



Report of Focused External Evaluation and Review

Te Wānanga o Aotearoa

Date of report: 15 June 2010

Contents

Purpose of this Report.....	3
Brief description of TEO	3
Executive Summary	5
Basis for External Evaluation and Review	9
Findings	10
Statements of Confidence	20
Actions Required and Recommendations.....	21

MoE Number: 8630
NZQA Reference: C00038
Date of EER visit: 22-26 March 2010

Purpose of this Report

The purpose of this 'focused' 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 in two specific focus areas. 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.

Brief description of TEO

Location: Head Office at Te Awamutu, with regional sites nationwide

Type: Wānanga

Size: More than 30,000 students

Sites: Focused EER at Head Office

Te Wānanga o Aotearoa (TWOA) is a Māori tertiary institution whose kaupapa (philosophy) is founded on “āhuatanga and tikanga Māori”. TWOA is one of three wānanga recognised under section 162b (iv) of the New Zealand Education Act 1989 (Education Act). The Education Act notes that a wānanga is characterised by teaching and research that maintains, advances, and disseminates knowledge and develops intellectual independence, and assists the application of knowledge regarding āhuatanga Māori according to tikanga Māori.

TWOA is one of the largest educational institutes in New Zealand, with its head office situated at Te Awamutu, which is also its founding delivery site. The head office oversees education and training delivery nationwide. Following Crown intervention in 2006, TWOA rationalised its locations, reconfiguring its national delivery to five key Rohe (regions): Tāmaki Makaurau/Tai Tokerau (including Auckland and Northland), Tainui (including Waikato and Maniapoto), Waiariki (including Te Arawa and Tauranga Moana), Papaiōea (including Palmerston North, Hawkes Bay and Taranaki), and Te Tai Tonga (including Wellington and the South Island). The Whirikoka campus (Gisborne) continues delivery as an existing campus. In addition, its distance delivery is managed by the distance-delivery division, the Open Wānanga based in Te Awamutu.

Each rohe has multiple delivery sites and collaborative delivery arrangements to suit the region's specific needs.

TWOA offers a wide range of programmes, from Foundation (level 1) to Bachelor degrees (level 7). Programmes are offered through multiple delivery modes to suit taura (learner) needs. The institute attracts a range of ethnicities: Māori, European, Asian, and Pasifika. The following is a breakdown of the taura demographics for 2009.

Tauira Demographics 2009

Age Profile from TEC Single Data Return (SDR)

<18	506	1%
18 to 24	4293	12%
25 to 39	12138	33%
40 +	19661	54%
Total tauira numbers	36695	

Gender Profile from SDR

Male	11541	31%
Female	25154	69%
Total tauira numbers	36695	

Ethnicity Profile (based on enrolments)

Māori	19499	48%
European	10359	26%
Asian	6629	16%
Pacific Island	3268	8%
Other	926	2%
Total tauira numbers	40681	

Focused EER of Te Wānanga o Aotearoa

This focused external evaluation and review report of TWoA was conducted in lieu of a focused audit scheduled for 2009 as a follow-up to the 2007 audit. Following involvement in the 2008 NZQA EER trials, and its own self-assessment development, the wānanga requested this approach, which was agreed by NZQA.

An EER typically includes programmes in its selection of focus areas and, where relevant, is carried out across different delivery sites. This focused EER was completed at the head office and did not include specific programme focus areas.

The two areas agreed between Te Wānanga o Aotearoa and NZQA for the focused EER were Strategic Direction and Rangahau. Key evaluation questions were developed focusing on relevant outcomes and key contributing processes. The statements of confidence in this report relate to the two focus areas only, not, as in a normal EER, to whole-of-TEO performance and capability.

Executive Summary

Strategic Direction

NZQA is **Confident** in the strategic direction of Te Wānanga o Aotearoa.

The key reasons are:

- Strong strategic direction is in place, with ownership and accountability at all levels of the organisation from governance, management, rohe managers, the Quality Leadership Team (QLT), and staff. The strategic direction to implement the vision, mission, values, and kaupapa is clear and effective, informing business planning and performance monitoring and evaluation. Senior management is driving and communicating the strategic direction institute-wide, supported by rohe management. There are clear operational pathways intent on improving delivery which should also continue to improve educational achievement, which has continued to trend upwards over the last three years. In the focus areas evaluated there is clear evidence of worthwhile improvements occurring and the likelihood that these will be sustained.
- All operational activities align to the strategic direction implemented through the budget and business plans which devolve to rohe business plans. The development of these rohe plans requires an active involvement of stakeholders at rohe and management level. This ensures the needs of the stakeholders are taken into account for planning and resourcing purposes at all levels.
- The institute has worked closely with the Tertiary Education Commission (TEC) to embed 21 initiatives from the TEC Quality Reinvestment Programme (QRP) to support strategic direction. Each initiative has regular reportable key performance indicators to TEC. Three of the quality improvement initiatives were evaluated through the focused EER. They are Kaupapa Wānanga (a tool for embracing and inviting te ao Māori practices, thinking, and behaviours in the wānanga), Taura Footprint (an initiative that connects the taura journey within TWoA), and Arotika (an initiative to measure and report on the taura educational journey). Each of these three initiatives is integral to the successful implementation of the strategic plan. Kaupapa Wānanga processes ensure stakeholder needs are considered and included in programme development. Taura Footprint has strengthened enrolment practices, checking that the programme chosen best suits taura needs. The Arotika initiative monitors responsiveness to taura needs to improve retention, completion, and graduation outcomes.
- The low financial risk assessment from TEC supported by TWoA's strong financial position reflects confidence in the management and in the capability of the wānanga to action its strategic direction across the wide range of activities identified for further development.

- TWoA has made strategic appointments of key skilled staff to leadership and mentor roles to facilitate the implementation of the strategic direction and the quality improvement initiatives.
- TWoA has set its own definition for success. The definition goes beyond the TEC education outcome requirements and is driven by the strategic vision of whānau transformation. Contributions to social and cultural outcomes are valued in addition to the successful achievement of qualifications. Destination surveys are used to substantiate value to stakeholders.
- The statistics collated by TWoA show that overall taura achievement (qualification completion) has steadily increased from the lower 50 percentile to the mid-60 percentile. There is a consistent pattern of improvement through to the mid-60s over the last three years. This compares well with the achievement rates of other tertiary institutes as evidenced through the Ministry of Education's Education Counts website. TWoA has set itself a target of 70 per cent course completion rate and is tracking and monitoring progress towards that target. While the achievement is good overall there is room for improvement at individual programme level. The programmes for attention could be clearly identified through the wānanga's excellent database tracking system.
- There are robust processes and practices in place, for example the programme development process. These systems require an extensive consultative practice to secure stakeholder input and to increase the probability that stakeholder needs are identified and met.

Taken together, these activities and key reasons demonstrate the purposeful and effective direction of TWoA, the result of the collective effort of the council, management, and staff.

Rangahau

NZQA is **Confident** in performance in rangahau.

The key reasons are:

- There is a clear strategic vision and plan for rangahau with support mechanisms being trialled through the rangahau mentorship programme. A measure of success for rangahau is the significant increase in staff engagement in rangahau activity and rangahau outputs. These are good and improving results supporting the rangahau strategic direction. The reasons for these increases include:

TWoA defining research as rangahau in terms of āhuatanga Māori, accommodating the characteristic of a wānanga as defined by the Education Act 1989 while being inclusive of generic research methodology

Research previously was an activity limited to staff engaged in the delivery of degree-level programmes. The rangahau strategic plan encourages and enables rangahau activity institute-wide. There is now a conscious

development, ownership, and embedding of rangahau across the wānanga through Mātauranga Māori and indigenous methodologies

The wānanga is a catalyst for re-empowering communities through the creation and reclamation of space and the prioritisation of Mātauranga Māori. The benefits to communities are already evident through the rohe rangahau activities such as the raranga and whakairo raranga projects advancing Mātauranga Māori and the marae rangahau projects reviving history, reo, tikanga, and kawa knowledge

TWoA governance and management has committed financial resources to support rangahau activity by providing sponsorship grants to staff engaged in rangahau activity. These grants are accessed through an Internal Contestable Fund.

- The initial drive was to increase staff engagement in rangahau activities and rangahau outputs. This has been achieved, and now the focus through TWoA's self-assessment activity will be to define and promote quality rangahau outputs.

Taken together, these initiatives reflect the commitment of the wānanga to developing rangahau, and the emergent success of these strategies to date.

Capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment at Te Wānanga o Aotearoa as demonstrated in the focus areas of Strategic Direction and Rangahau.

The key reasons are:

- Iterative practices providing challenge and self-reflection that TWoA encourages at all levels. This includes the non-punitive strategy encouraging transparency and accountability to “fix” or improve identified shortcomings. TWoA actively recognises gaps and weaknesses. Overall the institute – through council, management, tutors, and taura – knows why it is in business and where it is going. The wānanga has the capability to proactively identify any gaps in performance and address these effectively. In both focus areas worthwhile improvements have been effected using this approach (as exemplified in the Findings section of this report).
- The support for self-assessment methodology and practice by governance and management. These include:

Supporting several staff members to strategically implement self-assessment methodology, based on effective international practice. Staff have used these observations to inform, develop, and improve self-assessment at TWoA

The extension of self-assessment methodology organisation-wide through the kaupapa of aro. An example is the Arotika monitoring and evaluation initiative which measures against five critical success factors. Improvement plans are monitored effectively by head office. Staff are refining the

processes and tools to focus more directly on outcomes and contributing processes, and the use of the findings for improvement

The provision of an excellent data management system where required data sets are accessed in a timely fashion. This information is used for reporting and decision-making at all levels of the institute concerning taura achievement. TWoA acknowledges this useful organisational development tool and continues to explore its full potential

Encouraging the continued innovative approaches to taura support such as mlearning: information provided using mobile phone and ipod technology, continually looking at ways to better connect with and support taura to achieve desired educational outcomes

Ensuring robust processes and practices are in place with several checkpoints including Arotika, a five-success-factors reporting system.

The practical application of quality improvement initiatives Kaupapa Wānanga, Taura Footprint, and Arotika to reflect, review, and improve current practice

A strong programme review and redesign system to address changes in taura need, or courses no longer fitting the current environment. An example was provided of a programme in its eighth iteration in as many years, with each iteration providing improvements to the course in response to taura evaluations or to match cohort needs. Women have been the main users of this course. The programme is currently being re-designed and positioned to encourage male participation

Regular internal audits (for compliance matters) such as the wānanga-commissioned Audit NZ management report. Also, programme-related reviews such as the Manaakitia Te Taura review to explore why some prospective taura don't follow through with enrolment following enquiry.

Taken together, these practices reflect an organisation with a clear commitment to effective self-evaluation as a means of driving performance and improvement.

TEO response

Te Wānanga o Aotearoa has confirmed the accuracy of this report.

Basis for External Evaluation and Review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITPQuality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and the New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

Focused External Evaluation and Review

This report reflects the findings and conclusions of the 'focused' external evaluation and review process, conducted according to the policies and criteria approved by the NZQA Board.

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).

Findings

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

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/for-providers/keydocs/index.html>

Outline of scope

This was a focused EER of TWoA.

The two areas agreed by Te Wānanga o Aotearoa and NZQA for the focused EER were Strategic Direction and Rangahau. A purpose-designed set of key evaluation questions and enquiry processes was developed specifically for this evaluation.

Focus area – Strategic Direction

The external evaluation and review will evaluate how well the strategic direction of Te Wānanga o Aotearoa supports educational achievement through the application of the vision and purpose of the wānanga. For this focused EER, “strategic direction” will include consideration of aspects of governance, management, and operational performance at TWoA.

TWoA will provide an overview and status of initiatives that support the strategic direction and contribute to improvement in educational achievement.

The initiatives of particular emphasis in this EER include:

- Kaupapa Wānanga (a tool for embracing and inviting te ao Māori practices, thinking, and behaviours into wānanga activities)
- Tauria Footprint (an initiative that connects the tauria journey within TWoA)
- Arotika (an initiative to measure and report on the tauria journey).

Focus Area – Rangahau

TWoA will provide an overview and status of its Rangahau Strategic Plan including current rangahau activities in terms of the degree programmes and their contribution to meeting educational outcomes. Two objectives from this plan will form the focus for the EER. The two objectives are:

- To develop and increase staff capability in rangahau skills (including rangahau methods based on indigenous epistemologies and worldviews that inform indigenous ways of knowing)

- To generate an increase in completed rangahau projects based on āhuatanga and tikanga Māori Rangahau.

