



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Te Pūrongo Aromātai me te Arotake ā-Waho

Te Rau Ora (trading as Te Rau
Matatau)

Date of report: 3 April 2025

Mihi

E mihi ana ki ngā niao o te waka o Te Rau Ora otirā Te Rau Matatau i kaha manaaki i a mātau o te Mana Tohu Mātauranga o Aotearoa. Nō mātau te whiwhi ki te tū kotahi ki te hāpai i tēnei kaupapa whakahirahira.

Thanks and acknowledgment to those working hard behind the scenes at Te Rau Ora and Te Rau Matatau for your cooperation, collaboration and care during this process. It is our privilege to walk alongside you to support this important kaupapa.

Kupu Whakataki | Introduction

Te Rau Ora (trading as Te Rau Matatau) 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.

Type of organisation:	Private training establishment (PTE)
Locations:	<ul style="list-style-type: none">- Te Rau Matatau, 2 Cameron Street, Kaiwharawhara, Wellington- Te Rau Matatau, 25 Commerce Lane, Te Puke- Te Rau Ora, 7100-2, 233 Anglesea Street, Hamilton Central- Te Kupenga, 26 Peel Street, Gisborne
Eligible to enrol intl students:	No
Current number of students:	Domestic: 86 (2024) International: nil
Number of staff:	One full-time and two part-time staff
TEO profile:	Te Rau Ora Limited
Last EER outcome:	<ul style="list-style-type: none">• Ngā hua o te whare ako – Pounamu Kahurangi• Te whakairinga kōrero – Pounamu Whakairo
Scope of evaluation:	Matatini Ora – New Zealand Diploma in Māori Public Health (Level 6)
MoE number:	7100
NZQA reference:	C54054
Dates of EER visit:	22 and 23 Mahuru 2024

Ngā whakataau | Summary of results

Ngā hua o te whare ako: Kaupapa are exemplified and generally implemented in most aspects of the focus area. There are some gaps or weaknesses that can be strengthened. Te Rau Matatau is managing these gaps effectively and is implementing an action plan.

Te whakairinga kōrero: Kaupapa are generally strong and inform organisational self-reflective practice and understanding of organisational performance in the focus area. Self-reflective practices could be strengthened. Te Rau Matatau provided good evidence of the PTE's performance. The gaps that were identified are not significant and are mostly managed effectively or have an action plan in place.

Ngā hua o te whare ako - He Pounamu Kahurangi

Te Rau Matatau is providing relevant programmes that are meeting the needs of the health workforce. The PTE is well managed, with effective support from Te Rau Ora. Expressions of manaakitanga, whanaungatanga and pūkengatanga were evident across the organisation.

Ngā whakairinga kōrero - He Pounamu Whakairo

Te reo Māori and āhuetanga Māori are reflected in the practices and values of the organisation and are embedded into programme content. Ākonga are using their skills and knowledge to improve the level of service they provide to whānau in the workplace.

Te Rau Matatau is strengthening its self-reflective practice, including improving consistency, compliance and student support across delivery staff and sites. The PTE is also improving its moderation processes, collating data to inform programme review, and closing the ākonga voice loop by standardising data analysis.

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:	He Pounamu Kahurangi
Ngā whakairinga kōrero:	He Pounamu Whakairo
Ngā kitenga:	<p>Te Rau Matatau has continued to build on its performance from the last EER. Ākonga continue to gain useful skills and knowledge that help their professional practice. Course completion data presented by Te Rau Matatau shows high course completion rates in 2021 of 82 per cent, decreasing slightly to 57 per cent per cent in 2022, and slightly rising to 77 per cent in 2023. Figures for 2024 were unavailable at the time of this report.</p> <p>This drop in completion is attributed to the Covid pandemic and lockdowns across the country, and their flow-on impacts on communities, as well as Hurricane Gabrielle and torrential flooding across Te Tai Tokerau and Te Tairāwhiti. Most ākonga at that time were frontline kaimahi, so they felt the severe impact on the frontline as well as on their own whānau and personal wellbeing.</p> <p>Kaiako are experienced educators and well-regarded health practitioners. Te Rau Matatau is exploring contracted kaiako and partnerships with other organisations to extend its reach into more rural and isolated communities in a more cost-effective way.</p> <p>To ensure consistent quality for ākonga and stakeholders across a distributed delivery model, Te Rau Matatau is continuing to strengthen its self-reflective practice and processes. This includes</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.

	<p>monitoring and self-assessing compliance and student support across delivery staff and sites, improving moderation processes and programme review, and closing the ākonga voice loop and standardising data analysis of ākonga voice.</p> <p>Rangatiratanga</p> <p>Te Rau Matatau is well supported by Te Rau Ora which provides leadership, governance, strategy and resources. Te Rau Ora board are experienced governors and reputable practitioners from the Māori health industry. They are engaged in and actively support the ongoing development and advancement of the PTE.</p> <p>Te Rau Matatau management team have a depth of experience in the tertiary sector which supports the PTE's operations well.</p> <p>Expressions of rangatiratanga also include:</p> <ul style="list-style-type: none"> • A long-standing commitment to workforce development and building cultural capability for health practitioners working in communities with whānau Māori. • A commitment to supporting cultural wellness and the wellbeing of whānau, hapū, iwi and communities through training, as articulated in the PTE's Strategic Framework 2021-2025. • A strong presence and reputation across the health sector as a reputable provider of education, training and professional development. <p>Whanaungatanga</p> <p>Te Rau Matatau is well connected to industry, as evidenced through its strong stakeholder involvement in the design, development and delivery of its programmes. Te Rau Matatau has also leveraged existing relationships within Te Hiku Hauora and Poutiri Trust to advance shared training and education goals to hard-to-reach communities.</p>
--	--

