The training team meets regularly to discuss and manage any issues and needs. In addition, the team has a monthly meeting with the director, supported by written progress updates. Resourcing is well managed to ensure the teaching team have access to the resources they need when they need them.</p> <p>Success is evident in the high course completions and retentions, which are testament to Takitini focusing on its strengths and using its challenges as opportunities to continuously improve.</p> <p>Pre- and post-internal moderation is completed by external contractors who are experienced educators committed to quality educational practice. External moderation agreements are in place with two providers delivering similar programmes.</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.

Ngā Kaupapa o Te Hono o Te Kahurangi were given expression through the cultural framework used by Takitini, called Ngā Pou e Rima², as follows.

Te Pou Whānau (Whānau wellbeing)

The Takitini style of management is relational and enabling; students, whānau and key stakeholders are proactively engaged at all levels of the PTE to ensure their needs are well met.

Safe group learning spaces are created for students to wānanga, share and strengthen professional relationships and professional practice.

As a result of the training, students and graduates said they had improved their own professional and personal relationships through clear and positive communication.

Takitini also values and supports its staff.

Te Pou Ahurea (Cultural wellbeing)

Students and graduates grow in their understanding of te ao Māori and what it means to be Māori. At all times they feel that their language, culture and identity is valued by Takitini.

Students are encouraged to draw on their own lived experiences and practices in wānanga to evidence how they are applying theory.

Te reo Māori and Māori values are normalised in Takitini. This was evident in the daily use of te reo Māori, and also in practices such as mihi and karakia. All staff practise waiata, which is an important way for Takitini to manaaki, tautoko and uplift others as an authentic expression of tikanga Māori.

Te ao Māori perspectives were present throughout the training, and students and graduates shared examples of how they have been able to transfer their learnings and tirohanga Māori across a range of work areas.

Te Pou Hinengaro (Mental wellbeing)

The learning process and experience is specifically wānanga-based learning with other students. This opens their minds to hearing different perspectives, voicing their

² [About - Takitini](#)

	<p>own experiences and ways of doing and being; and creating spaces to think, reflect and improve.</p> <p>Students experience self-belief and confidence in their own knowledge, skills and practice. Some graduates also feel immense pride, strength and humility at being recognised and acknowledged by their own families as role models.</p> <p>The learning environment is well structured, reducing stress and anxiety on the students who are also balancing work and whānau. The PTE sends regular reminders and pānui to the students and employers to ensure all key stakeholders are kept informed and updated.</p> <p>Te Pou Wairua (Spiritual wellbeing)</p> <p>Takitini management and staff act with a high degree of tika and pono towards stakeholders, evident in the regular pānui and progress reports as well as compliance management. Students are also expected to reciprocate accountability by putting in the work to complete their studies to a high standard.</p> <p>Takitini is also exceeding standard practices by engaging mentors to provide quality advice on their systems and practices.</p> <p>Te Pou Tinana (Physical wellbeing)</p> <p>Takitini management and staff have been impacted by personal loss and injury over the past year. This has prompted a considered approach to succession to ensure that the future of the whare ako can be sustained.</p> <p>Despite being a relatively new provider, Takitini as a whare ako is able to leverage the physical infrastructure and people experience of its founders, Wera Consultants and Wera Aotearoa Charitable Trust. The future and sustainability of the kaupapa is well cared for.</p>
Ngā whakarāpopoto	Takitini is providing students with quality learning experiences and knowledge that are directly relevant to their work. Students are supported to achieve and are encouraged to share their practices and knowledge with others. Takitini is well led and managed, and self-reflective practice is used to continuously improve performance. Plans are in place to ensure the whare ako

	can continue to grow, expand and sustain its training offering into the future.
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Ngā kaupapa ka arotahitia | Focus area

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

2.1 Te Pou Tautoko I te Ora (Kaupae 5) | New Zealand Diploma in Social Services (Level 5)

Ngā hua o te whare ako	Pounamu Kahurangi
Ngā whakairinga kōrero:	Pounamu Kahurangi
Ngā kitenga	<p>The diploma was first delivered in 2021. During Covid, some adaptations were made to maintain delivery. This enabled Takitini to maintain student achievement rates of 98 per cent in 2021, 98 per cent in 2022, and 100 per cent in 2023. Students are well supported in their learning, which includes one-on-one engagement with the tutor, regular wānanga/noho, weekly study classes and constructive feedback on assignments to support professional growth.</p> <p>Employers are required to endorse students' study applications and ideally allow time during work hours to support the students in study who are also full-time workers.</p> <p>Students and graduates talked about a range of skills they gained which were directly relevant to their work, including communication, collaboration, teamwork, stress management, listening and de-escalation. Learning from other students and their practices and experiences was also highly valued.</p> <p>The tutor accentuates Māori ways of doing and thinking by encouraging students to reflect on their own practices and experiences and relate their learning back to the unit standard.</p> <p>As a result of the training, some graduates have progressed in their careers; some felt the tohu has given them a legitimate foundation to express professional opinions; and some have learnt new skills and knowledge that they are applying to a range of work areas.</p>

	<p>Self-reflective practice is an embedded part of the culture of Takitini, which includes using Ngā Pou e Rima as a self-reflective tool for students to monitor their individual growth and improvement beyond the programme.</p>
<p>Ngā whakarāpopoto</p>	<p>Te Pou Tautoko I te Ora is well delivered. The tutor is experienced, knowledgeable and well supported by management, administration support and critical mentors. Students gain useful and relevant skills and knowledge that are directly adding value to their work roles.</p>

Ngā Tūtohunga | 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.

Ngā Ture | 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.

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

Tāpiritanga | Appendix

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 fraud³*
- *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.*

³ 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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