Focus Area: Strategic Direction

1.1 How effectively does TWoA’s strategic direction support learner achievement?

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 **Excellent**.

TWoA has proactively set its own definition for success. The definition goes beyond the TEC education outcome requirements and is driven by the strategic vision of whānau transformation. Contributions to social and cultural outcomes are prioritised and valued in addition to, but not at the expense of, the successful achievement of qualifications. Destination surveys are used to substantiate value to stakeholders. The statistics collated by TWoA for overall taura achievement (qualification completion) have steadily increased from the lower 50 percentile to the mid-60 percentile; with a consistent pattern of improvement into the mid-60s over the last three years. This compares favourably with the achievement rates of other tertiary institutes. TWoA has set itself a target of 70 per cent achievement and is tracking and monitoring progress towards that target. While the achievement is good overall there is room for improvement at individual programme level; the programmes for attention could be clearly identified through the excellent database tracking system.

The vision of TWoA is to achieve “Whānau Transformation through Education”. The strategic direction of achieving transformation through education for the individual, his/her whānau, hapū and iwi is underpinned by the matrix of social values of aroha, mauriora, kaitiakitanga et al, which identifies the wānanga as a tikanga Māori institution supporting and promoting āhuatanga Māori.

A strong strategic direction and plan is in place, with ownership from governance, management, rohe managers, the Quality Leadership Team (QLT), and staff. The strategic direction to implement the vision, mission, values, and kaupapa also informs business plans and monitors performance. Senior head office management members are driving the strategic direction, supported by rohe management. Governance and management have worked effectively to clearly communicate the strategic direction institute-wide. The iterative approach to discussing and debating all aspects of the strategic drive, while time-consuming, has strengthened the implementation. Leadership is a strength and begins with the Pouhere, clear in his expectations and challenging staff at all levels to consider what they are doing to effectively implement strategic direction. There are clear operational pathways. The strategic drive supports additional goals of TWoA as “the preferred provider”, and to move from “quantity to quality delivery”.

At all levels there is a requirement that all activities must align to the strategic direction. TWoA has included strategic objectives through the budget and business plan, which

devolve to rohe business plans. In the development of those plans there is active involvement from stakeholders at a management level. This ensures the needs of stakeholders are taken into account for planning and resourcing purposes.

The assured confidence in the strategic direction coupled with the reflective culture prevalent in the wānanga provides confidence that the wānanga is committed to driving quality improvement through its strategic direction, quality improvement initiatives, and viability projects to support taura achievement. The programme approval process is an example of strategic direction driving quality improvement. Now all programmes must reflect Kaupapa Wānanga which ensures all relevant stakeholder input is sought and incorporated in the new programme.

1.2 How effectively does TWoA's strategic direction promote valued 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 **Excellent**.

TWoA has identified a range of stakeholders who benefit from its education and training provision. The intent of the TWoA vision of whānau transformation begins with taura achievement and whānau benefitting from the educational experiences and achievements of family members.

The institute evidenced how education and training through TWoA improved taura personal growth and their skills and abilities in self-confidence, self-esteem, motivation, time management, life skills, work ethic, anger management, and punctuality. TWoA acknowledges and celebrates taura achievement through rohe graduation ceremonies involving whānau.

TWoA has worked effectively to engage with industry stakeholders to ensure that industry-relevant qualifications are employment focused to strengthen taura employability. This is supported by the institute's requirement that all industry-relevant programmes must have industry endorsement as part of the internal programme approval process.

TWoA has also strengthened iwi relationships. In addition to the kāhui amorangi who provide advice to senior management, each rohe links closely to its local iwi affiliations to ensure that iwi needs are acknowledged.

TWoA has developed significant, mutually beneficial collaborative arrangements with other providers and education institutes, enabling training pathways from and to the wānanga, strengthening the overall network of tertiary education provision. The deliberate strategy of the wānanga to foster and enhance stakeholder relationships benefits the taura in ensuring the training develops personal growth, and is employment-relevant and culturally appropriate.

1.3 How effectively does TWoA's strategic direction support programmes and activities to match the needs of learners and other stakeholders?

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 **Excellent**.

Te Mana Whakahaere (the council of the wānanga), in keeping with a tikanga Māori institution, incorporates Māori in governance. The conduct of its business also reflects iwi support for the wānanga. The council meets monthly and begins its meetings with strategic direction at the top of the agenda.

Management briefs Te Mana Whakahaere about the consultative process that gathers and generates ideas for programme development from the rohe in keeping with the strategic direction of the wānanga. The programme approval process has been improved and now all programmes must reflect kaupapa wānanga, a process that ensures all relevant stakeholder input is sought and incorporated into the new programme. A Programme Development Committee (PDC) manages this process in a consultative and efficient manner with all stakeholders, including taura, staff, hapū/iwi industry, and businesses.

TWoA has robust programme development processes and practices in place which include the extensive consultative practice to secure stakeholder input. This increases the probability that stakeholder needs are identified.

1.4 How effectively does TWoA's strategic direction support effective teaching to meet identified needs and aspirations?

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**.

All operational activities align to the strategic direction implemented through the budget and business plans devolved to rohe business plans. Development of these plans requires an active involvement of stakeholders at rohe and management level. This ensures the needs of the stakeholders are taken into account for planning and resourcing purposes and that TWoA's strategic direction supports effective teaching.

As previously mentioned, TWoA has robust programme development processes and practices in place which include an extensive consultative practice to secure stakeholder input to increase the probability that stakeholder needs are met. Several checkpoints exist through a five-success-factors reporting structure to ensure feedback is sought, reported against, and acted on.

Processes and practices have been devolved back to the rohe, acknowledging and encouraging accountability and healthy competition.

TWoA has identified through the data management system that family commitment followed by over-commitment are reasons for taura withdrawing from study. Improved

enrolment processes identify these risks and how staff can support taura to address these barriers to learning.

1.5 How effectively does TWoA's strategic direction support and guide 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**.

Strategic direction drives all wānanga operations. The wānanga has historically attracted taura in large numbers. At the time of this EER, around 35,000 taura were enrolled, testament to its current provision continuing to meet the needs of taura. TWoA provides a range of programmes from levels 1-7, delivered through multiple delivery modes. Delivery modes through rohe include noho marae, face-to-face delivery, and evening and weekend delivery. A separate division (Open Wānanga) is tasked with managing programmes offered by distance-delivery mode. While the demographic make-up of the wānanga is multiethnic, the culture of the wānanga is Māori, providing all taura with this additional dimension.

Governance and management encourage the continued innovative approaches to taura support such as mlearning (use of mobile phones and ipods as teaching tools), and always looking at ways to better support taura to achieve education outcomes.

Te Kete is a comprehensive database where taura information is entered from enrolment through to performance, retention, and graduation. Rohe, staff, and programme performance and research outputs are entered as well. Te Kete is an excellent management tool for assessing the performance of the wānanga in achieving the goals set out in its strategic direction. It provides staff with tools to monitor their own performance and compare performance with other wānanga programmes.

Management provides the council with comprehensive reports on such matters as taura profiles, retention and graduation rates, and regional performance. Graphs showing the achievement outputs in the regions indicate a healthy measure of competition which progressively raises the bar, because nobody likes to come last. The quality of information provided enables the council to assess and monitor the wānanga every month against the strategic direction. The value of the database information and reports are acknowledged by management and staff who continue to explore its full potential.

As previously mentioned, strong stakeholder relationships, including collaborative arrangements with other institutes, strengthen taura employability and access to ongoing training.

1.6 How effective is TWoA's strategic direction in supporting educational achievement?

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 **Excellent**.

The institute has worked closely with the Tertiary Education Commission (TEC) to embed 21 initiatives from the TEC Quality Reinvestment Programme (QRP) to support strategic direction. Each initiative has regular reportable key performance indicators to TEC. Three of the quality improvement initiatives were evaluated through the focused EER, Kaupapa Wānanga (a tool for embracing and inviting te ao Māori practices, thinking, and behaviours in the wānanga), Tauria Footprint (an initiative that connects the tauria journey within TWoA), and Arotika (an initiative to measure and report on the tauria journey. Each of these three initiatives is integral to the successful implementation of the strategic direction, and examples of their effectiveness have been mentioned in the executive summary to this report.

The low financial risk assessment from TEC is supported by the commission's endorsement, "that TWoA is in a strong financial position and there is confidence in management capability".