	<p>Te Rau Ora also has extensive strategic networks and relationships across the Māori health sector, which support workforce development.</p> <p>Manaakitanga</p> <p>Ākonga, kaimahi and subcontractors are well supported by Te Rau Matatau. The PTE's whānau-centred approach to student support is inclusive of all ākonga: Māori, non-Māori, Pasifika as well as tangata whai kaha.² Ākonga can access personal, academic and pastoral support as needed.</p> <p>Barriers to learning are reduced by, for example, providing wheelchair access to marae for tangata whai kaha, offering laptops, and providing Starlink internet access to those who need it. As a result, ākonga reciprocated the manaaki and learnings they received with their whānau whaiora. Ākonga also felt confident to walk in both worlds – the health system and te ao Māori – and apply their learning in the necessary context.</p> <p>Pūkengatanga</p> <p>Kaiako are experienced health practitioners and educators. Te Rau Matatau also draws on subject matter experts as guest speakers to reinforce specific aspects of programme content such as Māori models of practice. Programme design is relevant to ākonga and their work and includes kaupapa and tikanga Māori models of practice, and other Māori principles and practices.</p> <p>Kaiako seek expertise from kaumātua and marae in their rohe to contextualise the programme content to their community context. As a result, ākonga are enjoying their learning experience and achieving success, and graduates are making meaningful contributions to their workplaces and/or communities.</p>
--	--

² Tangata whai kaha – disabled

	<p>Kaitiakitanga</p> <p>Kaitiakitanga is evident across all levels of the organisation. There is good governance and management to ensure the kaupapa of Te Rau Matatau is kept safe. Educational outcomes of the programme serve the aspirations of whānau, hapū, iwi and hapori, and meet the needs of stakeholders in the workforce. Ongoing interaction with stakeholders is maintained through external representation on the PTE’s academic committee.</p> <p>External stakeholders are also involved in collaborative hauora rangahau projects. Stakeholders felt the needs of diverse whānau are accommodated through locally led workforce development – ‘by our people for our people’. This is especially evident through the collaborations with Te Hiku Hauora and Poutiri Trust.</p> <p>Te Reo Māori</p> <p>Te reo and tikanga Māori are valued by Te Rau Matatau and Te Rau Ora. This is demonstrated in the application of reo and tikanga through pōhiri, whakatau, karakia and mihimihi. Te Rau Matatau naturally incorporates te reo Māori into programme delivery, as well as incorporating karakia, mihimihi, waiata and whakatau in their practice.</p> <p>Tikanga and āhuetanga Māori are incorporated into the content and delivery of the Matatini Ora programme (marae-based). For example, te reo Māori, tikanga Māori and Māori models of practice are embedded into the programme.</p>
He whakarāpopoto:	<p>Te Rau Matatau continues to provide education that is relevant to communities and is supporting workforce development. Kaupapa are generally strong across Te Rau Matatau, with few gaps or weaknesses. Self-reflective practice is also generally strong. Areas that need to be strengthened have been identified and are being managed.</p>

Ngā kaupapa ka arotahitia | Focus area

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

2.1 Matatini Ora – New Zealand Diploma in Māori Public Health (Level 6)

Ngā hua o te whare ako:	He Pounamu Kahurangi
Ngā whakairinga kōrero:	He Pounamu Whakairo
Ngā kitenga:	<p>Matatini Ora ākonga achieve well and feel confident applying their learning in their workplaces and communities.</p> <p>Learning is relevant and appropriate to the workplace and working with whānau whai ora. Kaiako are experienced health professionals who create safe and engaging learning environments. Ākonga described their learning experience as transformative and mana enhancing.</p> <p>Ākonga are well supported with opportunities to engage one-to-one with the kaiako, plus weekly catchups and writing retreats. The Tū Mai digital inclusion initiative was established to support students with a digital device to complete programme requirements where needed.</p> <p>Self-reflective practice is evidenced through weekly staff hui, programme committee hui and quality assurance hui to discuss delivery, content and any issues arising.</p> <p>Ākonga achievement and programme completion are monitored by kaiako and programme leads.</p>

He whakarāpopoto:	Matatini Ora is relevant to stakeholders. It meets the needs of communities and prepares ākonga for the workforce.
-------------------	--

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.

NZQA recommends that Te Rau Ora consider:

- Strengthening self-reflective practice across the organisation, from policy to practice, to review and implementation (full circle).
- Documenting and implementing a clear process of analysing ākonga voice across the organisation and ensuring reporting mechanisms are in place.

Ngā Ture | Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This includes NZQA Rules and relevant regulations promulgated by other agencies.

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

Tāpiritanga 1 | Appendix 1

Course completion data

Table 1. Course completions (student numbers and % that completed)

Ethnic group	Intended qualification cohort group	2021	2022	2023
All students	4-7 non-degree	45 (82%)	120 (57%)	49 (77%)

Source: Te Rau Matatau

Tāpiritanga 2 | 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 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz