



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

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

Te Pūrongo Aromātai me te Arotake ā-Waho

Ringa Atawhai Mātauranga Limited

Kua eke ki te taumata **He Pounamu Whakairo** mō te
hāpai i te mātauranga

Kua eke ki te taumata **He Pounamu Whakairo** mō te
kaha ki te arotake whaiaro

Date of report: 10 November 2016

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He Whakataki

1. Te take o tēnei pūrongo

The purpose of this report is to provide a public statement about Ringa Atawhai Mātauranga Ltd in relation to educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, ākonga, prospective ākonga, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

2. TEO in context

Name of TEO:	Ringa Atawhai Mātauranga Limited
Type:	Private training establishment (PTE)
First registered:	7 May 2015
Location:	Whangārei Terenga Paraoa Marae, 10 Porowini Ave, Whangārei
Delivery sites:	As above, and: Mahimaru Marae, SH 10 Awanui, Kaitaia
Courses currently delivered:	Ringa Atawhai Mātauranga is accredited to assess against unit standards that lead to the New Zealand Certificate in Public Health and Health Promotion (Level 5); National Certificate in Hauora (Māori Health) (Level 4); and the New Zealand Certificate in Manaaki Marae (Level 3). http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=802538001&delSiteInd=0
Code of Practice signatory:	No
Number of students:	Domestic: 2015 – 24 ākonga (98 per cent Māori); 2016 – 36 ākonga (98 per cent Māori)
Number of staff:	Three full-time equivalents
Scope of active accreditation:	Ringa Atawhai Mātauranga has consent to assess standards up to level 5 across a range of domains including kaupapa hauora; Māori health and addiction support; tikanga hauora; and work and study skills. Refer to link below for full list:

<http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=802538001>

Distinctive characteristics: Ringa Atawhai Mātauranga is a marae-based kaupapa Māori organisation established in 2015. The mission of the PTE is to engage learners in a meaningful educational experience to increase their confidence, knowledge and skills, and to deliver outcomes that benefit ākonga, whānau, iwi, the community and the wider health and disability sector.¹ The PTE constitution allows the chair of Ringa Atawhai Trust to be a director of the PTE. The chief executive of Ringa Atawhai Mātauranga has a 60 per cent shareholding interest in the PTE but is not a director.

While the PTE is relatively new (less than two years old) the chief executive was previously employed by the tuākana entity (Ringa Atawhai Trust) which has been informally delivering training for over 20 years to the community health and disability sector in Taitokerau.

In 2016, the first cohort (24 ākonga) started the level 5 National Certificate in Hauora (Māori Health). From 2017, Ringa Atawhai Mātauranga also intends to deliver the level 3 National Certificate in Manaaki Marae.

Previous quality assurance history:

This is the first EER for Ringa Atawhai Mātauranga as a newly registered PTE.

Ringa Atawhai Mātauranga submitted samples against three unit standards to NZQA for external moderation in 2015. Of the nine samples assessed, six met the national standard.

The assessment material for Business and Management unit standard 10667 did not meet national standard requirements, and the assessment material for Kaupapa Hauora unit standard 18564 requires modification before it can be used again to assess learners.

In 2016, four NZQA-managed standards were selected for national external moderation (one Core Skills, one Business and Management, one Tikanga and one

¹ Ringa Atawhai Mātauranga Ltd Investment Plan 2016-2018

Kaupapa Hauora). The results are still pending.

3. Scope of external evaluation and review

Table 1. Focus areas and rationale for selection		
1.	Governance, management and strategy	Selected as a focus area as it has importance for the quality of the educational experience of learners, matching the needs of key stakeholders, the employment experiences of staff, and the legal, ethical and compliance context for operating as a registered PTE.
2.	Level 4 National Certificate in Hauora (Māori Health)	Only programme delivered in 2015.

4. 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.

A NZQA evaluator and the NZQA senior advisor Mātauranga Māori visited Ringa Atawhai Mātauranga to complete the scope of the MM EQA review.

The on-site evaluation was conducted by two NZQA evaluators plus an NZQA observer over one full day. The closing session was delivered at the start of day two. The evaluation team met with two directors, the chief executive, the PTE manager, two tutors, two level 4 graduates and one level 5 student. A range of stakeholders participated in the evaluative process including the whakatau, the stakeholder interviews (three staff from one employer attended the interview; two of the three staff were in management positions; all three were enrolled on the level 5 programme and one was a level 4 graduate); and the closing session.

The PTE is located on Terenga Paraoa Marae. Therefore, while on site, the evaluation team met with the chair of the marae trust in the marae whareniui to gain an insight into the development of the marae and its historical connections to hapū and iwi. The evaluation team also met briefly with the contractor responsible for the student management system.

Following the on-site visit, a phone discussion was held with a key stakeholder at the Northland District Health Board. Feedback was received by phone and/or email from six graduates and an employer.

Summary of Results

Statement of confidence on educational performance

NZQA considers the educational performance of **Ringa Atawhai Mātauranga** to be **He Pounamu Whakairo (Confident)**.

Findings that support this judgement include:

- A clear purpose and direction driven from a Māori worldview that matches the needs and aspirations of key stakeholders (funders, employers, community)
- Contribution to cultural wellness and wellbeing of whānau as valued stakeholder outcomes
- Programme content and delivery (noho marae) that actively promotes and validates mātauranga Māori. Kaupapa Māori principles support learning including nohotahi, mahitahi, manaakitanga, tuākana/teina and whanaungatanga
- Tutors that understand and use manaakitanga and whanaungatanga strategies to ensure students feel safe, comfortable and confident to engage in the learning process and achieve success
- Ākonga (95 per cent of whom identify as Māori) gaining qualifications useful in their place of work and valued by key stakeholders.

Ringa Atawhai Mātauranga has performed well given that it has been operating as a new PTE for less than two years. There are areas that, with time, Ringa Atawhai will continue to strengthen as a result of its self-assessment processes, including more systematically documenting valued outcomes and ākonga needs, and improving assessment practices.

Statement of confidence on capability in self-assessment

NZQA considers the educational performance of **Ringa Atawhai Mātauranga** to be **He Pounamu Whakairo (Confident)**.

Self-assessment is purposeful and relevant to the size and context of Ringa Atawhai Mātauranga. The organisation has developed its own self-assessment framework, and the chief executive is leading through role-modelling a culture of self-reflection. The directors have used good self-assessment processes to identify the needs of their community, and their competitors in the industry, and to likewise determine the strategic contribution of Ringa Atawhai Mātauranga. Self-assessment is integrated into delivery through tutor and student reflection processes. There was evidence to show changes were made incrementally to respond to formal and informal feedback, for example improvements to assessment books, resource materials, tutorials and noho marae (moved from weekdays to

weekends). Employer feedback is also gathered informally and formally and used to inform programme delivery and design.

There are areas of self-assessment Ringa Atawhai Mātauranga could strengthen going forward. These are:

- Self-assess and document valued outcomes (currently this information is gathered informally)
- Self-assess internal assessment and moderation processes to ensure students are being assessed at the national standard
- Develop a formal assessment of ākongā literacy and numeracy capability early in the programme to identify areas students may need assistance with.

Findings²

Focus area 1: Governance, management and strategy

The rating in this focus area for educational performance is **He Pounamu Whakairo (Confident)**.

The rating for capability in self-assessment for this focus area is **He Pounamu Whakairo (Confident)**.

Rangatiratanga, turangawaewae and kaitiakitanga

The purpose and direction of Ringa Atawhai Mātauranga is driven from a Māori worldview that matches the needs and aspirations of its key stakeholders (funders, employers, community). The directors have used good self-assessment processes to identify the needs of their community, their competitors in the industry, and the strategic positioning and contribution of Ringa Atawhai Mātauranga. This has resulted in a clear intent for the PTE to be a leader of training in the health and wellbeing sector in Northland for non-regulated (non-clinical) staff. These objectives, as reflected in strategic plans and operational policies, are purposefully aligned with the aspirations, principles and values of the tuākana entity, Ringa Atawhai Trust.³

Ringa Atawhai Mātauranga is contributing to the cultural wellness and wellbeing of ākonga, whānau and their community in multiple ways, including:

- Graduates gain a positive appreciation of their identity as Māori
- Prior learning and understanding of mātauranga Māori is validated and valued, making ākonga more confident in their work practice
- Promotion into higher positions within their organisation
- An increased understanding and appreciation of Māori values and their importance to the wellbeing of Māori staff and Māori clients.

Strategically, the organisation has developed its programme offering to provide pathways up to level 5 for ākonga working in the health and disability sector. The organisation is also accredited to deliver the level 3 National Certificate in Manaaki Marae which gives the haukainga supporting Ringa Atawhai Mātauranga noho the

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ Ringa Atawhai Trust was incorporated under the Charitable Trusts Act 1957 on 18 April 1994 and registered with the Charities Commission on 30 June 2009. As the tuākana, Ringa Atawhai Trust provides the philosophical and cultural foundation for Ringa Atawhai Mātauranga Ltd, its teina. Ringa Atawhai Mātauranga takes the lead in providing operational management for approved education programmes.

opportunity to achieve a qualification as part of their regular enactment of manaakitanga responsibilities.

Kaitiakitanga is expressed in many ways:

- The appointment of a Ringa Atawhai Trust trustee to the governance group of Ringa Atawhai Mātauranga ensures a formal link between both entities. Each director is clear about their responsibilities. They have specific roles to fulfil that align well with their individual and collective experience and strengths to support the quality and sustainability of the PTE.
- A new manager has been recently appointed to support the chief executive as part of a systematic and wider succession strategy.
- Growth is being purposefully managed in the first two years of operation to ensure the quality of delivery and processes are embedded and the future of the PTE is sustainable.
- The programme content and delivery actively promotes and validates mātauranga Māori concepts as being relevant to present-day society.

As a new PTE, it is recommended that Ringa Atawhai Mātauranga continue to formally review its compliance with NZQA PTE registration, accreditation and approvals requirements.

Whanaungatanga and manaakitanga

The directors and chief executive have a wealth of experience working and engaging with Māori whānau in their community. Their experience includes being actively involved with the Māori Womens Welfare League, New Zealand Māori Council and also with various educational institutions (including secondary schools and PTEs). They have collectively fostered relationships with communities; they also have a strong connection with and empathy for whānau and hapū.

Stakeholder engagement and influence is an integral part of how the PTE operates. Ringa Atawhai Trust as a key stakeholder can influence the direction of the PTE (through their representative). The PTE is located on Whangārei Terenga Paraoa Marae, and marae facilities and resources are used for noho. The PTE also engages marae, kaumātua and other expert knowledge holders (e.g. rongoa Māori, consumer advocacy and public health experts) who are connected to the area through whakapapa or whanaungatanga connections to share their skills and knowledge.

Whanaungatanga is critical to the sustainability of Ringa Atawhai Mātauranga as a small provider in a regional community. The PTE's extended networks have been built up over many years of community work by its founding members through Ringa Atawhai Trust. The chief executive also provides cultural training to local organisations and therefore has regular contact with employers, ākonga and graduates. The PTE has also gathered employer feedback formally; the information was analysed and reported to the chief executive. One issue was

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raised around employers needing to find cover for multiple staff to attend the course. This was an issue already known to the PTE, and the programme structure was reviewed in Whangārei to better meet employers' needs.

As the head of a small PTE, the chief executive is actively involved with teaching content and mentoring new tutors in accordance with the values and standards set by the PTE. Where these are not met, management acts quickly to intervene to ensure the quality of delivery and experience for the ākonga is not compromised.

Focus area 2: National Certificate in Hauora (Māori Health) (Level 4)

The rating in this focus area for educational performance is **Pounamu Whakairo (Confident)**.

The rating for capability in self-assessment for this focus area is **Pounamu Whakairo (Confident)**.

Pukengatanga

Ringa Atawhai Mātauranga has carefully developed a programme that is Māori in shape and form and highly relevant to the needs of health and wellbeing employers, the local district health board, and ākonga/graduates working in the health and disability sector. The programme content includes mātauranga Māori conceptual health models such as Te Wheke, Te Pae Mahutonga and Te Whare Tapawhā, as well as report writing and understanding organisational policies. Te reo Māori is embedded into course content. Ākonga are encouraged to use te reo Māori at noho and to prepare assessments in te reo Māori.⁴ Programme design includes kaupapa and tikanga principles and practices. For example, ākonga prepare and deliver their own karakia, waiata and mihi. Delivery is marae-based noho, reinforcing kaupapa Māori principles that support learning including nohotahi, mahitahi, manaakitanga, tuakana/teina and whanaungatanga.

As a result of the programme content and design, Ringa Atawhai Mātauranga ākonga not only gain a qualification but also relevant knowledge in mātauranga Māori concepts to advance and affirm their personal, cultural and professional lives. In addition, ākonga confidence, belief in their personal capability as learners, and their cultural consciousness as Māori and tangata whenua has increased.

As a result, graduates are more confident in themselves at their place of work. For example, they are better able to distinguish personal and professional boundaries in the workplace; and they have the skills and knowledge to work safely with clients from different cultural backgrounds to their own. One graduate mentioned that they were offered a promotion following the successful completion of the course; 13 level 4 graduates are enrolled in the level 5 New Zealand certificate programme. These are valued outcomes for the learners, many of whom are mature learners

⁴ At the time of the EER no ākonga had prepared assessments in te reo Māori.

who have been working in different service roles in the health sector with no formal qualifications.

The value of outcomes to key stakeholders, including graduates, is mostly affirmed anecdotally through informal self-assessment. More formal systems for self-assessing and documenting valued outcomes and met needs is an area Ringa Atawhai Mātauranga could strengthen.

The health and disability sector has gained more qualified non-regulated Māori staff as a result of the PTE's activities. This is also a government health workforce development priority.⁵ Further evidence of value can be seen in return business by local health and wellbeing providers; by Health Workforce New Zealand funding support to ākonga attending the programme; and in one case a request to consider offering the training to more than 1,000 staff in one organisation nationally.

In 2015, 24 out of 29 ākonga who were enrolled across both sites (Whangārei and Kaitaia) completed the requirements of the programme to achieve the qualification. In 2016, all 23 ākonga who were enrolled in the Whangārei-based programme successfully met completion requirements. The 2016 Kaitaia cohort will complete in September 2016. Overall, the PTE achieved positive results in terms of qualifications gained in its first two level 4 cohorts. Over 95 per cent of enrolled ākonga identified themselves as of Māori descent. However, such gains are not left to chance; management is highly involved in monitoring the quality of teaching and assessing. Self-assessment is formal and structured into delivery through tutor and student reflections. Changes have been made to assessment books, resource materials, tutorials and noho marae (moved from certain weekdays to weekends) based on student, tutor and employer feedback.

The 2015 external moderation results, however, were disappointing for management (refer TEO in context section) despite the structured and formal internal moderation process. Mitigation strategies are in place to address issues. However, it is recommended that Ringa Atawhai Mātauranga self-assesses how well it is assessing student work at the national standard.

Manaakitanga and whanaungatanga

Ākonga are supported through Health Workforce New Zealand scholarships which cover the costs of course fees, related training costs, travel, accommodation and cultural supervision. The funds are provided direct to the PTE. This has been a significant help to the students and the PTE given that it is not currently TEC

⁵ Sources: *The health and disability kaiāwhina workforce action plan*, a Health Workforce New Zealand and Careerforce partnership. *Health of the Health Workforce 2015*, a report by Health Workforce New Zealand. *Whakapuāwaitia Ngāi Māori 2030 – Māori health workforce priorities 2012*, Reanga Consulting Ltd.

funded. However, in 2017 the PTE intends to seek funding from additional sources to provide access to the qualification for a wider range of potential ākonga.⁶

Tutors are short-term contractors appointed on their experience in the health sector; their ability to relate well to ākonga Māori in particular; their ability to engage with kaupapa Māori practices; and their experience in facilitating/teaching. The three tutors collectively had a range of community and practitioner-based experience. Time and resources are invested in tutors to develop, build and strengthen their knowledge. For example, tutors are mentored and supervised during the noho by the chief executive who also facilitates at the noho. They are also encouraged to reflect on their performance and supported to address any concerns.

In addition to monthly noho, tutorials are available every week for three full days. Lesson plans and resources are provided to the tutors to work from. Tutors and ākonga are encouraged informally and formally (through feedback forms) to provide reflections on the programme content and tutor performance, and what could be improved. As mentioned, changes to materials have been made based on ākonga and tutor feedback.

Tutors engage ākonga in learning by breaking down complex terms to help understanding; and by allowing ākonga to relate content and theory to their personal practice and experiences in the workplace. Ākonga found this process empowering and validated them as capable learners. Tutors also provide a range of ways for ākonga to review and demonstrate their understanding prior to formal assessment, including using games, role plays and presentations. Ākonga are also encouraged to keep learning journals and build their academic vocabulary. Despite some ākonga not having any prior formal qualifications, there is no formal assessment of ākonga literacy or numeracy capability early in the programme to identify areas ākonga may need assistance with. Any issues are either self-identified and reported by the ākonga during enrolment or observed and supported by tutors during the programme. This is an area that Ringa Atawhai Mātauranga could strengthen.

Positive relationships exist between ākonga and tutors, and ākonga and their peers. Ākonga-led study groups are encouraged as support groups for each other. The noho environment creates opportunities for ākonga to develop new relationships with other ākonga who work in similar contexts, as well as to nurture existing relationships. The tutors are sensitive to the needs of all ākonga; they encourage collaboration and critical thinking within a safe environment.

⁶ Currently the Health Workforce New Zealand grant is targeted at Māori employed in the health and disability sector.

Recommendations

NZQA recommends that Ringa Atawhai Mātauranga:

- Self-assess how well ākonga are meeting national standards at the required level and put in place strategies to address gaps
- Incorporate the collation of outcomes data from graduates – in particular the value add to their jobs, careers and/or work practices – into the PTE's self-assessment processes
- Incorporate ways of identifying and documenting how well the programme and activities have met ākonga and employer needs while ākonga are on the programme
- Consider how best to formally gather baseline data from all ākonga to determine level 4 English proficiency (which is an entry criteria), especially for those ākonga who have no other formal qualifications; and put in place any appropriate strategies to support students who may need assistance
- Review on an ongoing basis how well the PTE is complying with NZQA registration, approval and accreditation rules.

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).

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

www.nzqa.govt.nz