



NEW ZEALAND **QUALIFICATIONS** AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

# External Evaluation and Review Report

Te Rau Ora

Date of report: 12 March 2020

# Te Rau Ora

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*Te Rau Ora (formerly Te Rau Matatini) is a Māori organisation with a focus on 'nationally navigated and locally led' solutions to strengthen Māori health. Te Rau Ora does this by creating opportunities for learning, education, research and evaluation, health workforce innovation and systemic transformation.*

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Te momo:	Private training establishment (PTE)
Ngā Wāhi:	22 Kaiwharawhara Road, Wellington (Head Office); 233 Anglesea Street, Hamilton; 86E Plunket Ave, Manukau City, Auckland
Code of Practice signatory:	No
Ākonga:	Domestic: 40 ākonga in 2016 (40 per cent Māori); 50 ākonga in 2017 (30 per cent Māori) International: nil
Ngā Kaimahi:	One full-time equivalent PTE coordinator, three part-time kaiako
Ngā āhuatanga te whare ako:	Te Rau Ora is a not-for-profit Māori Health Workforce Development organisation, committed to improving the health of Māori, Māori equality, and contributing to Māori wellbeing through the delivery of local courses and an NZQA-approved training scheme. For more information view <a href="https://terauora.com/">https://terauora.com/</a>
Ngā hua i mua:	<ul style="list-style-type: none"><li>• Pounamu Kahurangi – Ngā hua o te whare ako</li><li>• Pounamu Kahurangi – Ngā whakairinga kōrero</li></ul>
Ngā Wā Arotahi:	The scope of this evaluation included the following focus areas: <ul style="list-style-type: none"><li>• Governance and Management</li><li>• Kaitiaki Ahurea (Training Scheme) (Level 2)</li></ul> Initial planning included a third focus area – Professional Development Programmes – but it was decided on site to remove this from the scope as they are not NZQA-approved programmes and do not sit within the PTE's delivery. The two above focus areas

enabled NZQA to evaluate in depth performance and self-reflective practice within the Whare Ako.

Tau MoE: 7100  
Tohu NZQA: C34334  
Te rā i tae atu ai te EER: 27 and 28 August 2019

# Summary of Results

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*Ngā Hua o te Whare Ako: Kaupapa are clearly exemplary and imbue performance at nearly all levels of the organisation or the focus area. There are very few or no gaps or weaknesses and any identified have no significant impact and are managed effectively.*

*Te Whakairinga Kōrero: Kaupapa are generally strong and inform effective self-reflective practice and understanding of organisational performance or the focus area, and are used to bring about worthwhile improvements. There is good evidence of improved outcomes, and any gaps or weaknesses are not significant and mostly managed effectively. Self-reflective practice is generally a part of a reasonably coherent and comprehensive approach across the organisation or the focus area.*

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## **Pounamu Kahurangi – Ngā Hua o Te Whare Ako**

- Strong leadership is supported by a strong Board and vision. Prominent leaders in the fields of health, education, research and Māori are key figures in the establishment and development of the PTE and the organisation as a whole.
- Rangatiratanga is expressed through the organisation's commitment to improving the effectiveness of the Māori mental health and addictions workforce, and its leadership in research and professional development of the workforce. Reputable public figures promote and drive the vision of Te Rau Ora across New Zealand, advancing the reputation of the organisation and its programmes.

## **Pounamu Whakairo – Ngā Whakairinga Kōrero**

- The organisation has effective quality assurance systems to support the performance of the PTE. The quality of communication and reporting could be strengthened to ensure management is kept informed of the PTE's activities and priorities.
- Te Rau Ora's whanaungatanga extends wide through strategic networks informing the value, relevance and currency of the programmes to the sector.
- Learning is well planned and resources are useful beyond the teaching environment. Participants apply their learning to the workplace.
- The educational outcomes for ākonga are validated through effective moderation practice. Kaiako review their own teaching practice. This could be strengthened

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through more regular formal peer observation or professional supervision to inform teaching effectiveness and areas for improvement.

- Learning is facilitated by experienced and knowledgeable kaiako, and teaching is customised to the needs of the participants. This includes the learning support. This helps to facilitate positive relationships and learning experiences.
- Te Rau Ora maintains kaitiakitanga of Māori mental health and addiction clients through a commitment to improve the services and capabilities of those who work in this field. The organisation embeds best practice informed by its own evaluation team.

# He Pātai Arotake

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

Ngā hua o te whare ako:	<b>Pounamu Kahurangi</b>
Ngā whakairinga kōrero	<b>Pounamu Whakairo</b>
Ngā Kitenga:	<p>Strong leadership is shared by the Board and management team. Prominent leaders in the fields of health, education, research and Māori are key figures in the establishment and development of the PTE and organisation as a whole. At the time of the EER, Te Rau Ora was in a state of change following policy changes at governance level. However, this has not affected the PTE’s teaching and learning.</p> <p><i>Rangatiratanga</i></p> <p>Te Rau Ora demonstrates a strong expression of rangatiratanga. This is shown by the leadership capability across the organisation, informing and contributing to the success of the PTE. Clear and consistent communication across all levels of the organisation will support a collective understanding of the PTE’s activities by the management team. Regular and distinctive individual communication by managers to the PTE is effective and relevant, thus addressing feedback from the previous EER.</p> <p>Te Rau Ora has effective systems to manage important compliance matters, and encourages a culture of reflection and improvement.</p> <p><i>Whanaungatanga</i></p> <p>Stakeholders reiterated that Te Rau Ora is a leading organisation in the development of the Māori health sector workforce, and the evaluation arm of the organisation reinforces the value of the training delivered to the sector. Participants felt the learning experience was authentic, that is, relevant to their work in the health sector, embedded with reo, tikanga and Māori-centred approaches and taught by experts in the field.</p> <p>Te Rau Ora has extensive strategic networks and relationships across the sector, which align directly to the vision of the PTE: ‘To strengthen and further equip the Māori workforce through applied, relevant and accessible training programmes to maximise health</p>

gains for whānau'. There is strong whanaungatanga practice within the organisation, between the teams and the PTE, and also with employers and stakeholders. This informs the value, relevance and currency of the programmes to the sector. Stakeholders indicated alignment of sector needs to the organisation's delivery.

#### *Manaakitanga*

Learning is well planned and resources are useful beyond the classroom and into the workplace. Participants praised the authenticity of the teaching, which has supported them to use the learning in their workplace. Educational outcomes are validated through robust assessment that is regularly internally and externally moderated. The organisation demonstrates manaakitanga regularly and meaningfully with relevant support for participants throughout the programme, and helps with assessment expectations. This contributes to the positive and encouraging relationships between participants and the kaiako. Internal evaluation processes indicate positive feedback from participants regarding the teaching and learning tools and practice.

As an organisation, Te Rau Ora demonstrates its value for staff with ongoing support for professional development and further training. Additionally, staff are supported to maintain clinical practice and currency, which equally benefits the organisation by ensuring skills and knowledge are up to date and based on experience.

#### *Pūkengatanga*

Te Rau Ora expresses and encourages pūkengatanga across the organisation and in the learners. The learning is effectively facilitated by a combination of experienced and knowledgeable kaiako, including kaumātua, pakeke and rangatahi voice. Teaching is through wānanga and is customised to the needs of participants, and provides opportunities for interaction and application of learning through the development of resources. While kaiako review their own teaching practice, a regular peer observation or professional supervision process would inform management of the effectiveness of teaching practice and provide relevant feedback for improvements to future delivery.

Participants gain a level 2 certificate and say they are more aware of culturally appropriate ways to engage with Māori, as well as a broader understanding of Māori concepts and challenges in the health sector. This has led to a growth in confidence and

	<p>knowledge by participants to use relevant resources or facilitate activities, as well as greater innovation in the workplace. As a result, stakeholders indicated that the Māori health and addictions community benefit from staff who are better equipped to engage with and understand Māori clients.</p> <p><i>Kaitiakitanga</i></p> <p>Te Rau Ora maintains kaitiakitanga of Māori mental health and addictions clients, through a commitment to improve the services and capabilities of those who work with this group. Through the organisation’s own capabilities, self-reflection is an embedded practice, and feedback informs improvements. The organisation has relevant systems, such as policies to support teaching and learning, and ensures that reo and tikanga are also embedded, including recognition of mana whenua. The organisation is also supported by robust enrolment and reporting processes, and an efficient database that gives accessibility to all information through one platform.</p>
<p>Conclusion:</p>	<p>Significant organisational changes have occurred in Te Rau Ora. However, these have been well managed with low impact on the PTE. The organisation fosters rangatiratanga through its commitment to developments in the Māori health sector workforce, and robust systems to support delivery. Extensive relationships contribute to the strong whanaungatanga led by the organisation, and informs the value of the programmes and the PTE to the sector.</p> <p>Manaakitanga is expressed through planned and considered delivery and assessment practice, and evidenced by the positive and encouraging feedback from participants. Similarly, the value of staff and their development is clear. However, this could be strengthened through more regular formal peer observation or professional supervision to inform teaching effectiveness and areas for improvement.</p> <p>Pūkengatanga is identified through the expertise and knowledge of the staff, and the growth of this in the workforce, as evidenced through the organisation’s embedded programme evaluation system. Finally, Te Rau Ora acts as kaitiaki for the sector and for the clients, through their commitment to Māori, te reo and tikanga and by improving workforce capabilities to work with Māori.</p>

# Focus Area

Te Wā Arotahi: Kaitiaki Ahurea (Training Scheme) (Level 2)

Ngā Hua o Te Whare Ako:	<b>Pounamu Kahurangi</b>
Te Whakairinga Kōrero:	<b>Pounamu Whakairo</b>

## Recommendations

NZQA recommends that Te Rau Ora consider:

1. Clear communication or reporting mechanisms that inform decision-making, and guide discussions by management.
2. An embedded formal observation or professional supervision process to provide insights and feedback to management on the effectiveness of the teaching.

## Requirements

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

## Appendix 1

**Table 1. Overall completion data for Kaitiaki Ahurea Level 2**

	2016	2017	2018
Enrolments	59	53	0
Withdrawals	19 (32%)	3 (6%)	0
Course completions	40 (68%)	50 (94%)	0
Qualification completions	40 (68%)	40 (75%)	0

# 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 fraud<sup>1</sup>*
- *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.*

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<sup>1</sup> 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](http://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/>.*

NZQA

Ph 0800 697 296

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

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

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