



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

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

External Evaluation and Review Report

Te Wānanga o Aotearoa

Date of report: 15 August 2022

About Te Wānanga o Aotearoa

Te Wānanga o Aotearoa (TWOA) is one of three wānanga with statutory recognition under section 268 of the Education and Training Act 2020. TWOA operates under its own philosophically based framework: Te Kaupapa Matua o Te Wānanga o Aotearoa. TWOA provides programmes at more than 120 sites in communities across Aotearoa New Zealand. In 2019, TWOA was assigned 18,000 EFTS¹ and had over 25,000 taura. The wānanga has the largest cohort of taura Māori of any tertiary education institute, and over one-third of taura are second-chance learners. The majority of taura are in te reo Māori language programmes.

TWOA continues to offer a large number of its programmes fees free, making tertiary education accessible to all. TWOA offers a broad range of qualifications, delivering more than 60 programmes across a number of key areas.

Type of organisation:	Legislated Wānanga
Location:	320 Factory Road, Te Awamutu, Waikato
Code of Practice signatory:	No
Number of taura:	Domestic enrolments:

Table 1. Te Wānanga o Aotearoa domestic enrolments 2018-21²

Year	Total	Māori	Pasifika
2018	26,467	12,906 (49%)	1,561 (6%)
2019	25,080	12,185 (48%)	1,480 (6%)
2020	19,101	9,568 (50%)	1,126 (6%)
2021	22,539	11,533 (51%)	1,322 (6%)

International: nil

Number of staff:	Full-time: 923 (including 418 kaiako) Part-time: 741 (including 359 kaiako)
------------------	--

TEO profile: [NZQA - Te Wananga o Aotearoa](#)

¹ Count of funded enrolments

² Source: TWOA Overall Performance Data

Last EER outcome: He pounamu hukihuki, educational performance
He pounamu hukihuki, capability in self-reflective practice

Scope of evaluation: **Table 2. External evaluation and review focus areas**

Focus area programme name	Qualification
Te Pūtaketanga o te reo	New Zealand Certificate in Te Reo (Rumaki) (Level 3 and Level 4)
Te Rōnakitanga ki te Reo Kairangi	New Zealand Diploma in Te Reo (Rumaki) (Level 5)
He Papa Tikanga (Home-based)	New Zealand Certificate in Tikanga (Level 3)
New Zealand Certificate in English Language (General) (Level 3)	New Zealand Certificate in English Language (General) (Level 3)
He Puāwai	New Zealand Certificate in Adult and Tertiary Teaching (Level 5)
He Ara Mārama ki te Ao Pakihi	New Zealand Certificate Smart Steps to Business (Face to Face) (Level 3)
Te Kumanu Raeroa	New Zealand Certificate in Tiaki Kuia, Koroua (Level 3)
Everyday Skills Intensive Literacy and Numeracy (ILN) contracted delivery for the Department of Corrections	Does not lead to a qualification
Valued outcomes. Evidence presented from He Korowai Ākonga – Bachelor of Education (Primary); Ngā Poutoko Whakarara Oranga – Bachelor of Bicultural Social Work; He Maunga Kura Toi – Bachelor of Māori Art; He Waka Hiringa – Master of Applied Indigenous Knowledge	

MoE number: 8630
 NZQA reference: C48470
 Dates of EER visit (virtual): 28 March-7 April 2022

Summary of results

Te Wānanga o Aotearoa (TWOA) performance since the last EER has been impressive. Self-assessment is more comprehensive and leading to positive improvements. There are areas requiring further attention that are being managed effectively.

Confident in educational performance

- TWOA has effectively addressed the recommendations raised by NZQA at the last EER, despite the significant business disruptions caused by Covid-19.
- TWOA has the largest number of taura Māori enrolled in any tertiary institution. There remains some disparity between Māori and non-Māori taura completion rates, although TWOA has a strategy to boost achievement, and initiatives are underway.

Confident in capability in self-assessment

- Taura are realising their potential to the fullest (Mauri Ora) by not only gaining skills, knowledge and qualifications but also (re)connecting to their identity as Māori; and reconnecting to education in a safe and empowering way. This approach also resonates with non-Māori, who also achieve well.
- Taura have experienced quality learning in a safe and supportive learning context (Āhurutanga). Shifting to online learning due to Covid-19 has been challenging for some programmes and taura. However, the significant time, resources and training invested has ensured that teaching and learning continued authentically and safely.
- Across all focus area programmes, the taura, graduates and stakeholders highly valued the expertise and skill of their kaiako/kaitiaki, their approach to teaching and learning, and their guidance.
- Considerable resources and effort have been invested into strengthening a number of areas: internal moderation systems; programme review and development procedures; online platforms and resources; self-assessment processes; and

academic and compliance monitoring. All these improvements are providing TWoA with the information it needs to assure itself that academic quality is consistent across the organisation.

- Self-assessment is authentic and transparent. The ongoing challenge for TWoA is to ensure that its systems are comprehensively embedded and leads to improvements on behalf of its learners. NZQA hopes that TWoA will continue to use self-assessment findings insightfully to bring about worthwhile and ongoing improvements.
- Governance and management demonstrate that they understand educational quality and have a clear line of sight to educational achievement and contributing processes. This is supported by core self-assessment processes in place across the organisation. Leadership is collaborative, with a deep and profound commitment to taurira success and whānau transformation through education. TWoA has held true to its kaupapa wānanga as it has navigated the challenges encountered since the last evaluation.
- Compliance management is an area that TWoA has improved significantly since the last EER. Important compliance accountabilities are now being effectively managed.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>TWoA course completion rates fluctuated between 74 per cent and 81 per cent from 2018 to 2021 (refer Table 3, Focus Area 2.1). These results are similar to previous years and have been maintained despite the challenges presented by Covid-19 disruptions in 2020 and 2021.</p> <p>In 2020, Māori qualification completion and first year retention rates were 70 per cent (higher than the polytechnic and wānanga sector); and course completions were 65 per cent, slightly lower than the polytechnic sector. Despite relatively positive overall results, TWoA notes that they did not meet performance targets for Māori and that there is a persistent gap between Māori and non-Māori achievement in course completions (compared with non-Māori). This increased from 11 percentage points in 2018 to 13 percentage points in 2021. This trend was also evident in some of the focus areas.</p> <p>TWoA is aware of its own organisational performance and has identified taura Māori achievement as a key kaupapa and strategic focus for 2022, including gaining a better understanding of why there is the persistent gap. In addition, improvements in taura support are already underway as a result of Te Ata Hāpara (Learner Success Project) which uses data analytics to unpack the characteristics of taura who succeed and those taura who are at risk of withdrawing and therefore not completing (refer 1.4).</p> <p>At the focus area level, some programmes have proactively implemented actions to reduce this disparity, with gains being achieved (refer 2.5 Te Puāwai).</p> <p>Organisation-wide, TWoA is monitoring broader indicators of taura success aligned with the wānanga's strategic purpose, which are tracked over time with targets set each year. These broader outcomes are:</p>

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	<ul style="list-style-type: none"> • taura gaining an understanding of mātauranga Māori • taura gaining skills and knowledge that improve their cultural identity • increased use of te reo Māori • gaining skills that improve taura health and wellbeing • sharing skills and knowledge with community • clearer view of how to achieve future goals. <p>These measures enable TWoA to ensure that taura are not only achieving success educationally but are also strengthening their connection to, and/or appreciation of, te ao Māori as a result of their wānanga experience (refer also 1.2).</p> <p>Organisationally, TWoA standardised its internal data systems so that consistent datasets have been available at a programme level since 2020. The value of these datasets was seen at the focus area level – they now have a timely set of consistent data which was not previously available, and this is driving reflective practice. Similarly, Tauaro⁴ and Aromarau⁵ have been introduced as mechanisms to support regular self-assessment and improvement combined with the support of Aukaha Tiaki Kounga in takiwā, who help facilitate evaluative discussions.</p> <p>These newer processes are still being socialised, including the identification and closing out of actions. Work is being done to use data and conduct good data analysis to redirect resources to lift the achievement of those most at risk of withdrawing and/or not completing.</p>
<p>Conclusion:</p>	<p>TWoA taura achieve well. Strategies are underway to better understand and reduce the gap between Māori and non-Māori achievement. Taura not only gain relevant skills and useful qualifications but also an understanding of mātauranga Māori, tikanga Māori and te reo Māori. Self-assessment systems have improved.</p>

⁴ Tauaro is a pilot focused at the takiwā classroom level. It is a cyclic self-evaluation process focused on teaching and learning wellness involving management, programme management and teaching staff.

⁵ Aromarau is an annual review process at the programme level and involves the programme management staff reviewing the programme using data and feedback and identifying actions for improvement.

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Tauira and stakeholders value highly the outcomes of their study. This was evident across all programmes, but in particular degree programmes where graduates are sought after due to the value-based practice and te ao Māori perspective they gained through their study and subsequently bring to their work and to the workplace. Graduates also gain confidence and understanding of their cultural identity and are more critically aware of their place in advancing whānau, hapū, iwi, and Māori aspirations as Māori and non-Māori.</p> <p>Graduates attested to using what they have learnt in their personal lives. This includes sharing their understanding of te reo Māori, tikanga Māori and cultural narratives with their children; valuing life-long learning through ongoing study; and giving back to their communities by sharing their skills and knowledge, and also returning to TWoA as kaiako and guest speakers.</p> <p>TWoA seeks graduate feedback annually through its graduate survey which is aligned to its outcomes framework: Te Huanganui. This framework has been in existence for some time and TWoA uses the resulting data to monitor how well it is meeting its strategic purpose and objectives, including advancing mātauranga Māori, revitalising te reo Māori, and creating a transformational tauira experience.</p> <p>Graduate survey data provides evidence that tauira gained employment, improved their employment prospects, and/or continued with further study. As part of a wider tauira voice initiative, TWoA is looking to improve its survey tool to gather richer data to inform its understanding of graduate outcomes. It is also looking to strengthen its feedback systems to ensure tauira and graduates are aware of how their feedback has contributed to organisational improvements.</p> <p>While the survey data is useful at an organisational level, the response rates by programme are often too small for programme staff to use to make improvements. The data is therefore supplemented by feedback gathered by programme staff who</p>

	keep in contact with stakeholders through Facebook, placements and practicums, newsletters, surveys and Komiti Āwhina. ⁶ Systematising its organisational approach to gathering valued outcome data, including destination data, is an area TWoA has identified that it needs to improve.
Conclusion:	TWoA provides significant value to graduates, stakeholders and the community. Graduates gain insight into te ao Māori which strengthens their identity and contribution as tangata whenua and tangata Tiriti. Self-assessment practices are effective.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>TWoA has made significant changes since the last NZQA external evaluation and review to improve learning and assessment activities including centralising moderation activities. This includes appointing a team of dedicated moderators; an online moderation app to upload samples; implementing a coordinated schedule of post-assessment moderation at a class level; and new accountability frameworks including assessor decision action plans and an assessment material actions plan to ensure actions are addressed. The impact of these changes was evident in the focus areas, where kaiako felt that moderation was supporting their assessment practice. Internal moderation training has continued, as needed, through KIT⁷ sessions, with a focus on shifting moderation from a perceived compliance activity towards strengthening capability in assessment practice for kaiako. In time, the focus will be on shifting back to kaiako moderating as part of their teaching practice.</p> <p>External moderation against NZQA-managed standards has also seen a significant improvement with 100 per cent of assessor</p>

⁶ Komiti Āwhina are stakeholder engagement groups which provide a sounding board for community and industry needs.

⁷ Kaiako Investment Training

	<p>decisions in 2020 and 2021.⁸ TWoA has committed to a programme of externally moderating its module-based programmes from 2022.</p> <p>In addition to moderation, academic quality and integrity processes and procedures have continued.⁹ However, as part of the digital strategy going forward, consideration is being given to how best to ensure academic integrity for programmes fully online, and the development of digital academic integrity tools.</p> <p>Programme design and development processes have been improved¹⁰, so investment in new programme development is strategically aligned to purpose. Programmes continue to purposively embed ngā takepū, te reo Māori and mātauranga Māori.</p> <p>All programme approval documents are now centralised in a repository for the organisation to manage version control. In addition, all programme marau have been reviewed, and programme delivery schedules and standard lesson plans are in place to support consistent delivery and enhance teaching practice.</p> <p>Programme review processes have also been improved through the introduction of Aromarau and Tauaro (in addition to Aroturuki, degree monitoring) which are becoming systematic opportunities for reflection and improvement. A process has been established to begin monitoring the quality and consistency of the associated reports.</p> <p>Covid-19 has impacted significantly on the design and delivery of programmes. In 2020, TWoA pivoted quickly to continue learning online; moving more resources onto its online platform iAkoranga (Moodle); and upskilling staff to teach online (refer 1.5). TWoA is now moving its online delivery from a 'survival' strategy to a more deliberate and innovative response to using digital technology to amplify and support teaching practice.</p>
--	--

⁸ There was also a significant improvement of assessment practice in the programmes that were monitored by NZQA – New Zealand Certificate in English Language Academic (Level 4) and Diploma in Small Business and Project Management (Level 5).

⁹ These include assessment guidelines such as statements on plagiarism; policies for academic misconduct; Turnitin and Grammarly to monitor plagiarism; and uara-based approaches to suspected academic misconduct.

¹⁰ This includes a review of programme design principles and guidelines and the recent establishment of a programme life cycle committee to ensure programmes remain relevant and, if needed, retired.

Conclusion:	TWoA has made significant changes to the processes and procedures that support programme design and development, assessment and moderation, and academic compliance. These changes have resulted in programmes that are relevant and academically robust.
-------------	---

1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Tauira are well supported by TWoA, as evidenced through tairira feedback. TWoA has adapted well to the challenges of Covid-19 and is now using its learnings from this and its strategic reviews to consider a new model of support that leverages off what worked well for tairira.</p> <p>Covid-19 necessitated changes to how TWoA supported tairira, which included increased phone calls to tairira during Covid-19 lockdowns, 'quick pulse' tairira surveys, and digital workshops for tairira to use online learning platforms.¹¹</p> <p>Prior to the Covid-19 lockdowns, TWoA had already initiated research into how data analytics can be used to create a more responsive and equitable tairira support model. This research culminated in a learner success project called Te Ata Hāpara and a deep-dive inquiry into tairira withdrawals. A range of changes have already been made to improve communications to tairira, which has reduced enrolment times and increased the conversion of inquiries to actual enrolments. More systemic changes, including the use of data analytics, are emerging.</p> <p>TWoA continued its business-as-usual approach to tairira support, which includes disability support, academic and learning support, financial and careers support, scholarships and access to counselling. Tairira support advisors are located in takiwā and are available ā-kanohi where sites are open; and also by email, text and in the classroom. Key services are co-ordinated nationally including tairira complaints.</p>

¹¹ TWoA also provided a range of Covid-19 support including loaning digital learning devices and providing online technology support, hardship grants (funded by the Tertiary Education Commission), and resource packs.

	<p>Tauira voice mechanisms include surveys, tauira class representatives and tauira representatives on the academic board.</p> <p>Regular self-assessment activities suggest a high level of satisfaction from tauira who accessed tauira support services. Tauira attendance, assessments and educational performance are also being monitored for correlations to the changes made to tauira support. A tauira voice project is underway, focusing on processes and the new Code of Practice.</p> <p>Tikanga Here (policies) are underpinned by ngā kaupapa wānanga, which provides assurance that the policies of TWoA are aligned to its values. More recently, policies were reviewed to align with practices that changed during Covid-19, including extending the timeframe for tauira to withdraw with full refunds from programmes, and initiating a 48-hour response to tauira referred for support by kaiako, based on research which suggests early interventions increase tauira success.</p> <p>Ako Wānanga (the TWoA approach to teaching and learning) training and development for kaiako has continued since the last evaluation. However, the Ako Wānanga team also developed a range of activities to support what Ako Wānanga looked like in an online learning space. As a result, kaiako were supported to reflect and embed the principles of Whanaungatanga (respectful relationships), Ako (teaching and learning), Aro (self-reflective practice) and Te Hiringa (inspiration) in their online teaching practice; and in turn tauira were supported to be involved in their learning.</p> <p>TWoA is continuing to develop a more deliberate approach to embedding the principles of Ako Wānanga into its online platforms; and supporting kaiako to work seamlessly across different delivery models. This work is now strategically positioned within the digital strategy (He Hau Matihiko) of TWoA.</p>
<p>Conclusion:</p>	<p>Covid-19 presented a range of challenges for tauira which have been well managed by TWoA. The place and purpose of digital technology are being reviewed to ensure it enables tauira to be engaged and involved in their learning. Tauira services have been reviewed and improvements continue to be made to ensure a seamless and quality experience for tauira, from pre-enrolment to graduation and beyond.</p>

1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>TWoA governance and management have effectively addressed the recommendations of the last EER despite significant disruptions to business as usual due to Covid-19 in 2020 and 2021.</p> <p>TWoA moved quickly to recalibrate its strategy to focus on immediate priorities, Te Pae Tata, while reaffirming the future, Te Pae Tawhiti, underpinned by an unrelenting commitment to whānau transformation through education, taura success and ngā uara. TWoA's response to Covid-19 ensured the health and wellbeing of whānau, staff and taura first, followed by a range of immediate and strategic interventions to ensure quality teaching and learning continued online. Covid-19 lockdowns were reframed as Rāhui – a time to reflect and respond. Daily karakia were initiated online to keep the organisation connected. Resilience support, training and development were initiated for staff, and resources were provided as needed so they could continue to work.</p> <p>As a result, kaiako and taura felt well supported through the pandemic, and collaboration and connection across a dispersed group of colleagues was enhanced. TWoA has used its experience to continue to develop technological solutions to support the organisation (including taura support and teaching and learning) as outlined in its digital strategy.</p> <p>In addition, TWoA has redesigned its structure and systems to improve line of sight, consistency of delivery and academic quality. Academic leadership has driven improvements to moderation, assessment practice, programme review and development; and processes and procedures that ensure academic integrity and compliance. While the changes have been significant, operational management felt the changes provided greater clarity of roles and responsibilities. Programmes that sat outside of the Akoranga Uepū (for example, provision of intensive literacy and numeracy to Corrections) now come under the auspices of the Tumuakoranga, and the alignment of systems, processes and support is underway.</p> <p>TWoA is also integrating service strategy, data strategy and digital strategy to ensure taura support is targeted to those who</p>

	<p>need it most, based on a cluster of predictive indicators and monitoring success.</p> <p>The governance team is strong and effective, with a wealth of valuable experience and skills. The various Council sub-committees ensure governance members have a line of sight across key functions, risks and opportunities. The organisation is financially viable, with clear and regular reporting to governance on viability including EFTS consumption and educational performance.</p> <p>Staff are qualified and genuinely passionate about what they do and are committed to whānau transformation through education. New strategies and initiatives are in place to value staff and to position TWoA as an employer of choice.</p> <p>TWoA has also invested into Te Manawahoukura – a research centre of excellence – demonstrating its ongoing commitment to Rangahau. A Rangahau strategy is also in place, and degree staff in particular feel well supported to undertake research activities.</p> <p>Self-assessment is authentic, planned and meaningful and contributes to the effectiveness of the organisation. Data management systems have been improved; programme staff have access to accurate and timely achievement information to inform self-reflection; and work is underway to use data analytics to ensure resources are targeted to taura most in need. Tauaro, Aromarau, Papatohu, Te Toi Roa and targeted reviews are all mechanisms to support regular and systematic self-assessment.</p>
<p>Conclusion:</p>	<p>TWoA governance and management have effectively and promptly led a large and disbursed organisation through challenging times. Management has a deep and compelling understanding of the systems and processes that support educational quality and achievement, and has effectively managed and resourced these systems. Self-assessment practices support and enhance educational achievement.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Compliance management has improved as a result of new and strengthened policies and frameworks to ensure a direct oversight of the most important compliance accountabilities for TWoA. Council has a good line of sight and oversight of issues through sub-committee structures and improved reporting.</p> <p>Legislative compliance and risk management frameworks have been introduced to understand and monitor more closely compliance activities. A taura complaints system is in place and elevated complaints are monitored and reported to the academic board until they are resolved. Sub-contracted delivery of programmes has reduced significantly, and what remains is closely managed to minimise potential compliance risks. Supplier contracts are renewed annually and monitored at a takiwā level.</p> <p>TWoA's approach to review and audit has been refined so that the executive team can now focus on key matters of importance and address any recommendations.</p> <p>Controls are in place to ensure programmes are being delivered consistent with approvals, including delivery schedules and lesson plans to monitor, among other things, delivery hours. NZQA sampling to evaluate how well TWoA is self-managing delivery hours identified no concerns.</p> <p>Regulations have been reviewed and changes are being socialised with staff through roadshows. Policies sighted appear legal and ethical. Police vetting systems are in place for staff and taura.</p>
Conclusion:	TWoA has a good understanding of its compliance accountabilities and manages these effectively to ensure that its most important compliance obligations are met.

Focus areas

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

2.1 Focus area: Te Pūtaketanga o Te Reo (Level 4)

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Qualification title and level: Te Pōkaitahi Reo (Rumaki) (Te Kaupae 3) – New Zealand Certificate in Te Reo (Rumaki) (Level 3)</p> <p>Te Pōkaitahi Reo (Rumaki) Te Kaupae 4 – New Zealand Certificate in Te Reo (Rumaki) (Level 4)</p> <p>Credits: 120 credits</p> <p>Delivery mode: Mixed mode</p> <p>Duration: 40 weeks total, 36 weeks teaching</p> <p>Te Pūtaketanga o Te Reo is a total immersion, intermediate-level te reo Māori programme, delivered across Aotearoa New Zealand. It leads to both the New Zealand Certificate in Te Reo (Rumaki) (Level 3) and the New Zealand Certificate in Te Reo (Rumaki) (Level 4). Delivered through two methods, akomanga and noho, Te Pūtaketanga o Te Reo offers an alternative immersion pathway to the bilingual Te Ara Reo Māori suite of programmes. Te Pūtaketanga o Te Reo provides taura with a strong foundation in te reo Māori and a pathway for further immersion learning at level 5.</p> <p>In 2018 and 2019, Te Pūtaketanga o Te Reo had strong course achievement of 75 per cent and 73 per cent respectively. However, 2020 saw a significant drop to 58 per cent, which was attributed to the effects of Covid-19 and the subsequent lockdowns on programme delivery. It was expressed that Māori taura in particular were affected more adversely than non-Māori/non-Pasifika taura during this time. 2021 saw an increase in taura achievement to 75 per cent, back to pre-Covid-19 levels.</p> <p>With the exception of 2020, Māori course achievement has been over 70 per cent. However, there is a gap between Māori and non-Māori/non-Pasifika achievement. It was noted that there are larger numbers of Māori than non-Māori enrolled in the</p>

	<p>programme. Nevertheless, this issue is recognised by kaimahi at different levels throughout the organisation, who are exploring strategies to address the gap.</p> <p>The new online system of internal moderation has seen improvements to assessment practice, providing assurance that outcomes are valid. Kaiako and management also said that the new system has contributed to improved efficiencies, and there is a strong focus on moderation overall. There is an external moderation process in place for this programme.</p> <p>Self-assessment practice is strong, which includes Tauaro at a takiwā level and Aromarau at a programme level. Valuable insights have been gained from these processes from tauira, kaiako and delivery staff that have contributed to programme changes. Programme review is inclusive of tauira feedback and is an ongoing part of quality improvement.</p> <p>Graduates valued the ability to apply te reo Māori in relevant and varied contexts, contributing positively to their whānau, communities and workplaces. