Report of External Evaluation and Review

Te Wānanga o Aotearoa

He Pounamu Hukihuki in educational performance

He Pounamu Hukihuki in capability in self-reflective practice

Date of report: 5 October 2018

Contents

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the organisational performance and capability in self-reflective practice of Te Wānanga o Aotearoa. It forms part of the accountability process required by Government to inform investors, the public, tauira, prospective tauira, communities, employers, and other interested parties. It is also intended to be used by Te Wānanga o Aotearoa to support quality improvement purposes.

Te Hono o Te Kahurangi External Evaluation and Review

This evaluation and review has been conducted in accordance with the NZQA Te Hono o Te Kahurangi evaluative framework.[1] This framework is used to determine how well a Tertiary Education Organisation (TEO) is performing in relation to educational performance and self-reflective practice. The evaluation methodology contains six kaupapa principles:

- Rangatiratanga
- Whanaungatanga
- Manaakitanga
- Kaitiakitanga
- Pūkengatanga
- Te Reo Māori

What is educational performance?

Educational performance includes outcomes associated with tikanga Māori, āhuatanga Māori, mātauranga Māori inclusive of learning performance indicators such as educational progression, qualification outcomes, employment, progression to further study, personal development, skills for learning, and contribution to community.

What is self-reflective practice?

Self-reflective practice focuses on the extent to which the TEO demonstrates ako and continuous learning and improvement within its delivery, in accordance with tikanga Māori, āhuatanga Māori, mātauranga Māori to improve educational performance.

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[1] https://www.nzqa.govt.nz/maori-and-pasifika/te-hono-o-te-kahurangi/

Introduction

1. TEO in context

Name of TEO:	Te Wānanga o Aotearoa (TWoA)
Type:	Wānanga (as recognised under Section 162(4)(b)(iv) of the Education Act 1989)
First registered:	8 November 1990
Location:	Head Office, 320 Factory Road, Te Awamutu
Website	http://www.TWoA.ac.nz
Delivery sites:	The organisation is structured into three takiwā[2] (regions): Te Ihu, Te Waenga and Te Kei. Each takiwā manages a number of campuses and delivery sites. Collectively there are 28 permanent delivery sites and 79 temporary sites. For a complete list of delivery sites and contact details see:
	https://www.TWoA.ac.nz/Nga-Rohe-Our-Location
	DynaSpeak (TWoA English language school) sits outside these takiwā and reports directly to Te Taiurungi.
Courses currently delivered:	TWoA has NZQA-approved accreditation to deliver:

- One Master's degree

- One postgraduate diploma

- Five Bachelor's degrees

- 60 certificates and diplomas

The specialisation areas for these qualifications cover: Foundation Learning, English language, Te

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[2] The three takiwā (regions) of TWoA are:

- Te Ihu – Administrative Hub: Mangere Auckland. Key Sites: Māngere, Waitakere, New Lynn, Auckland City, Whangarei, Kaikohe, Kaitaia
- Te Waenga – Administrative Hub: Hamilton. Key Sites: Huntly, Hamilton, Te Awamutu, Tokoroa, Te Kuiti, Rotorua, Whakatāne, Kawerau, Tauranga, Gisborne
- Te Kei – Administrative Hub: Porirua. Key Sites: New Plymouth, Palmerston North, Hawkes Bay, Porirua, Wellington, Hutt Valley, Nelson, Christchurch, Dunedin.

	Reo Māori, Māori and Indigenous People's Development, Tikanga Māori, Business, Computing, Information Management, Health and Fitness, Māori and Indigenous Art, Education and Social Services, Trades and Vocations.
Code of Practice signatory:	Yes
Number of tauira:	2017 Domestic: 20,195 EFTS (equivalent full-time tauira) with a total head count of 30,840 tauira.

- Māori 10,868 (head count: 15,376) (50 per cent)

- Pasifika 2,099 (head count: 3,090) (10 per cent)

- Under 25-year-olds (head count: 4,462) (15 per cent); 3,858 SAC (Tauira Achievement Component) funded

At the time of the external evaluation and review (EER), total enrolments of international tauira were 77.

Number of kaimahi:	1,200 full-time (550 kaiako)
	413 part-time (238 Kaiako)
Subcontracting arrangements	TWoA has sub-contracting arrangements for 211 EFTS with the following registered PTEs (private training establishments):

- Koru Institute of Training and Education (certificates in computing, business administration and social services)

- Te Kōkiri Development Consultancy Incorporated (certificates in Māori art, raranga and whakairo)

- Patumakuku Incorporated (certificates in Tikanga Māori and Tū Taua)

- New Zealand Sports Academy (Certificate in Sports Leadership).

TWoA also has an arrangement with the Department of Corrections to deliver training (refer section below relating to significant changes).

TWoA also has subcontracting arrangements with a network of organisations for delivery of some home-based programmes.

In February 2018 NZQA became aware that TWoA did not have formal approval for several of these arrangements. TWoA has retrospectively since applied for and gained approval from NZQA. Some concerns remain, however, regarding the effectiveness of TWoA's oversight and administration of assessment conducted by its third parties; these concerns are discussed in this report.

Financial Information

TWoA accesses funding from the following:

- STAR-funded tauira

- Youth Guarantee

- Full-fee paying foreign tauira

- Domestic full-fee paying tauira

- SAC – Tauira Achievement Component

- SAC level 1 and 2 Competitive Process Funding

- SAC level 1 and 2 Planned Process Funding

- Under-25 fees-free SAC level 1 and 2 Planned Process Funding

- Department of Corrections

- Māori Pasifika Trades Training levels 3 and 4

- Youth Action Training Programme

- Tertiary Education Commission (TEC) Supplementary Grants Fund

This evaluation does not report on financial arrangements. Refer to TWoA annual report for financial statements: https://www.TWoA.ac.nz/Te-Whare/Publications-and-Reports/Te-Purongo-Annual-Report-2016

Scope of active accreditation:

For a full description see: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=863088001

Distinctive characteristics:	TWoA is one of three wānanga with statutory recognition under section 162 of the Education Act 1989. A wānanga is characterised by teaching and research that maintains, advances and disseminates knowledge and develops intellectual independence that assists the application of knowledge regarding āhuatanga Māori (concepts and contexts), according to tikanga Māori (protocols, practices and rites).

TWoA operates under its own philosophical-based framework, Te Kaupapa Matua o Te Wānanga o Aotearoa. TWoA advises that this framework is underpinned by tikanga Māori and used to guide the strategic approach of TWoA. TWoA notes that embedded within the framework is the vision (Te Whakakitenga), mission (Te Uaratanga), values (Ngā Uara), and practice statements (Ngā Takepū). TWoA notes that Te Kaupapa Matua reflects an aspirational focus on the collective success of tauira, their whānau and their communities.

TWoA offers around 60 qualifications across eight fields of study. The qualifications provide skills for industry, career opportunities for at-risk youth, raising Māori and Pasifika achievement, and improving literacy and numeracy.

The eight fields of study are:

- **Tūāpapa –** Foundation
- **Te Reo Rangatira –** Māori Language
- **Angitū –** Māori and Indigenous People's Development
- **Te Arawhānui –** Business, Computing and Innovation
- **Hauora –** Health and Fitness
- **Toi –** Māori and Indigenous Art
- **Te Hiringa –** Education and Social Services
- **Umanga –** Professional Skills, Trades and Vocations

TWoA provides foundation-level programmes through the delivery of home-based learning

studies in: te reo and tikanga Māori, Study Skills, and Employment Skills, for approximately 4,300 EFTS.

Levels of studies and proportions of students at each level are:

- Level 1-2 certificates, 27 per cent

- Level 3-4 certificates, 59 per cent

- Level 5-6 diplomas and graduate certificates, 7 per cent

- Level 7-8 degrees and postgraduate, 6 per cent

Recent significant changes:

Internal organisational structure – recent changes of note

TWoA underwent an organisational redesign (Te Raumairanga) beginning in 2014.[3] This included a restructure of head office functions and the integration of the Open Wānanga within the head office responsibility; and then the merging of regional delivery functions into three distinct managerial districts (takiwā).

Educational delivery – recent changes of note

The impact of the Targeted Review of Qualifications (TRoQ) process was significant for TWoA; resulting in twenty-eight new or re-developed programmes being approved for delivery from 2017.

In 2016 TWoA was awarded funding to deliver intensive literacy and numeracy support to 16 Corrections sites in partnership with the Department of Corrections. In 2017 it was subsequently agreed (and approved by NZQA) that TWoA would deliver the New Zealand Certificate in Foundation Skills (Level 1). In November 2017 TWoA advised NZQA that it was not offering the programme in 2018 following a review of internal moderation and assessment. The review identified that some of the standards

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[3] The 2013 EER report documented the announcement of the new chief executive during the on-site visit.

may not have been assessed appropriately, and kaiako required further professional development. An internal moderator has now been appointed to verify assessment decisions. TWoA advised that the current cohort of tauira would be supported to complete by March 2018, and no further cohorts would be enrolled.

Previous quality assurance history:

External evaluation and review

TWoA was last quality assured by NZQA in April 2013 using the Mātauranga Māori Evaluative Quality Assurance methodology. TWoA received confidence statements of Pounamu Kahurangi in educational performance and Pounamu Whakairo in capability in self-assessment. The recommendation arising from this report was that TWoA continue to monitor key self-assessment strategies which were at different stages of development, including:

- Assessment of moderation interventions to ensure timely response and actions

- Advancement of He Reo Tauira and Kāpuia strategies to inform graduate destinations and long-term outcomes

- Monitoring the impact of Ako Wānanga on learner achievement.

Since the last EER, NZQA has identified ongoing problems in TWoA's assessment practices across several fields and levels. A summary of these issues is provided in appendix one.

It should be noted that these long-term quality assurance failures have limited the levels of confidence that NZQA can currently express in TWoA's educational performance and its capability in self-reflective practice.

2. Scope of external evaluation and review

Ten focus areas were selected to provide a representative sample of delivery offered by TWoA. The areas are:

- Governance, Management and Strategy

- New Zealand Certificates in English Language (Levels 1 and 2)

- International Tauira: Support and Wellbeing

- Certificate in Money Management (Level 3)

- Certificate in Tū Taua (Level 4)

- Certificate in Waka Ama (Level 4)

- Diploma in Māori Governance and Leadership (Level 5)

- Diploma in Te Pīnakitanga ki te Reo Kairangi (Level 7)

- He Korowai Ākonga: Bachelor of Education (Primary Teaching) (Level 7)

- He Waka Hiringa: Master of Applied Indigenous Knowledge (Level 9)

3. Conduct of external evaluation and review

All EERs are conducted in accordance with NZQA's published policies and procedures. The methodology used for this evaluation was External Evaluation and Review for Te Hono o Te Kahurangi. The document is accessible at https://www.nzqa.govt.nz/maori-and-pasifika/te-hono-o-te-kahurangi/.

Prior to the EER, TWoA submitted a range of documents to inform the scope of the evaluation. These included some information summaries on selected focus areas; and internal planning and operational documentation. The on-site phase of the EER was conducted in September 2017, and included visits to nine campuses:

- Te Puna Mātauranga: Head Office (Te Awamutu)

- Mangakōtukutuku (Hamilton)

- Te Ao Rangi (Porirua)

- DynaSpeak (Central Auckland)

- Papaiōea (Palmerston North)

- Tauranga Moana (Tauranga)

- Māngere (South Auckland)

- Turipuku (Rotorua)

- Waiwhero (Rotorua).

On-site interviews at Te Puna Mātauranga involved engagement with:

- Three appointed members of Te Mana Whakahaere (TWoA Council), including the Chair

- Te Taiurungi – chief executive

- Te Taituarā – deputy chief executive[4]

- Eight members of Ngā Tumu (executive directors)[5]

- Te Rautiaki Mātauranga (academic council)[6]

- Management and kaimahi from Tātari Kounga (quality and audit team); legal; health and safety; finance; property; programme development; Ako Wānanga, data management and reporting and tauira services

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[4] This position became vacant after the on-site visit.

[5] Te Taiurungi and Te Taituarā are also members of Ngā Tumu which is led by Te Taiurungi.

[6] Te Rautiaki Mātauranga comprises members of Te Mana Whakahaere and Ngā Tumu.

- Ngā Hoe Whakatere, the three regional managers from Te Ihu, Te Waenga and Te Kei.

- Pouārahi and kaiārahi (programme manager and programme lead) from each of the programme focus areas.

On-site interviews at each of the campuses involved engagement with:

- Hoe Whakatere (two)

- Head educational delivery

- Lead educational delivery

- Manager educational delivery

- Kaiako – 34

- Tauira – 71

- Stakeholders[7] – 51

- Support services[8] – 27.

NZQA is confident TWoA provided sufficient information required for this EER via documentation and on-site evaluative interviews and observations.

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[7] This included graduates, employers, whānau, iwi and community representatives.

[8] This included tauira support and librarians.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/. *They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud[9]*

- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*

- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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[9] 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.

Final report

Report structure

The findings of NZQA's evaluation of organisational performance and self-reflective practice is organised into three parts:

- Part One is a summative statement of NZQA's confidence in TWoA based on a synthesis of the evidence presented in parts two and three.

- Part Two is NZQA's evaluative judgement against the pātai arotake (key evaluation questions) based on evidence of expressions of kaupapa (Te Kaupapa Matua and Te Hono o Te Kahurangi) across the organisation and within focus areas.

- Part Three is NZQA's evaluative judgement and summary of each focus area.

Part One: Summary of results

Statements of Confidence

Within the Te Hono o Te Kahurangi framework, the educational performance of **Te Wānanga o Aotearoa** is **Pounamu Hukihuki**

Within the Te Hono o Te Kahurangi framework, the capability in self-reflective practice of **Te Wānanga o Aotearoa** is **Pounamu Hukihuki**

NZQA finds that TWoA has mixed results for overall educational performance and in capability for self-reflective practice.

In accordance with the TWoA mission statement, expressions of Te Kaupapa Matua are evident throughout the organisation. Emphasis is placed on *te angitu o te tauira* (student success), within a Māori cultural context. Many tauira (Māori and non-Māori) interviewed described how their learning with TWoA had been transformational and mana-enhancing. For many learners interviewed this was a positive 'second-chance' educational opportunity.

Learner success rates are good across most levels of delivery at TWoA. Tertiary Education Commission (TEC) data indicates that qualification completions have remained at or above 73 percent from 2014–2016, which is similar to sector trends. In addition, TWoA tracks 'valued outcomes' through its annual graduate survey which shows graduates have increased their understanding of mātauranga Māori and are using their knowledge and skills in their communities. These are positive indicators.

Other aspects of TWoA's educational performance, however, are less satisfactory. Educational practice and management has been inconsistent across some sites. There has been limited analysis in areas of importance, such as tauira outcomes at the programme level. TWoA's internal monitoring has not succeeded in managing some recurrent process weaknesses, despite internal processes to improve quality.

There have also been long term weaknesses in the accuracy of assessor judgements, as identified through NZQA's national external moderation cycles. This undermines the overall validity of educational outcome data and has led NZQA to impose a series of Statutory Conditions over four years. NZQA acknowledges that this problem may be limited to a relatively small proportion of TWoA's overall delivery but notes that the number of tauira potentially affected remains significant. Recommendations from the previous EER report that TWOA should address such matters have not yet resulted in necessary improvements.

 NZQA is also concerned that TWoA has inconsistent oversight of 'learning hours' in some of its approved and accredited programmes, specifically in programmes where there is a high proportion of self-directed learning. NZQA notes that TWoA has committed itself to a full review of these issues as a matter or priority, and that NZQA will continue to monitor the effectiveness of this review.

Part Two: Expressions of kaupapa

Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana? *(How well does the TEO express the kaupapa and how well does the TEO know [this]?)*[10]

The rating for educational performance in relation to this pātai arotake is **Pounamu Hukihuki**

The rating for capability in self-reflective practice for this pātai arotake is **Pounamu Whakairo**

Within the Focus Areas there are many examples of valued outcomes where learning positively impacts on personal growth of tauira and also contributes to whānau, hapū, iwi, and hapori Māori. At the whole-of-organisation level, however, performance results are more uneven, with some gaps and weaknesses in core educational processes. These include the inconsistent quality of some assessment practice; the need to ensure delivery hours are consistently matched with programme documentation; and the management of sub-contracting arrangements.

NZQA acknowledges the range of systems and mechanisms that TWoA has developed to guide its organisational self-reflection. Self-reflective practice is underpinned by kaupapa and there are examples whereby it has been used to bring about worthwhile improvements that have a direct impact on tauira success. At the present moment, however, not all of these systems are yet delivering comprehensive information on tauira outcomes; for example, there are information gaps relating to areas such as employment or higher study outcomes, for programmes with those types of objectives.

Sections 2.1 to 2.5 of this report detail the evidence of expressions of Te Kaupapa Matua and relational alignment to the six kaupapa of Te Hono o te Kahurangi, using the following framework:

2.1 – Kia angitu te tauira: tauira success

2.2 – Kia manaaki te tauira: tauira support

2.3 – Kia Māori te whare ako: te ao Māori learning contexts

2.4 – Ako: teaching and learning

2.5 – Kia mau ki te whakapono: compliance

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[10] This is not a literal translation of the Te Hono o Te Kahurangi key evaluation question.

2.1 Kia angitu te tauira

This section includes expressions of pūkengatanga as they relate to tauira success, achievement and outcomes at TWoA

TWoA enrolls circa 30,000 tauira per year, approximately half of whom identify as Māori. Over 80 per cent of provision each year is at NZQF levels 1-4.

Table 1 provides a picture of tauira success against the TEC educational performance indicators. Overall, participation numbers, course completion and qualification completion rates are below TWoA performance commitments with the TEC and have been largely static in recent years.

Given the tauira demographic (at least 40 percent of tauira had no or low (NCEA Level 1) qualifications prior to enrolment, and taking into account the size of the organisation, NZQA considers these results are satisfactory to good.[11]

Table 1. Educational achievement data for Te Wānanga o Aotearoa (2014-2016)

		2014	2015	2016
All tauira, all levels	No. of tauira	31,468	30,467	30,516
	Course completion (level 3 and above)	80% (83%)*	79% (82%)*	78% (82%)*
	Qualification completion	75%	73%	73%
Māori tauira, all levels	No. of tauira	17,307	16,452	16,478
	Course completion[12]	81%	78%	77%
	Qualification completion	76%	72%	71%
Pasifika tauira, all levels	No. of tauira[13]	3,104	3,007	2,248
	Course completion	82%	79%	77%
	Qualification completion	80%	68%	69%
Under 25 tauira, all levels	No. of tauira	4,809	4,598	4,270
	Course completion	78%	74%	74%
	Qualification completion	70%	65%	64%

Data source: TEC website
*TEC performance commitment

NZQA notes that TWoA defines success much more broadly than educational performance indicator data. Together with the other two wānanga, TWoA has been working alongside the TEC to develop measures that better reflect the outcomes

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[11] Refer http://www.tec.govt.nz/news-and-consultations/education-performance-data-published/

[12] Course and qualification completion rates are for level 3 and above. Data sourced from TWoA, Te Pūrongo, 2016.

[13] Te Paiaka, 2017, p20

achieved by all wānanga tauira and graduates. Te Huanganui[14] Outcomes Framework is an example of how TWoA is looking to measure its performance against a wider set of outcomes that contribute to its overall aspiration of whānau transformation. The outcomes are Ahurea (cultural – advancing mātauranga Māori), Hapori (community – advancing social wellbeing), and Arumoni (commercial – advancing economic wellbeing). These outcomes were reported against in the TWoA 2016 annual report (Te Pūrongo) and were realigned with Te Pae Tawhiti and Te Pae Tata for 2017. However, no information on such outcomes has been provided in the TWoA self-reflective documentation; and at this time, this work remains in development. NZQA finds it would be beneficial for stakeholders such as agencies and communities for this work to be advanced to implementation.

Tauira success within programme focus areas are generally strong, with examples of pūkengatanga expanded and used by tauira, including: practical skills and knowledge related to their area of study; improved soft skills including confidence, self-esteem, motivation and timeliness; a greater appreciation, reconnection and understanding of te reo and tikanga Māori; as well as being able to articulate and demonstrate TWoA values.

TWoA is also exploring a research project to better understand the type and extent of impact of the graduates on their whānau, hapū and iwi. Current outcomes for tauira were evidenced to some extent at a programme level, but how well this was done – and how well outcomes data was used to self-reflect on performance – varied by programme and/or takiwā. Kāpuia, TWoA's strategic approach to understanding and meeting the needs of graduates, has been refreshed since the last EER. At the time of this EER, TWoA had recently engaged a kaimahi to continue the implementation of Kāpuia. However, it is not clear to NZQA that sufficient priority has yet been given to addressing the recommendations made from the last EER, particularly in relation to assessment practices (including moderation) and monitoring the outcomes of graduates. This means there are still ongoing educational process issues to be addressed.

TWoA has a better understanding of social and cultural outcomes through its graduate survey which included:

- Ahurea – tauira built capacity (skills and knowledge) to support cultural practices on their marae on behalf of their whānau, hapū and iwi (e.g. a Tū Taua graduate with proficiency in the use of mau rākau and Te Pīnakitanga graduates in the use of te reo). TWoA also reported 71 per cent of 2015 graduates surveyed[15] confirmed an increased understanding of mātauranga Māori as a result of their studies.

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[14] Te Huanganui refers to the wider benefits or advantages that result from the work of TWoA, literally, 'the fruits of our labours'. Reference: 2017-2019 TWoA 3-year Investment Plan with the Tertiary Education Commission

[15] Twenty-four per cent response rate

- Community involvement and engagement – for example, Certificate in Waka Ama graduates use their skills to support waka ama clubs as coaches, administrators and parent support. Te reo Māori graduates are contributing to the revitalisation and maintenance of te reo Māori and tikanga in their whānau, hapū, marae and wider communities. TWoA also reported that 87 per cent of graduates surveyed confirmed that they are using their knowledge and skills within their whānau, hapū, iwi and community.

- Personal and economic wellbeing resulting from having better control and management over their money and debt; and sharing their learnings with friends and family – most evident in Certificate in Money Management graduates.

Since the last EER, TWoA has continued to produce tauira achievement data[16] to self-reflect on educational performance. Across the focus areas, takiwā management access tauira achievement data to monitor tauira progress throughout the year. This data is supplemented by graduate survey data and tauira satisfaction survey data to understand and improve the tauira experience (refer section 2.2). Areas for improvement are identified through annual programme reviews, and improvements are monitored through quality improvement plans in Te Toi Roa.

At present, however, TWoA's collection and analysis of data fails to cover some key aspects of educational performance. For example, this work currently does not address whether all approved and funded programmes are at the correct NZQF level in their design, or consistent in their delivery. Such gaps in academic oversight give rise to inconsistent educational practice and management across some sites.

2.2 Kia manaaki te tauira

This section includes expressions of whanaungatanga and manaakitanga as it relates to supporting and nurturing tauira to succeed at TWoA

Tauira and graduates consistently spoke of some common factors that made their learning experience valuable including:

- Āhurutanga – tauira felt that the kaiako created a safe and welcoming learning environment where they felt comfortable to share personal stories and reflections about their learnings and mistakes.

- Whakawhanaungatanga – tauira are given opportunities to build connections with kaimahi and other tauira to support their learning experience. These

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[16] TWoA tracks tauira completion of courses (completion rate) and the programme (graduation rate), being the number of tauira who started and completed the requirements to graduate.

relationships and support networks in some instances continue beyond graduation. Graduates are also welcomed into programmes as guest speakers.

- Ako – tauira felt well supported by the kaiako who provided good guidance, feedback and direction to tauira on how they could develop and expand their learning. Kaiako simplify challenging concepts and technical language to make them relevant and understandable.

- Manaakitanga – noho in particular cater well for those people who are employed or have other whānau commitments during the week. Tauira felt noho were well planned, with parking, kai and wi-fi in the majority[17] of cases freely available.

- Āhuatanga Māori – tikanga practices are an embedded part of delivery including the use of te reo Māori and te reo Māori concepts, Māori exemplars (subject-specific) and daily karakia, waiata and mihimihi.

TWoA uses results from tauira experience surveys, tauira focus groups and graduate surveys to improve learning experiences. This type of activity has led to more timely confirmation of programme enrolment plans[18], as well as more timely confirmation of classes for prospective tauira and better access to learning resource. NZQA considers thresholds requirements for tauira in these areas are being met.

TWoA has also established an 'educational excellence team', Te Raumairanga, which is tasked with ensuring tauira have quality learning experiences. The unit has a operational plan which outlines the activities required to support the tauira journey from 'first connection' through to after they graduate. The evaluation team found the plan to be comprehensive and its implementation effectively monitored.

Organisationally, TWoA also provides a range of support to tauira including: three free professional counselling sessions to all tauira who require the service; 19 scholarships annually across a range of programme areas totalling nearly $60,000[19]; and access to early childhood care through the provision of five campus-based early learning centres. NZQA found tauira also spoke of how the support they received has improved their learning experience.[20]

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[17] Wifi capability at marae-based noho was often limited.

[18] Confirmation of enrolments for 82 programmes across 90 sites involving at least 20,000 EFTS.

[19] Aotearoa Scholarship Trust, https://www.twoa.ac.nz/Tauira-Students/Scholarships

[20] Library services are also available at campuses. The Tauranga campus library, purpose-built and recently opened, was visited by the evaluation team. The library is based on the principle of kaitiakitanga where tauira are expected to issue books themselves, and to look after and return them. A national library service is also available to tauira. As noted above, through its own inquiry of tauira feedback, TWoA identified that library service utilisation was low. As a result, in 2017 TWoA improved its communication of the service to all tauira during induction, which will be reviewed again in 2018.

TWoA also has a literacy and numeracy plan currently under review. The focus area programmes that undertake literacy and numeracy tests use the results to inform their teaching plans and teaching strategies.

Tauira views are systematically captured through class representatives, class evaluations, and informal discussions at noho. Tauira felt that issues arising were actioned in a timely fashion.

2.3 Kia Māori te whare ako

This section includes expressions of te reo Māori, mātauranga Māori and rangatiratanga as it relates to supporting tauira to achieve success within a unique te ao Māori context

TWoA provides a learning culture that develops, advances, and maintains Māori knowledge through āhuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom). Strategies, processes and practices are kaupapa based, that is, founded on strong mātauranga Māori principles and delivered within a unique te ao Māori context.

This is evidenced in a number of ways. At an organisational level, TWoA has set strategic goals in Te Pae Tata to advance mātauranga Māori including ensuring mātauranga Māori is explicit in programme content and review; supporting rangahau plans for kaiako; ongoing contribution to the revitalisation of te reo Māori (for example, an internal target for all kaiako is to be conversant in te reo by 2027); support of Mahuru Māori; and a longstanding contribution to Te Panekiretanga o Te Reo (of which many kaimahi of TWoA are either graduates, current tauira or facilitators of the programme); and everyday use of karakia and hīmene as a normal course of TWoA business. TWoA kaimahi feedback during the EER and from kaimahi surveys show that they find working in this context – 'the wānanga way' – very conducive to their development and, in the case of kaiako the only way they could deliver their programmes effectively. TWoA monitors and reports (internally and externally) on their contribution to mātauranga Māori as part of self-reflective practice.

At a programme level, 50 per cent of TWoA EFTs provision and programme provision contributes to the advancement of mātauranga Māori (Ahurea).[21] Some of these programmes were part of this evaluation including Te Pīnakitanga ki Te Reo Kairangi, Tū Taua, and Waka Ama. Evidence from these focus areas highlighted impacts for tauira, including feeling more connected to their identity as Māori; and gaining the confidence and skills to apply traditional Māori practices that support the cultural obligations of their whānau, hapū and iwi. NZQA is of the view that this presents as good evidence that TWoA's mix of provision is suitable for a wānanga acknowledged under the Education Act.

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[21] Te Pūrongo 2016 p49

TWoA has processes and strategies in place to help understand its contribution to te reo Māori and the advancement of mātauranga Māori. These strategies include Te Huanganui (Outcomes Framework); Kāpuia; and Te Rautaki Rangahau. This work is emerging in nature, and NZQA expects TwoA to be able to articulate outcomes in future engagements.

2.4 Ako

This section includes expressions of pūkengatanga, whanaungatanga and manaakitanga as it relates to teaching and learning at TWoA

In 2016, TWoA conducted its second Wānanga Ora report to gauge kaimahi engagement. The report highlighted high levels of employee engagement reflected in high levels of agreement with questions relating to a sense of commitment, active interest in what happens in TWoA, and pride felt working for TWoA. These findings are detailed in a Wānanga Ora report prepared in 2016 by IBM on behalf of TWoA.

Through this evaluation NZQA noted examples of professional teaching practice, including:

- Ongoing advice and support to tauira after the programme completions

- the use of a range of practical and engaging learning activities in the classes

- use of formative feedback in assessment practice.

Professional development is offered to kaimahi. This includes Te Paepaeroa – Te Wānanga o Aotearoa Transformational Leadership Framework (designed for tier 2-4 managers), and Ako Wānanga (a framework for supporting teaching in the TWoA context). Within the Ako Wānanga framework TWoA also has specific programmes including Te Whāriki, Noa, Uia and Aro Wānanga. Kaiako spoken to who had participated in Aro Wānanga[22] found the process beneficial to their practice.

TWoA has a performance review system in place, Kaimahi Ora. Kaiako also attend kaiako training hui at least once a year. Kaiako have the opportunity to participate in other professional development as negotiated, and this has included attending Kura Reo noho, national and international conferences, enrolling in university papers, and completing online learning modules.

Kaiako across the focus areas had a depth of experience in their field of study. Some were considered 'tohunga' (experts). Kaiako teaching in certificate-level programmes also held relevant experience and appropriate qualifications including adult education qualifications. Some programmes used contracted kaiako who are

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[22] Aro Wānanga is an optional reflective process for kaiako designed to provide constructive feedback on strengths and areas to improve. The kaiako can nominate an Ako Wānanga Kaitiaki to observe their practice.

required to meet the same academic requirements as permanently appointed kaiako.

Degree-teaching kaiako in the focus area programmes are engaged in research to inform practice. These activities match the aims of the TWoA research strategy 2015-2019. Kaiako commented on the pressures of managing teaching workloads and research requirements.

Overall NZQA is satisfied that TWoA has good systems to ensure teaching staff with appropriate sector knowledge, and appropriate teaching skills, are recruited and supported in their work.

Assessment practices have been uneven in quality. TWoA is to be commended for their ongoing attempts to engage constructively with tauira and be flexible in how assessment occurs. For example, some kaiako provided marking criteria to tauira so they are clear about what they need to do to achieve well; and also encouraged tauira to submit draft assessments for initial feedback. There is also evidence that strong internal moderation often occurs. However, problems remain with consistency of assessment across sites and some programmes do not yet undertake any external moderation (for example, New Zealand certificate programmes using TWoA-developed modules). Some degree programmes have recurring issues with moderation whereas others have made significant improvements; and some lower-level NZQA standards have had significant issues over a long duration, resulting in the imposition on, and voluntary removal of, consent to assess (refer Appendix 1).

TWoA has put in place strategies to strengthen performance, led by Te Rautiaki Mātauranga and closely monitored by the quality and audit team. Effective self-reflective practice should routinely identify and rectify the types of performance gaps cited above which have been ongoing since the last EER.

2.5 Kia mau ki te whakapono, kia mau ki ngā ture, kia mau ki te aroha[23]

This section includes expressions of rangatiratanga, āhurutanga and kaitiakitanga as it relates to compliance and safety for TWoA

TWoA has a number of systems to manage risks and regulatory compliance. Some of these systems work very well; others, however, are more limited in their comprehensiveness.

At the level of governance, compliance reviews[24] are undertaken and reported through to Te Mana Whakahaere relating to relevant legislation (Fair Trading Act,

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[23] Ngā Uara o TWoA. Te Paiaka, 2017

[24] Ngā Ture Whakapai – Legislative Compliance update. The evaluation did not cover matters relating to the Health and Safety Act 2016.

Copyright Act, Health and Safety at Work Act), and following the requirements of the funding and quality assurance agencies (i.e. the TEC and NZQA.)

DynaSpeak, a wholly owned subsidy of TWoA, completed a comprehensive review confirming to TWoA the effectiveness of its systems and processes in relation to International Tauira/learners. Other outcomes from the review resulted in updated documentation, improved processes relating to agent selection, monitoring and mentoring and enrolments. Although it is not clear to NZQA what extent matters relating to international learners are well understood at the governance level, the inquiry into Dynaspeak (Focus Area 3.2), where all the international tauira are located, revealed no compliance problems.

TWoA has established a health and safety unit (Te Marupainga) which is tasked with monitoring health and safety across the organisation, with a number of national and campus-based health and safety roles. Approval for health and safety matters, particularly for delivery sites, must be obtained from Te Marupainga as part of the overall internal programme development and application process.

TWoA has also reviewed its policies through a mātauranga Māori lens. Examples provided include its approach to financial policies which embed ngā uara and takepū, and its recent framework on intellectual property – Whakairo Hinengaro. The intent is to ensure kaimahi comply with legislative requirements.

TWoA has a planned schedule of internal programme evaluations and reviews – as well as supplementary reviews and audits commissioned from external providers – for matters that sit across the organisation. These include self-directed learning, moderation, learning hours, programme development, health and safety, and risk management. These reviews have identified issues for TWoA response and action. Some were conducted in 2017, so changes and improvements resulting from these reviews are at different stages of implementation. Notwithstanding, NZQA has concerns in some educational process areas, including its oversight of learning hours. TWoA needs to provide assurance that its programmes are delivered as described within the approved programme documentation, particularly in relation to self-directed learning, assessment practices, and sub-contracting.

NZQA has found TWoA makes use of achievement data to inform self-reflection; quality improvement actions are recorded, monitored and reported through quality improvement plans in Te Toi Roa. Te Toi Roa was in place during the last EER. However, with the restructure and the establishment of takiwā and takiwā management positions, the full utilisation of Te Toi Roa as a learning and quality improvement process varied across the sites visited.

Since the site visit NZQA has identified that some sub contracting arrangements TWoA had established had not been approved. The situation has now been addressed. However, concerns still remain regarding TWoA's ability as the accredited body to have confident oversight and administration of assessment, particularly as it relates to assessment conducted by third parties. Failure of TWoA

to self-identify such issues indicates there is scope to improve its self-reflective practices.

At a campus and programme level it was not clear to NZQA how compliance matters were being actively identified and managed, particularly relating to programme delivery (for example, as above, the evaluation team found examples of programmes not being delivered according to the programme approval). Inconsistencies in relation to the management of self-directed learning were also noted by the evaluation team, with some programmes having clear processes and evidence to monitor self-directed learning (e.g. New Zealand Certificates in English Language Levels 1 and 2) and other programmes having limited evidence to substantiate the extent to which they know self-directed learning is occurring.

Checking delivery against programme approvals is an area the quality and audit team should consider, including as part of their cycle of programme reviews.

Part Three: Focus area findings

3.1 Focus area: Governance, Management and Strategy

The rating in this focus area for educational performance in relation to the pātai arotake is **Pounamu Hukihuki**

The rating in this focus area for capability in self-reflective practice for the pātai arotake is **Pounamu Hukihuki**

The evaluation team was shown evidence of a mix of programmes that promoted āhuatanga Māori and were relevant to community need (whānau, hapū, iwi). The evidence showed tauira using their skills and knowledge to benefit their immediate families and the wider community. There is also ongoing investment in developing teaching and support for kaimahi and building organisational leadership; and evidence of a sustainable and viable organisation with a clear direction and strategy.

There are three areas within governance and management responsibilities requiring improvement, and these are the key factors affecting the rating of Pounamu Hukihuki:

- The consistency of assessors' judgements – identified through NZQA national external moderation over 13 years, and impacting on the validity of achievement

- Breaches of Statutory Conditions – these impact directly on the validity of tauira assessment and achievement

- Management of sub-contractors – impacting on the ability of TWoA to meet the Statutory Conditions and to ensure that the quality of education is being met through its sub-contracting arrangements.

The most recent strategic plan, Te Pae Tawhiti, outlines a clear 10-year strategic direction for TWoA. The plan provides TWoA with an achievable path to fulfil its vision of whānau transformation. The key strategic priorities in Te Pae Tawhiti are well articulated and are being implemented across the organisation through Te Pae Tata, a two-year plan designed to fulfil some of the immediate strategic objectives of Te Pae Tawhiti. The four strategic priorities within Te Pae Tawhiti are:

- Providing world-class indigenous experiences

- Ensuring sustainability through educational excellence

- Driving a culture of innovation

- Partnering for success.

A comprehensive action plan has been developed and reported on by Ngā Tumu to Te Taiurungi and summarised for Te Mana Whakahaere.

Monitoring of educational performance – and, more recently, moderation – are standing items on the agenda of Te Mana Whakahaere. The main issue continues to be the validity of assessor decisions in Core Skills, Computing levels 1-4, Numeracy and Physical Education subjects rather than assessment task design.

Specific sub-committees have been established with defined portfolios comprising Te Mana Whakahaere and Ngā Tumu members to ensure oversight of priority areas. These are:

- Te Ārai Tūpono (audit and risk)

- Te Rautiaki Mātauranga (academic)

- Te Kōmiti Marupainga (health and safety)

- Te Ohu Paeuru Utu (human resources and remuneration)

- Te Kōmiti Haumi Pūtea (investment).

Regular programme reviews are conducted by Tātari Kounga; more recently the executive team has consulted widely to review its programme offering. From time to time specific reviews and investigations are commissioned externally to understand educational performance or to manage risks – these include compliance audits and reviews as noted in 2.5 above. Internal reviews are insightful and provide useful recommendations to improve delivery; the implementation of these is monitored through Te Toi Roa, the TWoA quality management system, and overseen by a member of the executive management team. However, the long-term assessment quality issues and (as yet unquantified) discrepancy between programme approval and delivery indicates that there is room for significant improvement in these compliance audits and reviews.

Given the scale of TWoA, a level of variable performance is to be expected, as was found by the evaluation team. This included exemplary examples of kaupapa expression and self-reflection as well as some inconsistent practices. TWoA has multiple systems and processes to support self-reflection that have evolved since the last EER under a new leadership team. These processes include:

- Graduate surveys, tauira satisfaction surveys and stakeholder surveys, all of which have been improved since the last EER to improve the quality of information gathered.

- Wānanga Ora – kaimahi survey to monitor kaimahi morale and commitment.

- Kaimahi Ora – a new approach to supporting kaiako self-reflection and professional development.

- Te Paepaeroa – a new approach to growing and supporting effective leaders within TWoA.

- Kāpuia – TWoA strategic response to understanding and meeting the needs of graduates as key stakeholders.

Te Toi Roa is a TWoA approach to the 'constant pursuit of excellence through quality improvement'.[25] Quality improvement plans are developed annually by takiwā management and monitored by an executive manager to completion. All information is held in a centralised online system for ease of monitoring. Training provided through Ako Wānanga is designed to build self-reflective capability, particularly among kaiako. These are sound processes and practices that are being used by management and programme kaimahi to strengthen self-reflection capability. However, the effectiveness of self-reflection has been less convincing in areas such as assessment and moderation where performance has been less than satisfactory over time; and ensuring full delivery of required learning hours in all programme areas. Recurring moderation issues remains a concern. TWoA needs to build and improve effective assessment and moderation practices in the organisation to lift the consistency of valid and robust assessment practices.

In summary, Te Mana Whakahaere and Ngā Tumu demonstrate a strong understanding of ngā uara and takepū and are actively embedding Kaupapa Matua in their areas of responsibility (including quality review, programme development and organisational policy). Evidence of TWoA contribution to āhuatanga Māori is also strong, with over 5,000 tauira learning to speak te reo Māori, projected growth in He Waka Hiringa (a TWoA flagship mātauranga Māori programme) and indigenous scholarship, and the embedding of Kaupapa Matua in new programmes. However, as noted, there are areas requiring significant improvement.

3.2 Focus area: International Students: Support and Wellbeing

The rating in this focus area for educational performance in relation to the pātai arotake is **Pounamu Kahurangi**

The rating in this focus area for capability in self-reflective practice for the pātai arotake is **Pounamu Kahurangi**

TWoA DynaSpeak is an independent subsidiary within TWoA. All international learners are taught in Auckland. International learners are enrolled on a rolling basis for periods ranging from a week to a full year for general English courses. These courses range in levels from elementary to upper intermediate. The learners are generally travellers seeking a language travel experience during their overseas experience. International tauira can also enrol in IELTS[26], Cambridge and TOEIC[27] preparation classes if they want to enter higher tertiary study. There has been a steady, manageable rise in international tauira numbers, from 68 tauira in 2015 to 77 tauira in 2017.

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[25] Te Paiaka 2017

[26] International English Language Testing System

[27] Test of English for International Communication

The kaupapa most relevant to international learners is manaakitanga, and it was clearly demonstrated that these learners are valued and supported to achieve success at DynaSpeak. This is in keeping with the embedded uara and takepū in place at all four delivery sites of DynaSpeak.

Table 2. International tauira enrolment numbers 2014-2016

	2015	*2016*	*2017**
Learner numbers	68	76	77

Source: DynaSpeak, Te Wānanga o Aotearoa; *Year to date

The outcomes of the international learners' survey, based on the responses of 57 participants, shows 86 per cent overall satisfaction; 89 per cent of these respondents say they would recommend DynaSpeak to others. Learners interviewed by the evaluators affirmed that they were well supported and reported increased confidence in using their newly acquired language skills beyond their classes. These comments were echoed in the videoed testimonials of learners.

Attendance expectations as they relate to programme success and visa rules are actively managed, with kaimahi contacting learners if they have not arrived for classes or if attendance flags. These actions inform learners of attendance obligations but also ensure that learners' wellbeing is monitored. Additional checks are in place for those learners under 18 years of age, such as police vetting for homestay contractors followed up by DynaSpeak kaimahi making regular home visits to further assure learner wellbeing is upheld. There is a parent/legal guardian confirmation of the handover of care at the end of study.

Currently, DynaSpeak manages all matters pertaining to international learners. All records including achievement are held at the DynaSpeak head office, which led to TWoA head office kaimahi being unclear as to whether international tauira were enrolled. While DynaSpeak is located within Te Ihu takiwā, it is managed solely by Te Taiurungi. Te Mana Whakahaere is currently reviewing this arrangement which will also include the long-term strategy for the ongoing provision of programmes to international tauira.

3.3 Focus area: New Zealand Certificates in English Language (Levels 1 and 2)

The rating in this focus area for educational performance in relation to the pātai arotake is **Pounamu Kahurangi**

The rating in this focus area for capability in self-reflective practice for the pātai arotake is **Pounamu Kahurangi**

The new New Zealand Certificates in English Language were first offered in 2015 and delivered at DynaSpeak's five Auckland sites.[28]

Overall, DynaSpeak provided evidence to demonstrate that kaupapa was being expressed across the focus area through kaiako-learner and learner-learner engagement. Management supports and encourages the expression of kaupapa through example and by providing opportunities for professional development to assist the embedding of uara and takepū. Kaiako have attended in-house professional development wānanga to understand the kaupapa of TWoA and actively include these in their teaching practice and pastoral care. Tauira success is reflected in the outcome of improved English spoken by graduates following the programme. Self-reflective practice is coherent within DynaSpeak, with management and kaiako employing a range of methods to understand performance. These include learner attendance, engagement, weekly assessments, kaiako-learner discussions and performance reporting at kaimahi meetings.

Programme overview

Table 3. Programme overview – New Zealand Certificate in English Language

Programme title	New Zealand Certificate in English Language
Level of Qualification	Level 1
Credits	60
Delivery mode	Mixed-mode
Learning hours	Contact/directed learning: 216 (12 hours per week) Directed home study: 270 (15 hours per week) Self-directed learning: 126 approximately (6-7 hours per week)
Duration	18 Weeks

Programme	New Zealand Certificate in English Language
Level of qualification	Level 2
Credits	60
Delivery mode	Mixed-mode

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[28] Five delivery sites (Queen Street, Mangere, Albany, New Lynn, Botany)

Learning hours	Contact/directed learning: 216 (12 hours per week) Directed home study: 270 (15 hours per week) Self-directed learning: 126 approximately (6-7 hours per week)
Duration	18 Weeks
Kaiako qualifications	The National Certificate in Adult Literacy and Numeracy Education is the minimum qualification required. However, most kaiako have English language teaching qualifications that exceed this minimum qualification.

Tauira success

Achievement for all learners in 2015 exceeded the course and qualification achievement targets for level 1 and 2 SAC programmes, which are also the targets that TWoA benchmarks against. However, Pasifika learners did not achieve these targets. In 2016, level 1 learners exceeded both course and qualification completion targets. Level 2 learners exceeded course completion targets but were slightly under the target for qualification completions. Again, Pasifika learners did not reach the achievement targets, with one site achieving as low as 33 per cent for qualification completion. Achievement for Pasifika learners also appears to be trending down. The low enrolment numbers for Pasifika learners affects achievement data disproportionately when learners fail to achieve (see Table 4).

The learners unanimously spoke of their growth in self-confidence to use English in their daily lives and to socialise. They enjoyed the increased understanding of what is going on around them, communicating with their children's teachers, and accessing public transport, stores, banks and services more confidently. These are valued outcomes as many learners had previously felt isolated, staying home to care for family, and are now able to venture out into their local community. Many learners were well qualified and successful in their own countries, and the acquisition of English is helping them to more fully engage in New Zealand. Learners gained from interacting with their peers in their shared journey to increase their language skills and express the takepū koha (koha mai, koha atu[29]). Some learners have additional skills in some language modes, i.e. speaking and listening, but need additional support with reading and writing and can help each other. Sharing kai of the different ethnicities provides an additional opportunity to speak English.

The growth in confidence that learners experience has also had an impact on their whānau in various ways. Whānau saw happier learners venturing out independently and interacting more productively in society and were 'proud' of these achievements. Success is celebrated by the learners and their families at graduation. Learners who had little or no English language skills demonstrated their achievements through their graduation speeches to family and friends. More than 60 per cent of these graduates then progress to the next level of language

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[29] Koha atu, koha mai (reciprocity)

learning. Currently, these two certificates are the most successful programmes within TWoA for progressing graduates.

Table 4. Achievement data for New Zealand Certificates in English Language (Levels 1 and 2)

	2015		2016	
Course completions %	**Level 1**	**Level 2**	**Level 1**	**Level 2**
SAC, all learners, levels 1 and 2 (TWoA targets)	75	75	75	75
New Zealand Certificate in English Language: all learners	85	84	87	82
Pasifika learners	73	65	74	70
Qualification completions %				
SAC, all learners, levels 1 and 2 (TWoA targets)	75	75	75	75
New Zealand Certificate in English Language: all learners	78	77	82	74
Pasifika learners	67	59	57	46

Source: DynaSpeak, Te Wānanga o Aotearoa

Tauira experience

Kaiako are experienced and qualified teachers and either meet or exceed the qualification requirements.[30] Kaiako are tauira-focused and the programmes are tauira-centric. Planning is checked weekly to assure management that kaiako are well prepared and follow the programme curriculum. Kaiako do not assess their own learners; rather they mark the assessments of other tauira to mitigate any potential for kaiako bias. These assessments are then internally moderated. Moderation is also contracted out to an external organisation to provide further assurance to management that assessments are fair, valid and consistent and will meet NZQA external moderation and consistency review requirements, which they have to date.

Delivery is mixed-mode, with face-to-face engagement using communication activities supported by self-directed study. This is monitored by the kaiako through robust online interactions. This balance of teaching and learning meets learners' needs. A strong learner support system is in place to complement the work of kaiako. This includes tauira undertaking a literacy and numeracy test at the beginning of the programme and then a progression test during the semester; and use of smartboards in classrooms that allow tauira to access websites and practise listening and writing skills. Tauira are encouraged to seek help if required from kaiako in the first instance, and then DynaSpeak management, other support

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[30] Many kaiako have advanced qualifications including CELTA (Certificate in Teaching English to Speakers of Other Languages) and DELTA (Diploma in Teaching English to Speakers of Other Languages).

Final report

kaimahi and also tauira support services. Tauira said they felt well supported by DynaSpeak kaimahi and management.[31]

Management support

Management and kaimahi are committed to learner success and have consciously embedded ngā uara and takepū into their practices across all delivery sites to achieve this. Kaiako are encouraged and supported by management to collectively use their skills, experience and strengths to develop and deliver new programmes including the complementary provision of resources and online support to benefit learners. Kaiako access professional development through ako wānanga, including noho at Ōtawhao Marae, and accessing programmes such as Te Whāriki, te reo Māori and He Papa Tikanga, to enable support for learners with karakia, waiata, whakataukī and mihi whakatau. The programmes have a New Zealand curriculum context. Management also contracted external expertise to observe kaiako and discuss and affirm teaching and assessment practice and to promote ongoing improvement.

Kaiako and management work collectively to ensure all compliance responsibilities are adhered to. Currently DynaSpeak manages all English language delivery including the programmes for international learners (see 3.1).

3.4   Focus area: Te Tohu Whakahaere Putea Certificate in Money Management (Level 3)

The rating in this focus area for educational performance in relation to the pātai arotake is **Pounamu Whakairo**

The rating in this focus area for capability in self-reflective practice for the pātai arotake is **Pounamu Whakairo**

Overall, the evaluation team considers expressions of kaupapa in the programme sampled to be generally strong. Tauira achieve success during and after the programme, attributed to the learning environment created by the experienced kaiako. There is, however, variability in achievement across sites which requires attention.

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[31] Tauira did not differentiate between TWoA and DynaSpeak kaimahi in their comments about support services.

Programme overview

Table 5. Programme overview – Certificate in Money Management

Programme title	Certificate in Money Management
Qualification and level	New Zealand Certificate in Personal Financial Capability and Financial Services (Level 3)
Credits	60
Delivery mode	Mixed-mode (noho, tutorials, workshops)
Learning hours	Contact/directed learning: 300 (15 hours per week) Self-directed learning: 300 (15 hours per week)
Duration	20 weeks
Kaiako qualifications	An adult teaching qualification, the minimum being the Certificate in Adult Teaching (Level 5). Unit standards 4098 and 11552 (or study towards within the first two years of appointment). A qualification in the area of finance or business.

The Certificate in Money Management is offered at 13 campuses across the three takiwā. Over 700 tauira are enrolled in the course in 2017. The certificate leads to the New Zealand Certificate in Personal Financial Capability and Financial Services. This is the first year the new certificate has been offered and is the result of an extensive review of the programme with key stakeholders as part of TRoQ.

The kaiako for the certificate are contractors and as part of their contract are required to recruit the tauira for their classes and meet key performance indicators relating to unit standard completions. Risks associated with this approach are managed by Aotahi Ltd[32] and TWoA management through regular monitoring of achievement results, regular moderating of assessments by the pouārahi, annual contract reviews of kaiako performance, and annual programme reviews.[33]

Aotahi Ltd developed the Certificate in Money Management programme and remains involved in managing all aspects of programme delivery through a contract with TWoA. This includes marketing the programme and setting up enrolment plans alongside TWoA management in the takiwā; setting up delivery sites; resource development; and assisting in the appointment, training and monitoring of kaiako. Aotahi receives all tauira assessment results and flags any issues immediately to takiwā management, which has a strong working relationship with Aotahi kaiako to ensure the ongoing quality of programme delivery.

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[32] Aotahi Ltd (est. 2004) is a Māori business education company which specialises in the development and management of educational programmes in the areas of small business management and personal finance (www.aotahi.com).

[33] The previous programme was reviewed but the current programme is in its first year of delivery and therefore has not been internally reviewed yet.

Tauira success

Overall programme completion rates for all tauira has been relatively steady as detailed in Table 6.

Table 6. Certificate in Money Management enrolments, course and qualification completion rates 2014-2016

Course completions % (enrolment numbers)	2014	2015	2016
All tauira	88 (1,185)	85 (1,441)	88 (1,193)
Māori tauira	80 (377)	78 (456)	82 (365)
Pasifika tauira	90 (153)	85 (202)	79 (137)
Tauira aged under 25	85 (148)	77 (197)	75 (109)
Qualification completions %			
All tauira	83	84	85
Māori tauira	74	75	78
Pasifika tauira	87	82	76
Tauira aged under 25	78	74	68

Source: Te Wānanga o Aotearoa

Completion rates are at or above internal and external performance benchmarks. However, a closer look at the data shows variations in achievement across campuses (with some sites achieving 50 per cent or less). Also, Māori achieve at a slightly lower rate than non-Māori across eight of the 13 campuses that offered the programme in 2015 and 2016.

The stories from current tauira and graduates provide a more compelling story of success, with many examples of tauira making immediate changes to the way they live their lives in order to become more financially independent, including:

- Understanding and having more control over their KiwiSaver accounts

- Making a will and saving for retirement

- Buying a first home; property and equity investments

- Managing debt including repaying credit cards; reducing credit cards and consolidating debt

- Budgeting to reduce food bill – including writing menu plans and using community gardens.

As a result of making these changes, graduates talked about improving their own personal wellbeing from having better control and management over their money and debt; and sharing their knowledge and learnings with friends and family.

Most tauira on the course are already employed (about 60 per cent according to TWoA), therefore the pathway for tauira coming into the course is not to gain employment but to enhance their personal financial management skills. While there

are further training pathways tauira can follow (for example, Small Steps to Business/Certificate in Business First Line Management), the Certificate in Money Management is considered a niche programme, with tauira only progressing if they have a specific interest in owning their own business.

Tauira experience

The kaiako has over nine years of experience teaching financial literacy. The kaiako ensures tauira not only successfully complete the programme but make immediate changes that improve the financial and social wellbeing of their families and whānau. For example, graduates spoke about the kaiako continuing to freely provide support and advice to them on personal financial management beyond the course.

The kaiako uses a range of strategies in the class to engage the tauira in their learning including:

- Introducing practical financial activities each week; for example, tauira are asked to research the interest rate on their credit cards or find out who their KiwiSaver provider is

- Using fun quizzes and number games to build tauira confidence and capability in literacy and numeracy

- Providing feedback and feedforward to tauira on what they can improve; including how to break down information and how to structure a written response

- Introducing extra tutorials to support tauira who need extra support to succeed

- Inviting guest speakers (some of whom are past graduates) to talk on specific topics so tauira are exposed to different perspectives.

Learning environment

Tauira felt that the kaiako created a safe and welcoming learning environment where they are comfortable to share personal stories and reflections about the learnings and mistakes made in relation to personal money management.

The programme content aligns well with the needs of tauira. Learning resources include new workbooks[34] that the tauira found easy to read, use and understand, a writing pad, pen, USB stick and calculator.

Management support

The management team has introduced a number of changes to respond to organisational strategies to improve tauira experience, including timely production of tauira ID cards (now actioned by campus support kaimahi rather than by national office); and timely scheduling of enrolment plans so classes can be confirmed,

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[34] The workbooks were redeveloped by Aotahi Ltd to align with the new programme.

kaiako contracted and resources ordered so they are received by tauira before or at the first class.

The organisation has a strong focus on 'enrolling for tauira success'. This is taken seriously at the takiwā and campus level with kaiako interviewing all prospective tauira to ensure they understand the requirements of the course prior to enrolling, that they are clear about what they want to learn and the goals they want to achieve, and whether they have the capacity to commit to the time requirements of the course, in particular self-directed learning. The kaiako has found investing more time into this initial engagement has improved retention and completion as tauira are clear about the requirements of the programme.

Kaiako performance is based on the achievement of contracted key performance indicators. Aotahi observes teacher practice and any concerns are elevated to management. The kaiako feel more part of TWoA whānau now than in previous years, with the new management team and location of the classes in the TWoA building.

3.5 Focus area: Certificate in Waka Ama: Te Pōkaitahi Tikanga (Waka) (Level 4)

The rating in this focus area for educational performance in relation to the pātai arotake is **Pounamu Kahurangi**

The rating in this focus area for capability in self-reflective practice for the pātai arotake is **Pounamu Kahurangi**

Overall, TWoA demonstrated evidence of kaupapa being clearly expressed across all levels of the focus area including by tauira, kaiako and the management team. Tauira success reflects the quality of the teaching and the learning environment which is well resourced, safe, welcoming, tikanga-based and affirming of the holistic needs of the tauira and their wider whānau. There is evidence of kaiako and management using information from a range of sources to inform improvements.

Programme Overview

Table 7. Programme overview – Certificate in Waka Ama

Programme title	Certificate in Waka Ama (Level 4)[35]
Qualification and level	Te Pōkaitahi Tikanga (Waka) (Kaupae 4): New Zealand Certificate in Tikanga (Waka) (Level 4)
Credits	120
Delivery mode	Mixed-mode (noho and wānanga and self-directed learning)
Learning hours	Directed: 310 hours and self-directed: 890 hours (total 1,200)
Duration	36 weeks (teaching)
Kaiako qualifications	Diploma in Adult Education and Training or equivalent Te Pūtaketanga o te reo level 4 or equivalent Power Boat level 2 Maritime Restricted Radio Operator Certificate Boat Master with seal Full New Zealand Driver's Licence (Class1) Current first aid certificate Experience: 5 years as Waka Ama coach; 3 + years adult teaching; Event management

In 2017 the Certificate in Waka Ama was offered at two sites within Te Waenga and one within Te Ihu. There were 90 tauira, and over 90 per cent were Māori.

Tauira success

This is a holistic programme for tauira designed to benefit their tinana, wairua and hinengaro. Throughout the learning journey, tauira have grown their individual confidence and in some cases their identity and pride as Māori. Evaluative conversations with kaimahi, tauira and graduates confirmed a number of valued outcomes being achieved including:

- Reconnection to traditional practices and being able to normalise these practices as a way of life

- Reconnection to Te Taiao and Ngā Atua Māori

- Respecting and connecting with others

- Looking after your own hauora (through physical activity and nutrition), and therefore one's whānau.

Tauira also gain practical skills and knowledge associated with waka (including learning to swim or becoming a stronger swimmer; operating motorised water vessels; reading the weather and the movement of the water; communications; and health and safety) as well as tikanga Māori associated with waka (e.g. hītori, whakapapa, karakia). Validation of the learning is evident in course completions

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[35] 2017 is the first delivery of the New Zealand Certificate in Tikanga (Waka) which replaced the Certificate in Waka Ama (Level 4).

and also certifications gained including water safety certification, Day Skipper, first aid, and VHF Radio Operator.

Tauira and graduates also talked about the value of their learning and achievement while completing the waka programme, which has in turn engendered a desire to give back to the kaupapa. For example, graduates volunteer as support crew for TWoA, and some are involved in waka ama clubs as coaches, administrators and parent support for their children who are also now involved in waka ama. TWoA also sponsors waka events and provides its fleet of waka to be used in national regattas – a highly valued contribution to the waka community.

Programme kaimahi have a good understanding of completions across sites. Overall, the unit completion in 2014 was 83 per cent, in 2015, 68 per cent and in 2016, 76 per cent. The results from one site had a disproportionate impact on the 2015 overall results; however, improvements were put in place and results improved for the 2016 year. Not all tauira pass the assessments. Kaiako are regarded as 'tohunga' in their field, that is, they are practitioners who bring a depth and breadth of understanding and experience to waka ama, therefore quality and safety is paramount.

Table 8. Certificate in Waka Ama enrolments, course and qualification completion rates 2014-2016

Course completions % (enrolment numbers)	2014	2015	2016
All tauira	82 (271)	68 (190)	75 (260)
Māori tauira	81 (237)	65 (153)	73 (220)
Pasifika tauira	96 (26)	64 (34)	82 (26)
Tauira aged under 25	76 (52)	49 (43)	67 (57)
Qualification completions %			
All tauira	76	64	71
Māori tauira	75	61	70
Pasifika tauira	92	62	77
Tauira aged under 25	66	44	63

Source: Te Wānanga o Aotearoa

Tauira experience

The kaiako is invested in the success of the tauira. The connection starts pre-enrolment through a face-to-face interviews to ensure tauira understand what they are committing to. Once tauira are enrolled, ongoing communication and support are provided throughout the course and after graduation.

Tauira are given opportunities to build connections with kaimahi and other tauira to support their learning experience. For example, noho-based learning provides kaimahi and tauira opportunities to whakawhanaungatanga, to understand each

others' aspirations and challenges, and to share in the learning journey as a collective. The evaluation team interviewed a group of tauira from diverse ethnic backgrounds including Pasifika, pākehā and Māori who confirmed that connecting, interacting, and sharing cross-cultural knowledge were valued and encouraged.

Tauira are nurtured and supported to achieve success in multiple ways:

- Courses are provided free and are well resourced. Noho are well organised and meals and accommodation are provided as part of the course.

- High quality resources are provided for tauira including a fleet of waka, lifejackets and water safety boats, and are affirmed by tauira, graduates, kaiako and management.

- Noho and weekly tutorials meet the needs of working tauira and tauira with families.

- Self-directed activities are structured and monitored by the kaiako. Tauira can ring in and email kaiako as needed when off site.

- Literacy and numeracy tests are conducted twice a year, and the kaiako uses the results to inform her teaching plans and strategies to accommodate the learning needs of tauira. One example of this is identifying and breaking down the meaning of new subject-specific words.

- Support services are accessible by tauira both on campus and at noho. Tauira spoke of specific examples where the support they have received has improved their engagement and learning experience. These examples include how to break down an essay and how to deliver an oral presentation.

- A mix of practical water-based activities (50 per cent on water) and practical land-based activities are provided for tauira. They also have multiple opportunities to practise, build confidence and feel safe, in particular practising how to capsize safely.

- Useful and timely feedback is given to tauira on and off the water. Video footage is also used as a teaching and learning tool to assist tauira to evaluate and improve their technique.

Tauira feedback is systematically captured through class representatives, class evaluations and informal discussions at noho. Issues are actioned in a timely fashion and reported back to tauira. Tauira support services are also developing a project for the takiwā to capture stories of tauira success and what it has meant for them and their whānau.

Learning environment

The learning environment is a safe space for tauira to learn, to speak freely and to grow their confidence. Tauira are encouraged to support each other, work as a team and have empathy, especially where fellow tauira may be feeling anxious about going out on the water. Tikanga practices and cultural knowledge as it

pertains to waka and to te reo Māori are an integrated part of the learning process and embraced by tauira from non-Māori cultural backgrounds.

The kaiako is adaptive and reflective. The kaiako has taken the opportunity to engage in Ako Wānanga and Kaimahi Ora and has taken on board advice on areas to improve. Kaimahi Ora in particular was considered an empowering process as it provided the kaiako with ownership of the process. The kaiako also uses a range of 'data' to inform practice, including tauira engagement in activities at noho, tutorials and self-directed time; tauira attendance; tauira success in assessments; and tauira feedback including complaints.

The Certificate in Waka Ama is one of the high-risk programmes offered by TWoA. Attention to health and safety is a priority and is evident through policies, procedures and practices. As a result, tauira feel safe at all times and believe that their safety is a priority. This was evident in:

- The attention to detail and planning by the kaiako to ensure tauira are well prepared for being on the water. For example, the procedure for executing a capsize safely is demonstrated and rehearsed off water until the tauira feel safe and comfortable to execute on the water. Tauira observe the process first using videos and discussion in the classroom, and then practise in a pool and finally in the open water

- The basic water safety competency test tauira must undertake and pass before they go on the open water. This competency is formally assessed by a trained swim assessor and tauira receive swim certifications

- The annual service checks of the waka fleet, safety boats and life jackets. TWoA own this equipment and ensure it remains current and fit-for-purpose on a regular basis

- Management's role in ensuring they understand the risks and ensure kaimahi follow processes.

NZQA recommends that the management team take opportunities to constantly review reported accidents and near misses and undertake spot checking to ensure safety procedures are being adhered to.

Management support

Programme management focuses on ensuring that provision meets demand and making timely decisions on what programmes will be offered in the coming year. This process has continuously improved based on good organisational self-reflection, particularly around enrolment and ensuring the process is focused on the needs of tauira. For example enrolment plans for 2018 were confirmed in the last quarter of 2017 which has allowed tauira to make informed and early decisions around the required commitments for waka to support their enrolment. The kaiārahi can also book swim assessments early, which in turn means tauira can be on the open water earlier in the year. Furthermore, strategic decisions are being made about the sustainability and quality of the waka programme going forward by

increasing progression pathways for tauira and consolidating teaching capability through centres of excellence.

Internal moderation is adhered to but feedback to kaiako is limited, especially when assessments meet moderation requirements. The move to cluster moderation might provide more learning opportunities for kaiako across the programme to share and grow practice. Internal moderation of practical assessments should be explored for consistency of assessment but also to improve assessment practice. NZQA has an expectation that TWoA will externally moderate its standards which is something the programme team needs to consider further. Kaupapa investment in training has continued since the last EER, providing opportunities for waka kaiako to come together with programme management to self-reflect on teaching practice and programme delivery.

Management described their approach as being 'kaupapa driven' which meant they were committed to tauira success and 'walking the talk' as it pertained to giving expression to uara and ngā takepū. Weekly, fortnightly and annual reports to management keep them informed on matters pertaining to tauira success. Ako Wānanga, Kaimahi Ora and the internal programme review process are used as opportunities for self-reflection.

Despite these many positive indicators of achivement, TwoA - particularly its Academic Committee - needs to review as a matter of priority two aspects of the programme, which present potential problems:

- *Managed learning:* It is as yet not clear to NZQA if the totality of 'learning hours' comprises a programme of full-time study, since it would appear that direct delivery takes up only 3 hours per week, plus noho marae; which means that 75 per cent of the allotted time is given to self-directed study. TWoA needs to check that all of this time is effectively managed, in the best interests of its tauira

- *Assessment:* the reliability and appropriateness of assessment practices within the programme need to be independently verified. TWoA needs to guarantee that the tauira outcomes are valid and reflect the graduate outcomes expected by a programme at Level 4 of the NZQF. Some current gaps in assessment practice in this programme have already been noted (above).

It should be noted that NZQA has not identified any verified concerns on these two matters but urges TwoA to gain its own assurance that regulatory expectations are being met.

3.6 Focus area: Te Tohu Tū Taua: Certificate in Tū Taua (Level 4)

The rating for educational performance in relation to this pātai arotake is **Pounamu Whakairo**

The rating for capability in self-reflective practice for this pātai arotake is **Pounamu Whakairo**

TWoA provided strong evidence to demontrate that kaupapa are clearly expressed across all aspects of the focus area including the tauira, kaiako and management team. Tauira achievement and valued outcomes reflect the credibility, experience and quality of the kaiako, and the opportunity for tauira to apply the skills learnt on the programme in their homes. The assessment of learning is well managed and the learning environment is safe, welcoming and embedded within tikanga Māori.

Programme overview

Table 9. Programme overview: Certificate in Tū Taua

Programme title	Te Tohu Tū Taua: Certificate in Tū Taua
Level of qualification	Level 4
Credits	120
Delivery mode	Mixed-mode (directed and self-directed) including noho and tutorials
Learning hours	1,200 (360 hours of directed learning and 792 hours of self-directed)
Duration	36 weeks (teaching)
Kaiako qualifications	Kaiako must be qualified at least one level above the intended programme that is delivered. Kaiako must also have a high level of knowledge and skill in the area of mau rākau.

Te Tohu Tū Taua: Certificate in Tū Taua (Level 4) is a one-year certificate, delivered in two takiwā, Te Kei and Te Ihu, across four sites. The certificate has been delivered since 2009.

Tauira success

In Table 10, of the tauira enrolled since 2014 (369), 78 percent (269) are over the age of 25. Ninety percent (349) identify as Māori. Mature learners commented that they enrolled in the programme to enhance their knowledge of te reo and tikanga Maori through mahi tū taua, with the intent of taking this knowledge back to their own whānau, hapū and iwi. Many of the tauira interviewed were in full-time employment and already tertiary qualified, and those in the teaching profession were teaching at tertiary, secondary and Māori-medium institutions.

Table 10. Certificate in Tū Tāua enrolments, course and qualification completion rates 2014-2016

Course completions % (enrolment numbers)	2014	2015	2016
All tauira	89 (70)	88 (64)	90 (102)
Māori tauira	89 (69)	88 (61)	90 (97)
Pasifika tauira	85 (5)	100 (4)	94 (9)
Tauira aged under 25	88 (15)	89 (9)	99 (25)
Qualification completions %			
All tauira	85	85	84
Māori tauira	85	85	84
Pasifika tauira	80	100	89
Tauira aged under 25	80	89	96

Source: Te Wānanga o Aotearoa

Table 10 shows that tauira achievement has consistently met and exceeded expected benchmarks[36], with course completions averaging 89 per cent and qualification completions averaging 85 per cent. All priority tauira (Māori, Pasifika and under-25-year-olds) have exceeded expected completion and achievement targets for the same period.

In addition to the achievement results above, other outcomes attained by tauira include:

- Improved physical condition leading to increased confidence and self-esteem.

- Greater appreciation, reconnection and understanding of te reo and tikanga Māori.[37]

- Pathways for further learning that enhances tauira te reo Māori growth.[38]

- Opportunities to give back to whānau and the wider community which has added to the personal growth of tauira.

Outcomes from the programme are having a significant impact on supporting whānau transformation. These outcomes include:

- Tauira and graduates becoming role models for their whānau to the extent that this motivates other whānau members to enrol in the programme

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[36] TEC course and qualification completion benchmark targets for SAC level 3 and above for 2016 were 83 per cent and 74 per cent respectively.

[37] One tauira has used the experience of the programme to feel confident enough to get a moko kauae (chin tattoo).

[38] All techniques and training methods are delivered and expressed in te reo Māori.

- Increasing the numbers of iwi members who are proficient in the use of mau rākau, enabling iwi to have the capability and confidence to have ope taua as part of their welcoming parties. This is important for iwi because it enables them to showcase tribal resources, further enhancing their mana. Equally, the mana-enhancing aspect is experienced within individual whānau as it lifts the te reo and tikanga capability of the whānau to contribute to their iwi.

Tauira experience

The method of delivery for the certificate is noho-based and takes place primarily on the weekends with tutorials during the week after work hours. Tauira with work, whānau and other commitments commented that this arrangement is one of the attractions of enrolling in the programme. Tauira also commented that the expertise and reputation of the kaiako is another contributing factor for why they enrolled on the certificate. Each of the kaiako are considered tōhunga or experts in their style of mau rākau and are recognised as such by their own iwi and nationally. The significance of these factors – acknowledged mau rākau exponents and conducive learning environments for time-committed tauira – is that they receive intense short periods of learning within the noho wānanga. Tauira therefore achieve the learning outcomes for that specific wānanga and are able to leave at the end of the wānanga with areas to work on in their own time. In addition, tutorials are held during the week for further support from the kaiako.

Kaiako use a range of methods to evaluate and assess competency in this practice-based programme. These include practical demonstrations (which can occur during the wānanga), and participation in whānau, hapū, iwi and community events as part of an ope taua (mau rākau group) in a welcoming party. These events provide for naturally occurring assessments and offer kaiako expressive ways to assess tauira. Assessments from the two sites reviewed indicate that they are fair and valid. Tauira are given sufficient time and practice prior to being tested.

Kaiako also provide practical opportunities for tauira to apply new skills in a meaningful way. Although the programme is mainly practical, at the beginning of each module/wānanga the programme curriculum includes a range of theory components requiring tauira to recite and recall karakia, whakapapa and historical events, particularly those pertaining to their hapū and iwi.

Kaiako also have wānanga exchanges where they will take their tauira to visit other tauira wānanga. This provides kaiako with the opportunity to gauge the learning to date of other cohorts and broaden the network of mau rākau exponents throughout the country. The exchanges, which are often attended by the pouārahi, provide opportunities for peer moderations, observations and support for each of the kaiako. The pouārahi commented that the benefit of the exchanges to the programmes is that the kaiako get to actively engage to enhance collegiality among the kaiako. Tauira commented that these exchanges further enhanced whanaungatanga (relationships) as they are typically conducted on marae and in accordance with tikanga Māori.

Management support

Self-reflection activities are effective in leading to programme and kaimahi improvements, but have not addressed sufficiency of delivery. All kaiako conduct post-wānanga evaluations where tauira are asked to comment on a comprehensive range of items including kaiako delivery, programme administration, accommodation and catering. In relation to delivery, almost all the feedback was positive about both kaiako who participated in the EER. Tauira were happy with the intensity of the wānanga and the sensitive approach taken by the kaiako, particularly in relation to those tauira with very limited knowledge of mau rākau and/or āhuatanga Māori. One of the kaiako uses this information as discussion points with the pouārahi, as the kaiako are increasingly seeing tauira with limited tikanga Māori knowledge. The information is used to help review and assess programme content, pre-course requirements and delivery.

Programme management arranges face-to-face wānanga for kaiako. The wānanga allow kaiako to meet, discuss and share their different styles of mau rākau and how it is delivered in the programme. Given the specialised nature of mau rākau, the peer-support aspect of the wānanga is the only place kaiako can receive advice and support from other acknowledged experts in their field.[39] The pouārahi commented that this activity is also used to discuss programme reviews and any suggested improvements as the wānanga is conducted over two to three days.

Overall, the EER found this focus area to be well managed. The pouārahi has a very good relationship with each of the delivery sites and regularly attends programme wānanga at the individual sites. Regular communication occurs via the pouārahi and the site co-ordinators. Feedback from the site co-ordinators indicates that they are happy with the arrangements and are satisfied with the level of response and support provided by the pouārahi in relation to the programme as well as the support provided within the takiwā. Tauira feedback in relation to wānanga delivery, kaiako and the programme in general is mostly positive. This aligns with the feedback from stakeholders that the outcomes of the programme provide hapū and iwi with capability and capacity in relation to tikanga Māori and mātauranga Māori.

The caveats noted by NZQA with respect to programme oversight and assessment under 3.5 apply equally to this programme.

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[39] The programme pouārahi is also an acknowledged expert in mau rākau.

3.7 Focus area: Diploma in Māori Governance and Leadership (Level 6)

The rating for educational performance in relation to this pātai arotake is **Pounamu Hukihuki**

The rating for capability in self-reflective practice for this pātai arotake is **Pounamu Hukihuki**

Expressions of kaupapa

Expressions of kaupapa in the programme are generally strong. Manaakitanga, whanaungatanga, kotahitanga and koha, for example, are the values practised and established in the programme. The governance and leadership skills acquired by tauira are being applied, and tauira are more competent and confident in the leadership they provide as governors on behalf of their whānau, marae, hapū and iwi. Useful information is gathered through self-reflective practices, including an internal evaluative review by Tātari Kounga.

However, the extent to which information from self-reflection and review is leading to improvements is limited by the fact that the programme is intended to be reviewed as part of an organisational response to moving its programme offering to New Zealand qualifications. The future direction of this programme needs to be addressed by management to ensure it continues as a viable option that meets the needs of its stakeholders. There is also no clear evidence to show that learning hours are being met or even managed.

Programme overview

Table 11. Programme overview: Diploma in Māori Governance and Leadership

Programme title	Diploma in Māori Governance and Leadership
Level of qualification	Level 6
Credits	120
Delivery mode	Mixed-mode (noho and tutorials, kaiako and self-directed)
Learning hours	Directed 40 hours per module and self-directed 110 hours per module (total 1,050)[40]
Duration	36 weeks (teaching)
Kaiako qualifications	Recognised governance and/or leadership-related experiences for at least the last five years, with an ability to talk about the New Zealand environment.
	Adult teaching qualification or equivalent, or, if a permanent one full-time equivalent kaiako is enrolled in the TWoA Diploma in Adult Education (Level 6) programme or a similar programme from another organisation.

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[40] Diploma in Māori Governance and Leadership (Level 6) (BSMG201). Marau document 2017

	Has a recognised business, leadership, Māori development, governance, or management qualification, with specialised knowledge in either or all of the module areas.
	Has recognised lecturing or tutoring experience in a Māori development or business, or a similar area of study.

The Diploma in Māori Governance and Leadership is a one-year diploma delivered in Te Waenga across two sites. Ninety-five per cent of the tauira identify as Māori.

Tauira success

The diploma offers tauira the opportunity to learn new skills and gain confidence to apply their knowledge in governance positions for whānau, hapū and iwi-based organisations. Tauira and graduates spoke about specific examples of what they learnt and had applied including financial literacy skills (being able to read, understand and ask questions about trust financial accounts); communication strategies (ways to communicate with beneficiaries); what it means to be custodians of collective assets for current and future generations (kaitiakitanga); succession planning, and compliance (from both a 'law' and 'lore' perspective).

Some graduates who had attended governance training with other providers said they preferred the TWoA programme as it offered more value in terms of the networks and experience they gained. This was relevant to them as Māori governing in a tribal context – particularly in post-Treaty of Waitangi settlements.

Overall programme completion rates for tauira have improved since 2014, as detailed in Table 12.

Table 12. Diploma in Māori Governance and Leadership enrolments, course and qualification completion rates 2014-2016

Course completions % (enrolment numbers)	2014	2015	2016
All tauira	81 (53)	74 (60)	89 (35)
Māori tauira	81 (53)	74 (60)	88 (34)
Pasifika tauira	-	63 (2)	-
Tauira aged under 25	38 (1)	100 (1)	-
Qualification completions %			
All tauira	79	70	88
Māori tauira	79	70	88
Pasifika tauira	-	51	-
Tauira aged under 25	0	100	-

Source: Te Wānanga o Aotearoa

While TWoA has a robust system and process for monitoring tauira progress, data is not being used by management to reflect on educational performance, in particular for variations across sites that deliver the programme.

Tauira experience

Tauira and graduates consistently spoke of some common factors that made their learning experience valuable including:

- The noho process and the facilitation of the knowledge exchange by the kaiako in a safe and non-judgemental environment where all tauira feel empowered to participate and contribute

- The relationships created among tauira and graduates through the sharing of relevant experiences and examples and how to resolve them. Tauira also confirmed that new collaborations have continued beyond the course as a network of informal professional support

- Tauira felt well supported by the kaiako who provided good guidance, feedback and direction to tauira on how they could develop and expand their learning. Kaiako simplify challenging concepts and technical language to make them relevant and understandable

- Tauira also felt that the kaiako and TWoA are responsive to their needs; issues raised directly or via the tauira representative were responded to quickly

- Noho delivery catered well for those people who are employed or have other whānau commitments

- The use of guest speakers (including graduates) to help contextualise learning by sharing their experiences and growth as governors.

The kaiako was described as being 'pono ki te kaupapa', meticulous, clear, supportive and knowledgeable. Graduates and tauira spoke highly of the commitment of the kaiako to find answers to their questions. The kaiako has implemented a number of strategies to improve retention and programme completion including:

- Tutorials within the noho to help tauira catch up on their learning rather than after the noho

- Providing clear direction for self-directed learning

- Proactively engaging in one-to-one contact with tauira between noho by phone or video-conferencing

- Breaking down further the requirements of assessment for tauira (e.g making sure tauira are clear on how to structure the content of written reports)

- Providing tauira with marking schedules so they know how they are being marked

- Encouraging tauira to provide draft assessments for initial feedback.

Learning environment

The learning environment is conducive to collaborative discussions and learning within a kaupapa Māori context. The most beneficial resources for the programme were the kaiako, tauira and the guest speakers. The noho are well planned, with opportunities to work in groups to discuss theory, role-play, work individually on assignments, and receive feedback and direction. The time between noho allow tauria to do assignments that relate to their experiences and involvement with governance entities, to catch up on reading, and to reflect on and put their new governance knowledge into practice.

Management support

Management is focused on ensuring that provision meets demand, including more efficient enrolment processes and timely provision of learning resources; and ensuring quality delivery by improving moderation processes within the takiwā. However, the numbers enrolled on the programme have reduced since 2014 to 35 tauira in total in 2016, questioning the programme's viability in its current form. This programme is intended to be reviewed to better reflect the nuances of Māori leadership and governing across Māori/iwi post-settlement entities. Other areas that require further consideration include:

- Whether there are appropriate pathways into and beyond the level 6 diploma for tauira, particularly those tauira who may have experience in governance positions but may need more support to engage in academic study

- Opportunities for kaiako to receive feedback on assessment practice and teaching delivery from peers with experience in Māori leadership/governance

- Stakeholder involvement (including systematically gathering graduate feedback) to support TWoA to consider valued outcomes and programme content and design

- Using achievement data and stakeholder insights to create action and improvements.

3.8 Focus area: He Korowai Ākonga: Bachelor of Education (Primary) (Level 7)

The rating for educational performance in relation to this pātai aromātai is **Pounamu Whakairo**

The rating for capability in self-reflective practice for this pātai aromātai is **Pounamu Whakairo**

TWoA provided sufficient evidence to demonstrate that kaupapa were being expressed across the focus area for the tauira, the kaiako and the management team at the site visited. However, evidence from interviews with programme

management, as well as achievement data, documentation and the monitor's and moderator's reports show inconsistencies of practice across the four delivery sites.

This has resulted in two sites teaching the full contingent of tauira from year one to three, one site teaching out its final cohort of tauira in 2017, and one site not enrolling first years in order to improve and consolidate current delivery. Tauira expressed satisfaction with the quality and delivery of the programme. However, TWoA needs to improve the management of assessments including providing consistent feedback to both tauria and kaiako. The learning environment is well resourced, including with library and academic assistance, and support kaimahi together with kaiako work collaboratively to meet tauira needs and those of their whānau and stakeholders. Positive improvements have included the reconfirming and consolidating of access to schools to enable the practical application of theory as affirmed by the contingent of school principals interviewed and the efforts of the newly appointed kaiārahi to work collectively with all sites to improve consistency.

Programme overview

He Korowai Ākonga is a three-year primary teaching programme offered across four delivery sites.[41] The programme aligns with the vision of TWoA to support whānau transformation through education.

Table 13. Programme overview – Bachelor of Education (Primary Teaching)

Programme title	Bachelor of Education (Primary Teaching)
Level of qualification	Level 7
Credits	360
Delivery mode	Mixed-mode
Learning hours	3,600 Year 1 (1,200) – directed hours 475; self-directed 725 Year 2 (1,200) – directed hours 550; self-directed 650 Year 3 (1,200) – directed hours 550; self-directed 650
Duration	3 years

Tauira success

Graduates acquire the skills, knowledge and attributes required for primary education. In addition, tauira interviewed also noted personal growth in self-confidence, collaborative learning, critical and strategic thinking leading to a greater ability to respond and engage with the evolving nature of teacher practice and the education landscape. More than 70 per cent of tauira have graduated from the programme in the last three years. There are, however, marked differences between individual sites, and performance has not been sustained consistently. As

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[41] The four sites are Whirikōkā, Waiwhero, Manukau, Mangakōtukutuku. Whirikoka campus will deliver out the degree by the end of 2017, and Manukau did not enrol year one tauira for 2017.

examples, in 2016 two sites achieved qualification completions of 48 per cent and 67 per cent respectfully, well below the next highest achieving site of 85 per cent and below the programme median of 76 per cent. Personal factors were cited as the key reason for non-completion, but it is not clear whether TWoA had exhausted all efforts within their internal processes to reduce those barriers preventing tauira from succeeding. Priority learners – Māori, Pasifika and under-25s – achieved similarly. These are important examples as TWoA is committed to raising learner achievement, consistent with the organisation's mission statement 'kia angitu te tauira'.

The evaluation team interviewed stakeholders including school principals, representatives of the educator sector and iwi representatives at the Waiwhero campus. Stakeholders acknowledged the training TWoA provides and verified its growing rigour. In addition, they valued other strengths of tauira and graduates, including collaborative practice, confidence, a willingness to share the importance of things Māori, empathy and their ability to create relationships with tauira. These strengths provided a balance between the delivery of an academic programme and the passion for, and practice of teaching in the modern classroom. Iwi representatives welcomed the valued outcome of graduates wanting to 'give back' to the community. TWoA is developing home-grown teachers wanting to make a difference in their own communities, including forging relationships with whānau and contributing to iwi education priorities. This clear expression of koha mai, koha atu[42] is consistent with the organisation's values (uara) and principles (takepū).

Kaimahi shared anecdotal information about past graduates currently employed by schools and those in associate teacher roles who are also responsible for mentoring tauira on practicum. One kaimahi member had gone a step further by documenting graduate destination data over the last three years focused on graduates employed by schools. Supplementing this data with information on graduates that went into other forms of employment or further study would provide the programme with a more robust set of outcomes data. TWoA is yet to consistently collate and analyse outcomes data and graduate feedback across the four sites to determine the effectiveness of its vision of whānau transformation through education.

Table 14. Bachelor in Education (Primary) enrolments, course and qualification completion rates for all tauira and priority learners 2014-2016

Course completions % (enrolments)	2014	2015	2016
All tauira	82 (134)	85 (167)	82 (158)
Māori tauira	82 (102)	84 (124)	80 (114)
Pasifika tauira	79 (25)	89 (36)	83 (43)
Tauira aged under 25	78 (47)	87 (51)	80 (50)
Qualification completions %			

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[42] Koha mai, kaha atu: reciprocity

All tauira	0	52	67
Māori tauira	0	44	78
Pasifika tauira	0	51	42
Tauira aged under 25	0	42	73

Source: Te Wānanga o Aotearoa

Tauira experience

Tauira report that the kaiako are knowledgeable and genuinely concerned about their progress. Tauira also appreciated that the structure of the programme matched their needs. The delivery mode of four days of face-to-face delivery is a major attraction of the programme for tauira at the Waiwhero campus – albeit that this format differs from the approved programme delivery mode.

Another key contributor to the positive tauira experience is the provision of well-planned practicums which enable tauira to consolidate content and apply their knowledge in practice and to experience teacher professionalism. Tauira also had the opportunity to experience the different levels of primary schools – from new entrants to intermediate – which helps them to decide what level they want to teach when they graduate. The evaluators noted that for the site sampled, the importance of the relationship between the wānanga and contributing schools – which previously had been tenuous – had strengthened through the efforts of the practicum co-ordinator, thus highlighting the importance of koha mai, koha atu. The practicum co-ordinator has also developed an e-portfolio for use by tauira to document their experience in schools. Tauira use this platform throughout their three years and some have used it to complement their CV when interviewing for jobs.

Management support

Self-reflection is an instrumental part of the revised/redesigned programme now in its fourth year of delivery. The programme was recently internally reviewed by the wānanga through its annual review schedule and externally reviewed by an NZQA/Education Council monitor. The programme managers have addressed the internal findings and are working on the external finding of building consistency across the sites. The evaluators also found a discrepancy between the teaching hours delivered and the tabled approval document. The discrepancy is positive in that there is more face-to-face delivery (four days) than the approval document notes, but the issue still needs to be addressed.

The wānanga is also responsive to feedback gained from tauira and stakeholders. Examples include the feedback from tauira that assessments were very generic and there was a need to co-ordinate assessments so they did not fall within practicums when tauira were busy in schools. Efforts have been made to improve assessments and assessment feedback, and the recruitment of a kaiārahi is expected to bring about a more consistent approach to these improvements.

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The kaiārahi is also co-ordinating kaiako investment training professional development opportunities for kaiako across all sites to promote consistency in areas such as assessment moderation. Useful feedback from the external moderator included the need for kaiako to consistently provide tauira with feedback comments that reflect tangible evidence of how tauira are meeting assessment criteria. Key feedback responses from stakeholders included instilling professionalism (attitude, punctuality, preparedness, dress, work ethic). When necessary, tauira have been withdrawn where they have been found unsuitable during practicums.

While it is clear that the wānanga has been responsive to feedback, some additional opportunities were strongly proposed by stakeholders for ongoing reflection. These included a future-focused programme (keeping abreast of information technology developments (hangarau matihiko) and their use in the classroom), seeking a co-ordinated approach for all teacher education providers to access stakeholder expertise and resources, and the continued request for a reo Māori-medium pathway.

3.9 Focus area: Diploma Te Pīnakitanga ki Te Reo Kairangi (Level 7)

The rating for educational performance in relation to this pātai arotake is **Pounamu Whakairo**

The rating for capability in self-reflective practice for this pātai arotake is **Pounamu Whakairo**

Expressions of kaupapa in this programme are generally strong. Tauira are achieving well, and as a result of their learning are contributing to the revitalisation and maintenance of te reo Māori in their whānau and wider communities. This is a highly valued outcome for all stakeholders. The educational processes are well suited to delivering on outcomes. These findings are supported by the NZQA monitor's and moderator's reports released mid-2017. A number of recommendations have been made by internal and external stakeholders. Addressing these recommendations are underway.

Programme overview

Table 15. Programme overview: Te Pīnakitanga ki Te Reo Kairangi

Programme title	Te Pīnakitanga ki Te Reo Kairangi
Level of qualification	Level 7
Credits	120
Delivery mode	Mixed-mode (noho, tutorials)
Learning hours	Refer Appendix 1 for full description of programme components
Duration	36 weeks
Kaiako qualifications	Te Panekiretanga o Te Reo or level 9 Master's equivalent

Te Pīnakitanga ki Te Reo Kairangi is a Māori language programme premised on mātauranga Māori, TWoA values and principles, and Māori language regeneration,

revival and maintenance. Graduates gain advanced competencies in te reo Māori to assist in te reo and tikanga Māori revitalisation efforts in Aotearoa. The programme is a fees-free qualification delivered at all three takiwā, at seven sites.

Te Pīnakitanga ki Te Reo Kairangi builds on knowledge and skills gained from the level 6 diploma in Te Tohu Mātauranga and the level 5 diploma in Te Ara Reo Māori, and also prepares graduates for selection into the level 9 local qualification (Te Panekiretanga ki Te Reo Māori).

Tauira success

Overall course completion rates for all tauira are as follows: 2014, 85 per cent; 2015, 77 per cent; 2016, 86 per cent[43] (see Table 16). While course completion rates overall have improved in 2016, completion rates varied across nine operating sites of delivery in 2014, seven operating sites of delivery in 2015, and six operating sites in 2016.[44] Programme management is reviewing national contracting arrangements in addition to professional development strategies for kaiako, to improve performance and consistent outcomes for tauira across the three takiwā.

Table 16. Te Pīnakitanga ki Te Reo Kairangi enrolment numbers and course completions for all tauira and priority learners 2014-2016

Course completions % (enrolments)*	2014	2015	2016
All tauira	85 (334)	77 (189)	86 (222)
Māori tauira	85 (317)	78 (178)	86 (208)
Pasifika tauira	90 (14)	69 (9)	70 (7)
Under 25 years	83 (25)	78 (18)	88 (23)
**EFTS-weighted course completions % level 7	**2014**	**2015**	**2016**
TWoA	-	88	87
Wānanga	-	73	76
TEOs	-	87	87
**EFTS-weighted qualification completions % level 7	**2014**	**2015**	**2016**
TWoA	-	54	64
Wānanga		54	44
TEOs		58	61

*Source: Te Wānanga o Aotearoa

**Source: http://www.tec.govt.nz. Te Wānanga o Aotearoa cohort-based reports 2015 and 2016

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[43] Data generated from TWoA tauira management system.

[44] Six of nine delivery sites exceeded the TEC stretch target of 83 per cent in 2014. Two of seven sites exceeded the TEC stretch target of 81 per cent in 2015; in 2016, four of six operating sites exceeded the TEC's stretch target of 81 per cent.

The TEC cohort reports also show that, comparatively, TWoA results are on a par with, if not relatively better than, other wānanga and TEOs delivering level 7 programmes.

Between 2014 and 2016[45], 543 graduates were awarded the qualification. Selected graduates of the diploma are invited to take part in the Te Panekiretanga o Te Reo programme, which is also delivered by TWoA through its centre of excellence.

Tauira experience

The evaluation team found evidence of meaningful outcomes being achieved by tauira; a positive and engaging learning environment; and positive learning experiences. Kaiako are committed to excellence[46] through te reo Māori, and to tauira achievement, often working 'over and above'[47] their allotted hours to provide creative and challenging learning environments for tauira. Eight of the nine kaiako delivering the programme are qualified with Te Panekiretanga o Te Reo.

TWoA is trialling a new system for collating tauira feedback using Google Docs to obtain instant feedback post-kōnae. New management recognised the need for the trial in early 2017 despite informal feedback processes used by kaimahi such as face-to-face communications with tauira, phone, email, text, or face-to-face discussions with kaiako and kaiārahi at kaiako investment training hui. If the trial proves successful, roll-out will begin at the next intake in 2018 across all te reo Māori programmes from levels 1-9. At the time of the EER visit, management was unable to provide progress updates about the trial.

Learning environment

The learning environment is immersed in te reo and tikanga Māori and led by kaiako who are actively involved in language revitalisation initiatives. Examples are Te Matapūnenga, a national group of te reo exponents dedicated to revitalising karakia; national Kura Reo, total immersion programmes; and national and regional kapa haka performance and composition.

The programme is based on the theoretical framework 'ko te reo kia tika, ko te reo kia rere, ko te reo kia Māori'[48], and learning is supported by a clear progression framework across all reo programmes delivered by TWoA. A formal monitoring review of the programme initiated by NZQA in 2017 determined that overall delivery of Te Pīnakitanga ki Te Reo Kairangi was consistent with learning outcomes approved by NZQA and that TWoA as the accredited provider had met all

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[45] There were 253 graduates in 2014, 124 graduates in 2015, and 166 graduates in 2016.

[46] Excellence as defined by Te Panekiretanga values 'kia tika te reo, kia rere te reo, kia Māori te reo'.

[47] The current kaiako/kaiawhina ratio at Manukau campus is 1.6 to 30 tauira.

[48] Translated as 'the language should be correct, the language should flow, the language should be Māori in essence'.

requirements. NZQA further required TWoA to supply a range of 30 assessment samples from two takiwā for moderation purposes. The findings determined that assessment practices were fit-for-purpose.

Management support

Overall, the evaluation team found that management has adequately managed and administrated the programme across all sites and is generally cognisant of areas requiring improvement or strengthening. At a national programme management level, highlights of self-reflective practice and system improvements accomplished or underway in 2017 included the implementation of the pre-entry assessment template for Te Pīnakitanga ki Te Reo Kairangi, and the successful completion of a NZQA level 7 diploma monitor visit and external moderation report.[49]

In 2018, the establishment of a national kōmiti āwhina is scheduled, which represents a significant shift for TWoA from the previous single-level and one-programme focus of past kōmiti āwhina (advisory groups). It is also consistent with the review of the kōmiti āwhina policy conducted by TWoA in 2014. A curriculum review is also planned. These improvements are timely given the diverse views provided to the evaluation team by a range of stakeholders concerning the need for Te Pīnakitanga ki Te Reo Kairangi to broaden its delivery structure and learning outcomes. For example, one stakeholder argued for a contextualised version of the programme to service registered teachers. In contrast, another stakeholder preferred the programme to be contextualised to and for media communications. Kaiako also emphasised the need to extend Te Pīnakitanga ki Te Reo Kairangi into a two-year diploma to ease the transition to Te Panekiretanga o Te Reo Māori.

Kaiako interviewed also expressed concern about planned workload increases for 2018, in particular the potential impact on teaching and learning outcomes, graduate competencies, kaiako retention and programme sustainability.

Te Pīnakitanga ki te Reo Kairangi kaimahi, tauira and stakeholders are aware of the potential of the programme and its current impact on tauira and whānau transformation as defined by TWoA; and the language and cultural environments of Aotearoa. A number of recommendations from internal reviews and external moderation and monitoring reviews are still in progress and not yet fully realised. Furthermore, based on evidence presented to the evaluation team, NZQA recommends that TWoA prioritise the establishment of the national kōmiti āwhina, the curriculum review to align programme outcomes with stakeholder feedback and kaimahi workload concerns. Once fully implemented, these recommendations will further strengthen the programme and also advance the quality of teaching and learning outcomes of Te Pīnakitanga ki Te Reo Kairangi.

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[49] Pouārahi, mātauranga Māori and new kaiārahi advised that a plan in response to the monitor's recommendation is underway.

3.10 Focus area: He Waka Hiringa: Master of Applied Indigenous Knowledge (Level 9)

The rating for educational performance in relation to this pātai arotake is **Pounamu Kahurangi**

The rating for capability in self-reflective practice for this pātai arotake is **Pounamu Kahurangi**

Overall, the evaluation team considers that expressions of kaupapa are exemplary and fit practice across the focus area. Self-reflective practices include:

- The ongoing implementation and monitoring of Te Toi Roa self-evaluation matrix to support tauira achievement and success

- Self-reflective assessment practice carried out by the pouārahi in collaboration with kaiako at fortnightly hui

- External and internal moderation conducted and responded to annually

- Degree monitoring undertaken and responded to annually

- Aromarau review conducted three-yearly

- Kōmiti Āwhina ā Rohe hui held twice each year

- Kōmiti Āwhina ā Motu held annually.

To date there have been 60 graduates, nine of whom have gone on to enrol in further (doctoral) studies. Relevant employment outcomes are also evident, with three graduates (or current tauira) being employed as lecturers at another TEO. Success is attributed to the tuākana and teina mentorship support strategy that all tauira have access too, and the kaiako. Contributing outcomes include 84 unpublished taikākā (exegeses) currently archived in Te Pātaka Māramatanga ki Tainui (TWoA library) and accessible to tauira enrolled in all TWoA programmes.

Programme overview

He Waka Hiringa is delivered to capped cohorts of 40 tauira at the Mangakōtukutuku site, Hamilton, and 20 tauira at the Manukau site, South Auckland. The qualification is founded on mātauranga Māori and reflects the organisational values and principles of TWoA. The structural details of programme delivery are listed in Table 17.

Table 17. Programme overview: Te Waka Hiringa

Level of qualification	Master of Applied Indigenous Knowledge (Level 9)
Credits	240
Delivery mode	Directed learning and self-directed learning
Delivery methods	One-day wānanga (direct) Tutorial groups (direct) Classroom-based presentations (direct) Supervised practice-based learning (direct) e-learning online (direct) Noho marae (direct) Noho wānanga (direct and not located at marae)
Learning hours	2,400 (refer Table 18 for full description of programme components)
Duration	Two-year programme (72 weeks)
Type 1 or 2 changes	None since approval in December 2012
Kaiako qualifications	Five PhD-certified academic kaiako supported by one Master's certified administration kaimahi

Programme documentation dated 2012 identifies components of the programme as listed in Table 18.

Table 18. Programme components: Te Waka Hiringa

Kōnae	Name	Credit	Hours	Direct learning	Tauira directed	Noho
1	Mōhiotanga	30	300	60	240	NA
2	Mātauranga	30	300	60	240	NA
3	Māramatanga	30	300	60	240	NA
4	Mauri Ora	30	300	60	240	NA
5	Maumaharatanga	120	1,200	60	1140	4
Total		240	2,400	300	2,100	4

He Waka Hiringa involves the exploration of education and development of indigenous Māori knowledge through applied practice. The intent of the programme is to allow tauira from a range of indigenous knowledge areas to undertake an applied Master degree. This intent links directly with the programme's enrolment approach which requires communities of origin (hapū or iwi or communities of support) to endorse the applied practice of tauira seeking academic-based advancement through He Waka Hiringa. Desired outcomes include whānau transformation in contexts such as educational, employment, social and cultural.

Tauira success

Achievement rates for the programme are strong, as detailed in Table 19 and as compared with other tertiary providers delivering level 8-10 programmes.[50]

Table 19. Te Waka Hiringa enrolments, course completions and retention 2014-2016

Year	2014	2015	2016
Course completions % (enrolments)			
All tauira	79 (28)	90 (48)	53 (40)
Māori tauira	78 (27)	90 (46)	53 (38)
Pasifika tauira	50 (2)	75 (4)	33 (3)
Retention %			
Overall retention	79	96	93
Māori retention	78	96	92
Pacific retention	50	92	100

Source: Te Wānanga o Aotearoa

Sixty tauira have completed this qualification; nine graduates are presently enrolled in doctorate programmes at other TEOs; and three graduates are employed as lecturers at another education provider. Furthermore, 84 unpublished taikākā (exegeses) have been completed canvasing a range of kaupapa including whakapapa, cultural pedagogy; raranga; waiata, tāmoko, Whare Kōiwi (traditional funeral practices); dance; kaitiakitanga/resource management and environmental change and its impact on ancestral fishing grounds. The creation and dissemination of this knowledge are positive and valued outcomes for whānau, hapū and iwi resulting from this programme.

Assessment is valid and robust as confirmed by post-assessment external moderation reports. Assessment descriptors are consistent with level 9 descriptors for approved qualifications listed on the New Zealand Qualification Framework. Assessments include academic proposal writing, reflective journals and mini-projects in year one to prepare the tauira for year two. In year two an exegesis (written summary) of between 10,000 and 20,000 words is the main assessment and includes a literature review, ethics underpinning the rangahau undertaken, methodology informing the rangahau conducted, and rangahau outcomes that evidence the relationship between applied practice, conceptual frameworks and theories.

Tauira, kaiako, mentors, pouārahi, kaiārahi and support kaimahi described relationships with tauira as purposeful, reciprocal and committed to achievement and success. The evaluation team also heard how TWoA consults with stakeholders through the formalised local and national kōmiti āwhina to maintain relevancy. The evaluation team was provided with evidence of self-reflective

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[50] The EFTS-weighted course completion rates for levels 8-10 delivered by TWoA were 93 per cent; 84 per cent for all TEOs; and 70 per cent for legislated wānanga.

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practice informing programme improvements, recruitment processes, staffing composition and programme delivery.

Tauira experience

Past and present tauira interviewed reported high levels of tutorial instruction and pastoral care which has contributed to their academic achievement and success as tauira. Graduates characterised their learning experiences as 'authentic,' 'transformative' and 'mana enhancing', citing personal examples of developing their self-sufficiency and agency as learners. Graduates also spoke highly of the programme's mentors, highlighting in particular the effectiveness of their guidance and advice that supported them as tauira on the course, and continues to sustain them in their learning journey.

Enrolled tauira spoke about the personal and pastoral features of the programme, highlighting kaiako as key facilitators supporting them to critically reflect on their own practice. The tutorial team was described as caring, understanding and aware of the various learning and wellbeing hurdles practitioners face when transitioning from practice to applying academic theory to their practice.

Management support

Self-reflection is an instrumental part of the programme, now in its fourth year of delivery. The programme has been reviewed annually by the degree monitor since 2013, and internally reviewed in 2015. Improvements have been made as a result of review findings. The degree monitor recommended that TWoA be approved for self-monitoring status in 2017. However, NZQA chose to continue formalised monitoring for another year due to the evolving nature of programme delivery at the Manukau site.

As the programme has evolved at the two sites, so has the tauira profile, with the Manukau cohort tending to be urban and young while the Mangakōtukutuku cohort tends to be older, versed in te reo and tikanga and also active in hapū and iwi activities. Management and kaiako are fully aware of the challenges relating to contextualising learning outcomes to meet the diverse needs of tauira at each site, while also maintaining consistency of learning outcomes across both sites. This is most evident in the current challenge of locating and appointing qualified doctorate kaiako able to deliver to the diverse tauira profile, learning styles and needs.

In 2016, an external appointment to the lead kaiako role enabled the launch of He Waka Hiringa at the Manukau site. In 2018, the first cohort of tauira completing qualification requirements at the Manukau site will graduate. This outcome will allow programme management to fully evaluate the effectiveness of delivery performance across both sites for the first time.

Future growth, reach and sustainability of He Waka Hiringa will require TWoA to continually review the structure, components and delivery of the programme to ensure quality is maintained through moderation and monitoring and stakeholder consultation and tauira feedback. This will ensure stabilisation of delivery across

both sites so that the programme can perform as the intended flagship of rangahau Māori[51] and applied indigenous knowledge and practice in and beyond Aotearoa/New Zealand.

[51] As defined by TWoA prescriptions of rangahau – refer Te Wānanga o Aotearoa Rangahau Strategy.

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Recommendations

NZQA recommends that Te Wānanga o Aotearoa:

- Progress developments that enable consistent collation and analysis of graduate outcomes across the organisation and across programmes to inform performance

- Progress assessment and moderation strategies to provide assurance to key stakeholders, including tauira, that assessor's judgements are valid and robust

- Consider including in internal programme reviews a check of programme delivery against programme approvals and evaluating to what extent Te Kaupapa Matua are being expressed in programme delivery

- Develop improved internal quality checks, such as audit or other methodology, to ensure that Statutory Conditions are well understood and met

- Improve processes for the management of sub-contracted provision.

Appendix 1

Assessment and Moderation

NZQA-managed standards

TWoA is a large provider and its tauira assessments are therefore subject to a range of moderation systems.

Between 2014 and 2017, NZQA moderated TWoA in 26 systems as part of national external moderation. In 22 of these external moderation systems, the agreement rate with TWoA assessment was above 50 per cent, and it was 100 per cent in 13 systems. Overall, in this period 744 learner work samples were submitted for NZQA external moderation, and 428 were agreed with by NZQA, giving a total agreement rate of 58 per cent.

Some areas of continuous under-performance in assessment practice have been identified by NZQA. These relate to areas of Core Skills, Computing 1-4, Numeracy and Physical Education. TWoA has failed to meet national external moderation requirements in relation to NZQA-managed standards in some of these areas since 2004. Statutory conditions imposed in 2015 and 2016 failed to affect the necessary improvements, resulting in continued concerns in 2017 about TWoA's assessment against standards in the Core Skills, Numeracy, Physical Education and Computing moderation systems.

Further statutory action took place in mid-2017:

- A compliance notice was issued, requiring TWoA to stop enrolling any new students in the New Zealand Certificate in Foundation Skills (Level 2) and Certificate in First Line Management and Leadership (Level 3) – programmes containing a significant proportion of unit standards in the Core Skills moderation system

- Conditions were imposed with TWoA's agreement, requiring TWoA to keep all learner assessments for all standards in the Core Skills, Computing, Numeracy and Physical Education moderation systems, provide NZQA with assessment samples upon request, and have the majority of assessor decisions approved by NZQA's moderator.

In relation to the latter, TWoA failed to ensure that all learner assessments were retained as required, raising concerns about the strength of TWoA's oversight and administration of assessment conducted by third parties.

Moderation results for the 2017 assessment samples became available in early 2018, resulting in the following rates of NZQA agreement with TWoA assessor decisions:

- In the Computing moderation system: 54 out of 88 samples moderated (61.4 per cent)

- In the Core Skills moderation system: 25 out of 60 samples moderated (41.7 per cent)

- In the Numeracy moderation system: 3 out of 18 samples moderated (16.7 per cent)

- In the Physical Education 0 out of 20 samples moderated (0 per cent).

Upon confirmation of the moderation results, NZQA worked with TWoA to reach agreement upon the appropriate action in response to the ongoing quality concerns.

The result was that TWoA requested withdrawal of its consent to assess against standards in the Core Skills, Physical Education and Numeracy moderation systems, with effect from 31 December 2018.

TWoA also agreed to the imposition of conditions on its consent to assess against standards in these systems, to allow a managed transition period for current students to complete programmes containing these standards prior to the withdrawal of consent to assess.

The conditions mean that no new students are to be enrolled into the affected programmes, and TWoA will appoint appropriate assessment partners to verify the assessment outcomes before standards or qualifications are awarded to current students, of which there are around 1,100.

The two programmes with significant Core Skills content (New Zealand Certificate in Foundation Skills (Level 2) and Certificate in First Line Management and Leadership (Level 3)) have been discontinued, and accreditation withdrawn on TWoA's request.

In relation to standards in the Computing moderation system, TWoA agreed to the imposition of conditions on its consent to assess to allow for further samples to be moderated by NZQA later in 2018 and the effectiveness of TWoA's intended improvements evaluated. There are currently around 650 students enrolled in programmes containing these standards, with an intended intake of over 800 students in the second semester of 2018.

Programmes not including standards

In addition to concerns about standard-based assessment, NZQA moderation of 2017 assessments from a non-unit standard based Level 1 Foundation Skills programme identified issues with both assessment material and assessor decisions. The extent of these issues was such that the credibility of the programme was undermined. After considering remedial options, TWoA confirmed that it would be giving remaining tauira a certificate of participation rather than the qualification on the NZQF to which the approved programme led.

NZQA has recommended that TWoA review its other programmes, procedures, and staff training and take any necessary corrective action to ensure that shortcomings identified in relation to the Level 1 Foundation Skills programme are not prevalent.

In late 2017, TWoA self-identified and initiated corrective action in relation to another Level 1 Foundation Skills programme, being delivered in the Corrections context. Additional verification took place in relation to 65 affected students, the majority of whom were able to be confirmed as having met the necessary standard.

ITO-managed standards

TWoA is also delivering industry-related programmes, and TWoA provided ITO (industry training organisation) moderation reports from the Building and Construction ITO (31 July 2017), Competenz (28 June 2017), Skills Active (24 May 2017) and Service IQ (7 December 2016). No significant problems with assessment have been identified in these reports. However, Building and Construction ITO submitted its 2018 moderation report which highlighted moderation concerns regarding TWoA's National Certificate in Building, Construction and Allied Trades Skills (BCATS) Level 2. BCITO has requested an improvement plan in response to the issue.

Degree monitoring

All degrees are monitored externally as required by NZQA degree requirements.

- 28-30 March 2017, Bachelor of Education (Adult Education); recommendations include kaiako workloads and research

- 24 April 2017, Bachelor of Māori Visual Arts; recommendations include moderation and research

- 2-11 May 2017, Bachelor of Bicultural Social Work. A number of recommendations were made, and an internal moderation action plan has been submitted to NZQA and is now being monitored

- 5-9 June 2017, Bachelor of Education (Primary Teaching). Recommendations include the strengthening of moderation and consistency of delivery across the four sites

- Bachelor of Māori Advancement; a monitor's visit was scheduled for 7 December 2017

- March 2017, the Master of Applied Indigenous Knowledge received a satisfactory outcome for one campus

- May 2018, Post-Graduate Diploma in Bicultural Professional Supervision. A number of recommendations were made including assessment and moderation practice, and an internal action plan has been submitted to NZQA and is now being monitored.

Appendix 2

Table 20. Programme components: Te Pīnakitanga ki Te Reo Kairangi

Kōnae	Name	Credit	Hours	Weekly classes 3 hr per week x 5 weeks	Noho Friday night to Sunday afternoon	Direct learning	Tauira directed	Noho delivery (direct learning)	Assessment
1.	Ngā āhuangatanga o te reo	15	150	15	22	37	116	22	2
2.	Aroā	15	150	15	22	37	116	22	1
3.	Whakamāori/ Whakapākehā	15	150	15	22	37	116	22	2
4.	Pūrākau/Pakiwaitara	15	150	15	22	37	116	1	1
5.	Ōpaki/Ōkawa	15	150	15	25	40	113	1	2
6.	Waiata/Haka	15	150	15	25	40	113	1	2
7.	Karanga	15	150	15	25	40	113	1	2
8.	Whaikōrero	15	150	15	25	40	113	1	2
	Total	**120**	**1200**	**120**	**188**	**308**	**916**	**8**	**14**

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Appendix 3

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/.

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