TWoA has made strategic appointments of key skilled staff to leadership and mentor roles to facilitate the implementation of the strategic direction and the quality improvement initiatives. The institute has also commissioned a number of viability and review reports such as the Considerations for TWoA report funded by the Performance Based Research Fund (PBRF), and the Rangahau Review report, and these inform decision-making.

There are robust processes and practice in place to ensure the wānanga is achieving its own goals and that stakeholder needs are identified and met.

Focus Area: Rangahau

1.7 What are the actual or expected outcomes of the rangahau activities at TWoA and how likely are developments to date to achieve or influence these outcomes?

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 **Excellent**.

Research activity was previously the domain of staff delivering degree-level programmes. A review of research practice within the wānanga led to a re-defining of research as it applies to TWoA. Research was redefined as rangahau in terms of āhuatanga Māori, accommodating the characteristic of a wānanga as defined by the Education Act 1989 while being inclusive of generic research methodology.

There is a clear strategic vision and plan for the implementation of rangahau initiated through the rangahau mentorship programme. This programme was designed to increase

capacity and capability across the wānanga. The result was a considerable increase in the numbers of staff engaged in rangahau and extremely impressive outputs of rangahau activity as defined by TWoA. These are good and improving results supporting the rangahau strategic plan.

Rangahau practice now extends beyond the degree-level programmes and is being implemented institute-wide. There is a conscious development, ownership, and embedding of rangahau across the wānanga through Mātauranga Māori and indigenous methodologies to inform teaching practice that will benefit taura.

1.8 What is the actual or anticipated value of the outcomes of the rangahau activities 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 **Excellent**.

The value of wānanga defining rangahau has demystified research concepts, clearly articulating rangahau expectations and formulating and implementing a rangahau strategy. The intent to increase the engagement of staff in rangahau and rangahau outputs is of significant value to the wānanga as it fulfils its obligations of wānanga status through the Education Act and the specific requirements of degree programme accreditation.

Rangahau engagement is beneficial to teaching staff as it informs practice and assists tutors with professional development and the upgrade of current qualifications. Taura benefit from tutors' informed practice, and are encouraged to participate in their own rangahau projects. This has led to increased rangahau outputs. The categories of rangahau outputs for 2007-2009 have included publications, scholarly activities, presentations at national and international conferences, exhibitions of artworks, kapa haka compositions, and peer critique-enriching curriculum knowledge.

Marae rangahau projects such as the Te Arataki Manu Kōrero programme include interviews with koroua and kuia, involve learning about tikanga and kawa, and are valued by iwi for succession planning on the marae. Stronger relationships are being forged between the wānanga and marae as a result.

The initial intent of the rangahau strategy was increased rangahau engagement and outputs, and these were achieved. Ongoing self-assessment will define quality in terms of rangahau outputs and inform the wānanga of rangahau use in the teaching and learning areas.

1.9 How well do the rangahau activities match the needs of learners and other stakeholders?

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 **Excellent**.

The wānanga organisational structure involves three uepu: marautanga (curriculum), whakaū kounga ako (delivery), titiraukura (finance and resources). Rangahau sits within marautanga alongside Aronui, Toi, Umanga, and Mātauranga Māori. Each uepu is reliant on the other two uepu and the interaction across uepu confirms the need for a seamless involvement, with each uepu informing the other. Rangahau informs teaching and needs to be overtly articulated and explicit in the teaching and learning areas.

Rangahau needs have initially been driven by the strategic direction, with increased devolvement to the rohe. Rohe have identified their specific needs and aspirations. The wānanga are being more proactive in engaging the rohe to develop their own plans, but also to think about the connections back to the wānanga as a whole.

Rangahau is used practically to better inform the wānanga. The Teaching, Learning and Student support team conducted a student support research project whereby 200 students were interviewed to gauge the services that were essential to get the best out of their learning. This process helped the wānanga refocus the support required.

The intention is to embed rangahau as normal TWoA practice. This presents a challenge because it requires people to overcome their fears about what rangahau is, and also has implications for practice. The implementation of the rangahau strategy has a ripple effect, from management to mentors and through to an institute that covers the whole country. The wānanga clearly states that it is at the start of a journey and the ripple effect will take time to embed rangahau as “noa”, naturally occurring activity.

1.10 How effective or likely to be effective are the rangahau activities in meeting identified needs and aspirations?

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**.

The wānanga approach to meeting identified needs and aspirations was described through projects. One such project was the collection of poetry, a rich collection of original thought and expressions of personal journeys, encouraging staff and taura to explore a creative space. Participants were supported through creative writing workshops, and outputs were valued and published. The project was a fresh approach, opening doors to new learning, and the process and the outputs boosted the confidence of many taura.

Another project involved a symposium to exhibit raranga works, giving taura and staff opportunities to engage with rangahau and share their experiences. The success of this project could provide a model for similar engagements through whakairo.

The Rangahau Review identified opportunities for rangahau to inform current practice and achievement. Statistics show a 50 per cent pass rate for Māori for rangahau. As a kaupapa Māori institute, TWoA is keen to use rangahau practice to identify how to raise achievement to match the wānanga-wide achievement rates. Similarly, the impact of the kohanga reo, puna reo, kura kaupapa Māori, kura a iwi, whare kura, and wānanga movements on taura achievements also provide scope for rangahau.

The drive from management, the support through the mentorship initiative, and variety in rangahau projects has successfully increased the quantity of rangahau outputs. Self-assessment will identify and prioritise challenges to the rangahau strategy such as defining quality rangahau outputs and ongoing support including financial support for staff and taura.

1.11 How well are the participants in the rangahau activities guided and supported?

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**.

The implementation of the rangahau strategy led to the recruitment of key staff in leadership and mentoring roles to provide guidance and support. A mentorship programme was implemented to support rohe staff and increase the engagement of staff in rangahau activities and increase rangahau outputs. Training workshops were provided to assist mentors in their roles. International scholars are invited as resident scholars to provide indigenous and international perspectives to inform rangahau.

Mentors and staff provided the Rangahau Review team with examples of the effectiveness of the mentorship guidance and support programme. The huge increase in staff engagement and rangahau outputs is testament to the success of the support received. In turn, staff have supported taura in their reflective practice, with taura engaging in rangahau activities and producing rangahau outputs. Rangahau projects and workshops have provided a safe space for taura to engage with rangahau.

Financial support aids successful rangahau engagement. The wānanga supports rangahau projects through an internal contestable fund and rangahau grants. The PBRF report, Considerations for TWoA, informs the discussion of the wānanga involvement in the external contestable funding of research.

Aro rangahau (self-assessment) identified areas to consider to strengthen the programme including addressing the workload challenges for mentors and teaching staff.

1.12 How effective are governance and management in supporting the success of the rangahau activities?

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**.

The wānanga has a strong, shared vision for the strategic direction of rangahau within the institute: “We have a vision, we have put a pou in the ground and we are aspiring to be a leader of indigenous research, to advance Mātauranga Māori and to achieve rangahau excellence”. The vision is implemented through a strategy driven by strong leadership which is effectively overseeing an innovative pathway demanding new thinking for the wānanga. That is a huge challenge and external expertise has been recruited to assist.

Governance and management have supported the implementation of the rangahau strategic plan by recruiting key staff with rangahau and research expertise, implementing the mentorship programme, providing financial support to staff, and commissioning viability reports to inform decision-making.

Self-assessment and the Rangahau Review report monitoring the implementation of the rangahau strategic direction have resulted in recommendations informing management of additional support required to successfully implement the direction. Performance is continually monitored.

The review team is confident from the significant increase in staff engagement in rangahau activities and the impressive rangahau outputs that the implementation of the rangahau strategic direction is achieved through robust processes, key mentoring staff, and strong leadership at all levels.

Statements of Confidence

The statements of confidence are derived from the findings within and across the focus areas. A four-step scale is used: highly confident, confident, not yet confident, not confident.

Statement of confidence on the performance of the focus areas:

NZQA is **confident** in the performance of the focus area: strategic direction.

NZQA is **confident** in the performance of the focus area: rangahau.

Statement of confidence on capability in self-assessment of the focus areas

NZQA is **highly confident** in the capability in self-assessment of the focus area: strategic direction.

NZQA is **highly confident** in the capability in self-assessment of the focus area: rangahau.

Actions Required and Recommendations

Further actions

The next external evaluation and review will be a full review and the timing of this is yet to be determined.

Recommendations

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

NZQA

Ph 0800 697 296

E eeradmin@nzqa.govt.nz

www.nzqa.govt.nz