



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

External Evaluation and Review Report

Manaaki Ora Trust

Tātou kahurangi ō manaaki ora¹

Date of report: 23 January 2020

¹ Vision statement for Manaaki Ora

Manaaki Ora Trust

Manaaki Ora, trading as Tipu Ora, is a niche provider of health services to whānau based in Rotorua. Manaaki Ora offers two NZQA-approved Whānau Ora programmes to taura nationally through marae-based wānanga.

Te Momo:	Private training establishment (PTE)
Te Wāhi:	1154 Hinemoa Street, Rotorua
Code of Practice signatory:	No
Ākonga:	Domestic: 110 (2019) (86 per cent Māori; 7 per cent Pasifika) International: nil
Ngā Kaimahi:	Five full-time equivalents
Ngā āhuatanga o te whare ako:	The PTE head office is located within the iwi of Ngati Whakaue and Te Arawa waka and is part of a larger organisation that contributes to iwi and whānau development on education, health and social issues. In September 2017, the PTE gained approval and accreditation to deliver the New Zealand Certificate in Whānau Ora (Level 4) and the New Zealand Diploma in Whānau Ora (Level 5). Delivery of these qualifications began in February 2018.
Ngā hua i mua:	Confident in educational performance Confident in capability in self-assessment
Ngā Wā Arotahi:	New Zealand Diploma in Whānau Ora (Level 5)
Tau MoE:	7198
Tohu NZQA:	C35022
Te rā i tae atu ai te EER:	25 and 26 June 2019

Summary of Results

Manaaki Ora embeds kaupapa throughout its programme and practice which is contributing to a range of positive outcomes for all learners. Self-reflective practice is embedded throughout all levels of the organisation. Gaps are not significant and are being managed.

Pounamu Kahurangi – Ngā Hua o Te Whare

- Manaaki Ora provided convincing evidence that demonstrated kaupapa (whanaungatanga, manaakitanga, rangatiratanga, pūkengatanga) is embedded across the organisation and exhibited across leadership, management, staff and taura.
- Diploma taura achieve well and go on to make positive contributions to the workplace and to their whānau. This success reflects programme relevance, effective teaching and learning, inclusive learning environments and the calibre of the taura themselves who are committed to their own life-long learning.

Pounamu Kahurangi – Ngā Whakairinga Kōrero

- The PTE is well managed, with careful consideration given to effectively resourcing quality learning experiences that lead to taura success, within the limitations of a small cohort of taura.
- Systems are in place to identify, manage and monitor compliance and accountability to taura, iwi and important stakeholders including funders.
- Self-reflection is a normalised process within the PTE with opportunities taken both formally and informally to review, reflect and make improvements.
- Lack of an external perspective on programme review and assessment is a gap in self-assessment.

Ngā 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:	Pounamu Kahurangi
Ngā whakairinga korero	Pounamu Kahurangi
Ngā Kitenga:	<p>Manaaki Ora has a strong sense of purpose and direction which is firmly embedded in its roots as a kaupapa Māori-based organisation.</p> <p>There is strong evidence of kaupapa embedded across the organisation which is contributing to positive learner outcomes including:</p> <ul style="list-style-type: none"> • the manaaki (support that uplifts and affirms) that is modelled between management and kaiako; and between kaiako and taura. • through learning processes that are authentic and transformative for the taura • through expressions of whanaungatanga and wairuatanga that support critical reflection for taura during wānanga • through the demonstration of the skills and knowledge gained by the taura that they are applying in their professional and personal lives • through the use of te reo and tikanga that is embedded by kaiako throughout the programme content and delivery. <p>Manaaki Ora has a strong connection to community. Kuia, kaumātua and industry experts are engaged to deliver content and mentor taura, which enriches the taura learning experience.</p> <p>The PTE within the broader organisation is well managed and resourced to ensure effective oversight of performance and support where needed. There are clear lines of accountability, reporting and transparency to the general manager, board and the wider community.</p>

	<p>Compliance systems are in place to manage important accountabilities to key stakeholders. External moderation of assessments and external input into programme review are areas for improvement. The evaluation team found no gaps in how the PTE was managing its accountabilities to NZQA. The Tertiary Education Commission (TEC) completed its desktop audit in 2019 and found limited evidence to assure itself that learning hours were being delivered as approved/funded. The TEC has begun an investigation into this issue. NZQA looked at programme approval and assessment as part of its normal inquiry and found improved systems and monitoring of programme requirements.</p> <p>Manaaki Ora has systems in place to engage graduates about their learning experience and to understand graduate destinations to inform programme relevance. The data could also be used to self-assess the extent to which Manaaki Ora is contributing to its own goals to strengthen and support whānau; and to contribute to the capability and capacity of the Māori health workforce.</p> <p>Self-reflection is a normalised process within the PTE, with opportunities taken both formally and informally to review, reflect and make improvements.</p>
--	--

Focus Areas

2.1 Te Wā Arotahi: New Zealand Diploma in Whānau Ora (Level 5)

Ngā Hua o Te Whare Ako:	Pounamu Kahurangi
Te Whakairinga Kōrero:	Pounamu Kahurangi
Whakamārama	<p>The New Zealand Diploma in Whānau Ora is a level 5, 120-credit programme. It consists of eight modules delivered through marae-based wānanga. Tauira are also provided with structured activities to complete in between wānanga, including readings, assessments and online work.</p>
Ngā Kitenga:	<p>Manaaki Ora provides a learning experience for tauira which is:</p> <ul style="list-style-type: none"> • authentic (grounded in the knowledge of those who work in Whānau Ora and delivered in an authentically Māori way) • transformative (tauira are using what they have learnt to make positive changes in their own lives as role models for their own whānau) • mana enhancing (delivered in an affirming, supportive way). <p>The programme is well designed to meet the needs of the majority of learners, who have families or are in part or full-time, related employment. Tauira are clear about their study commitments and felt there were multiple opportunities to seek pastoral and academic support (including direct contact with tutors, mentors and peers). Whanaungatanga is embedded throughout the wānanga to encourage tuakana-teina (reciprocal learning relationships), reflective practice and a community of practice.</p> <p>The programme validated and/or enhanced the existing knowledge and practice of tauira which were priority outcomes for them, especially those who are working in related employment and/or supporting whānau and communities voluntarily. The diploma provides a pathway for certificate</p>

students who want to extend their learning. Over 60 per cent of the diploma taura are certificate graduates each year.²

It was evident through taura discussions that the knowledge (tools, strategies and theories) gained in the diploma were relevant to their personal and professional lives, and that the more time they invested in the programme the more value they gained.

Taura achievement, as evidenced through course and qualification achievement since 2016, has ranged from 88-94 per cent (noting that the average total number of taura is 30 each year). Other successes described by taura included regaining a sense of self-worth, engaging positively with their Māori identity, and engaging with Māori world views and Māori models of practice, te reo Māori and tikanga Māori.

Success reflects the quality of the programme, including relevance of content and assessment, the inclusive, safe learning environment (marae based), calibre of the taura (some of whom are experienced practitioners), and of the academic and pastoral support.

Table 1. New Zealand diploma qualification completions 2016-2018

Year	2016	2017	2018
Rotorua	10/12 (83%)	10/10 (100%)	8/11 (73%)
Whanganui	12/12 (100%)	-	12/12 (100%)
Christchurch	11/11 (100%)	9/11 (82%)	10/10 100%)
Hawkes Bay	-	8/10 (80%)	-
Overall	94%	90%	88%

Self-reflection is an ongoing, systematic practice that is informing improvements. Self-reflection activities occur before, during and after programme delivery, which includes both formal and informal student feedback, tutor team reflections and programme review.

² Based on Manaaki Ora data.

Recommendations

NZQA recommends that Manaaki Ora:

- Consider an external review of assessment to provide assurance to itself and key stakeholders that assessments are robust, valid, fair and transparent.

Requirements

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

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used, Te Hono o Te Kahurangi quality evaluative assurance is described in the web document.

<https://www.nzqa.govt.nz/maori-and-pasifika/te-hono-o-te-kahurangi/>

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 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 according to 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 for Tertiary Education, Skills and Employment.

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. The requirements are set through the Programme Approval and Accreditation Rules 2018, 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 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 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 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). The Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/qa-rules/external-evaluation-rules-2016/1/>, 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/> or <https://www.nzqa.govt.nz/maori-and-pasifika/te-hono-o-te-kahurangi/>

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz