

# Report of External Evaluation and Review

Te Rau Matatini Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 3 September 2015

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*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:	Te Rau Matatini Limited
Type:	Private training establishment (PTE)
First registered:	4 August 2011
Location:	Level 4, 39 The Terrace, Greenock House, Wellington Central
Delivery sites:	Training takes place at community venues and/or client company workplaces throughout New Zealand depending on the course.
Courses currently delivered:	Te Rau Matatini offers one NZQA-approved training scheme, Kaitiaki Ahurea (Training Scheme) (Level 2), delivered in two full-day workshops by the PTE's training unit, Te Hau Māia.
Code of Practice signatory:	Not applicable
Number of students:	Domestic: no full-time students. In 2014, there were 57 participants in Kaitiaki Ahurea, and there are 60 anticipated participants in the July 2015 intake. All participants are employed in the health workforce.
Number of staff:	The training unit, Te Hau Māia, has one full-time equivalent training manager and two staff who deliver the Kaitiaki Ahurea programme.
Scope of active accreditation:	Refer: <a href="http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=710023001&amp;delSiteInd=0">http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=710023001&amp;delSiteInd=0</a>
Distinctive	Te Rau Matatini is the National Centre for the Māori

characteristics:	Mental Health and Addiction Workforce. It was first established under the umbrella of Massey University in 2002. In 2005 it became independent of Massey University and was incorporated as a not-for-profit limited liability company. Te Rau Matatini has two governance bodies: a trust board which provide guardianship of the kaupapa, quality assurance and strategic direction; and a board of directors which oversees the implementation of objectives and the performance of the organisation. In 2011, Te Rau Matatini became a registered PTE and set up Te Hau Māia as its training arm.
Recent significant changes:	The Pou Ahorangi (chief executive officer) has been in an acting role for a year and was recently appointed to the position permanently.
Previous quality assurance history:	This is the PTE's first NZQA external evaluation and review. Te Rau Matatini is also ISO9001:2008 <sup>1</sup> accredited. To maintain accreditation, the organisation is audited regularly. Its most recent audit was in January 2015. <sup>2</sup>

## 2. Scope of external evaluation and review

Following consultation with the management of Te Rau Matatini, the focus areas were chosen as follows:

### **Governance, management and strategy**

This is a mandatory focus area because of its significance to all aspects of an organisation's performance. This focus area included Te Kiwai Rangahau, Te Rau Matatini's research and evaluation business unit. The evaluators also looked at documentation relating to the processes and outcomes of other programmes (not NZQA-accredited) offered by Te Rau Matatini, including Tuhono Tuara (for Māori working in public health); Huarahi Whakatū (a Nursing Council-accredited professional development and recognition programme) and the PTE's scholarship initiative to provide a greater depth and breadth of understanding to the performance and self-assessment for the organisation.

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<sup>1</sup> ISO (International Organization for Standardization) is an independent, non-governmental membership organisation and the world's largest developer of voluntary international standards.

<sup>2</sup> The audit included minor recommendations which are being actioned by Te Rau Matatini.

## **Kaitiaki Ahurea (Training Scheme) (Level 2)**

This is the only NZQA-approved training scheme offered by Te Rau Matatini at present.

### **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.*

Prior to the EER, a scoping visit was held with Te Rau Matatini management and key personnel to discuss the scope of the evaluation. A self-assessment summary was subsequently provided along with key documents to guide the on-site enquiry.

The on-site visit was conducted by a team of two evaluators (and an observer) over 1.5 days at Te Rau Matatini's office in Wellington. Presentations were made by the Pou Ahorangi, the research manager, workforce innovations manager, the Rangatahi project manager, the scholarships project manager, the communications advisor and the project coordinator, and the instructional designers for Kaitiaki Ahurea. Following the presentations, the evaluation team had an opportunity to talk with key people individually to gather more specific evaluative information.

The evaluation team also contacted a director and the Ministry of Health contract manager by phone.

The organisation provided a range of documents requested by the evaluators on site to support the evaluative conversations, and these were reviewed by the evaluation team.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Te Rau Matatini Limited**.

- Te Rau Matatini provides training and professional development courses designed to improve the competency of Māori and non-Māori working in mental health and in the public health sector. Evidence gathered by Te Rau Matatini shows that participants acquire relevant, up-to-date skills and knowledge that can be applied in the workplace.
- Achievement in the first rollout of Kaitiaki Ahurea was 91 per cent (52 of 57 participants). Given this is the first time the programme has run, this result will provide a useful baseline for Te Rau Matatini to monitor over time. The result has contributed to the programme being rolled out for another two years, funded by the Ministry of Health.
- The training is highly effective. Trainers (facilitators) have a range of experience in tutoring as well as working in the health industry. Trainers respond quickly to the needs of the participants by adjusting their activities and delivery as needed. Through its own assessment of feedback from trainers and participants, Te Rau Matatini has identified areas requiring improvement and made changes to be implemented in the next rollout of the programme in 2015.
- Effective teaching is supported through co-facilitation, management observation, participant feedback and moderation of assessment work. These processes are purposeful and lead to worthwhile improvements.
- The organisation is effectively managed, with a clear organisational strategy and direction. Te Rau Matatini has a mix of high-quality staff who bring a range of industry experience, including three kaumātua who provide guidance and support to the organisation from a mātauranga perspective. This experience is drawn upon regularly to collaborate on initiatives.
- Strategic relationships and stakeholder engagement are purposeful. Resources are focused on solutions that meet the priority needs of key stakeholders (mostly the Ministry of Health, district health boards, and people employed in mental health roles in the community). Te Rau Matatini is an organisation that is open to change and innovation while ensuring strong alignment with a range of evidence to make worthwhile improvements.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Te Rau Matatini Limited**.

- Self-assessment is purposeful for the context in which Te Rau Matatini operates. Te Rau Matatini systematically gathers a range of evidence and uses this evidence to improve programme quality and delivery, participation and retention.
- Te Rau Matatini uses its research and evaluation business unit, Te Kiwai Rangahau, to evaluate all its projects and services including the Kaitiaki Ahurea programme. The findings have been used to determine whether participant and stakeholder needs have been met and to improve ongoing delivery.
- Te Rau Matatini has a robust and highly effective framework for self-assessing its contribution and impact. This includes ongoing needs analysis with the health sector and alignment with strategic government priorities in the health sector. There was strong evidence to show that feedback influenced strategy and strategic direction, programme development and design, and resource development.

# Findings<sup>3</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 **Excellent**.

The overall measure of learner achievement is the successful completion of courses that lead to increased dual competency (clinical and cultural) of the health workforce. In 2014, Kaitiaki Ahurea<sup>4</sup> was delivered at three sites in the South Island, and 91 per cent of participants successfully completed the two-day course<sup>5</sup> (that is, attended both days and achieved all the assessments). Given this was the first rollout of the programme, the overall completion rate provides a useful baseline for Te Rau Matatini to monitor trends as it rolls out the programme for a second time in 2015.

Kaitiaki Ahurea is aimed at supporting non-Māori to understand and use in some way Māori concepts (te reo Māori, tikanga Māori and Māori models of practice) when working with Māori whānau and clients. All the participants are already working in the health sector and elect to take the course to improve their practice. There is good evidence gathered by Te Kiwai Rangahau that participants are gaining skills, knowledge and competence appropriate to their work.

The five learners who did not complete the course in 2014 were not able to attend both days in full. Te Rau Matatini has worked closely with the South Island Alliance Group<sup>6</sup> to identify regions and training days for 2015 to ensure there are no conflicting events for participants, in order to improve attendance.

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<sup>3</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>4</sup> Kaitiaki Ahurea and Tuhono Tuara are two programmes that form part of a package to support South Island public health training funded by the Ministry of Health.

<sup>5</sup> Dunedin, 18 enrolled and 18 completed; Christchurch, 16 enrolled and 15 completed; Nelson, 23 enrolled and 19 completed.

<sup>6</sup> The South Island Alliance Group is a formal alliance of the five South Island district health boards.



## 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 **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Te Rau Matatini is meeting outcomes most valued by its key stakeholders. At a strategic level its programme of work is closely aligned to government strategies and priorities to reduce health disparities between Māori and non-Māori, including Te Uru Kahikatea Public Health Workforce Development Plan (2007-2016).

Stakeholder needs analysis with the sector is ongoing through reference groups, strategic partnerships and hui-a-rohe; through research and evaluation gathered from Te Kiwai Rangahau; and through the PTE's governance, whose members are still actively involved in the health sector. Te Rau Matatini presented evidence that showed its engagement is purposeful and effective and used to bridge the gap between government policy intent and workforce practice on the ground. Te Rau Matatini is also a fundholder for a range of scholarships designed to increase Māori leadership in the health sector and to grow the Māori mental health workforce. The scholarships are regularly reviewed and improved and profiles of graduates are used to show outcomes and impact, for example recipients completing their qualifications and gaining employment in the health sector.

The extent to which participants have embedded the learning and improved their practice with whānau as a result of the training is less clear. An employer survey was conducted with the cohort of Kaitiaki Ahurea learners but had a limited response. Te Rau Matatini could investigate further its contribution to the outcomes being sought as a results of the training<sup>7</sup> (refer also Findings 1.6).

## 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**.

Kaitiaki Ahurea came out of a need to improve the competence of non-Māori working with Māori whānau. Te Rau Matatini therefore worked closely with stakeholder groups to design and promote Kaitiaki Ahurea, including a local working group that helped guide the design, content, activities and promotion of the programme; and also the South Island Health Alliance Group which supported the promotion of the programme and recruitment of participants.

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<sup>7</sup> Te Kiwai Rangihau uses an evaluative framework based on Results Based Accountability which examines: How much did we do? How well did we do it and is anyone better off? This is a useful framework for evaluating outcomes.

Te Rau Matatini's own evaluation of the course showed that course materials and delivery strategies met the needs of trainees. Any issues were addressed immediately, for example adjusting activities and/or content on the day or between workshops to ensure relevance for and engagement of participants. Te Rau Matatini has also made more fundamental changes to the programme based on participant feedback and their own observations of the delivery to improve the programme. For example, some course content has been refined or removed, and linkages between the learning objectives and student handbooks and teaching guides have been improved.

#### 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 **Excellent**.

The training at this organisation is highly effective. Trainers have a range of experience in tutoring as well as working in the health industry. Given the short nature of the course, evidence suggests that the trainers respond quickly to the needs of the participants by adjusting their activities and delivery as needed. The manager attended the first rollout of the programme and therefore was able to gauge first-hand the facilitation, the content and its impact on participants. The trainer is also part of the programme review and has an opportunity to inform changes.

Through its own assessment of feedback from facilitators and participants, Te Rau Matatini has identified areas requiring improvement relating to enrolment, the learning environment, resources and activities and has already made changes to be implemented in the next rollout of the programme in 2015. The evaluation team felt that these processes were purposeful and led to worthwhile improvements.

Effective teaching is ensured through co-facilitation, management observation, participant feedback and moderation of assessment work.

#### 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**.

Evaluating guidance and support has been more difficult given the short nature of the course, and the fact that participants in this course are already employed in professional jobs. Therefore, the need to provide academic and/or pastoral care to these participants is limited. The facilitator, however, is focused on ensuring

participants are culturally safe, and on creating an environment where participants feel safe to ask questions and to think critically about their own cultural practices.

The facilitator is available between workshops to be contacted by email or phone if participants have any issues in the workplace they would like to discuss.

Participants are also encouraged to engage with their kaumātua in their community or appropriate people in their workplace to help them understand and engage with the training objectives.

Course information is available on the organisation's website; participants mostly receive timely and appropriate course documentation, although this has improved in preparation for the second rollout.

Retention in the two-day course (83-100 per cent) is high, especially given the difficulty for health professionals to schedule two full days out of their jobs.

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

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 Te Rau Matatini has the experience and capability to support quality educational outcomes for those working in the health sector. Currently its formal NZQA-approved offering is limited to Kaitiaki Ahurea. However, Te Rau Matatini offers a number of programmes to support the workforce that demonstrate its ability to meet many of the most important needs of its stakeholders.<sup>8</sup>

Te Rau Matatini is clear in its vision and intent and has strong leadership guiding its business. It has a Kawenata document which outlines the principles most valued by the organisation, and Te Pou Ahorangi is keen to see these principles demonstrated by all staff as an integrated part of how it does its business. The PTE's quality management system is also ISO9001:2008 accredited, which means the quality management system monitors and measures how well the organisation creates outcomes that meet the needs of stakeholders. Once accredited, the organisation is audited regularly to maintain accreditation.<sup>9</sup>

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<sup>8</sup> Other programmes include Tūhono Tuara (for Māori working in public health); Pātaka Uara (a new programme for Whānau Ora workers); Huarahi Whakatū (a Nursing Council-accredited professional development and recognition programme); and Toka Tū (a pilot programme for kaumātua supervision).

<sup>9</sup> Te Rau Matatini's last ISO audit was in January 2015. Few recommendations were made and these are being actioned.

Te Rau Matatini has a robust framework for self-assessing its contribution and impact which is highly effective. This includes ongoing needs analysis with the health sector.

There was strong evidence that feedback has influenced strategy and strategic direction, programme development and design, and resource development. For example, Te Kiwai Rangahau evaluates all Te Rau Matatini's priority workstreams, including its training programmes, and the results are acted on by management and trainers. Te Kiwai Rangahau uses an effective framework for evaluating and reporting; their work is valued by Te Rau Matatini and resourced well. The PTE has a small team, all of whom bring expert knowledge and experience in evaluation, research, mātauranga Māori and understanding of the education and health sectors.

Te Rau Matatini has recruited a mix of high-quality staff who bring a range of industry experience, including three kaumātua who provide guidance and support to the organisation from a mātauranga perspective. Te Rau Matatini also has expert advisors external to the organisation to guide and support its senior management team. This experience is drawn upon regularly to collaborate on initiatives. There is a strong culture of working together, upskilling<sup>10</sup> and critical thinking. The evaluation team was confident that this culture will continue to be fostered and grown under the new Pou Ahorangi.

Strategic relationships and stakeholder engagement are purposeful. Te Rau Matatini uses its resources well to focus on solutions that meet priority needs. Te Rau Matatini is a learning organisation – one that is open to change and innovation while ensuring strong alignment with a range of evidence to make worthwhile improvements. This was particularly evident at training programme level. The evaluation team recommended that Te Rau Matatini look at how it might use its own information to measure how well it is contributing to its strategic objective to strengthen the competency of the Māori workforce.

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<sup>10</sup> Staff also attend a New Zealand Institute of Management project management course.

## 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 **Excellent**.

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

### 2.2 Focus area: Kaitiaki Ahurea

The rating in this focus area for educational performance is **Excellent**.

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

# Recommendations

NZQA recommends that Te Rau Matatini consider how it might use its own information to measure how well it is contributing to its strategic objective to strengthen the competency of the Māori workforce.

# 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/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)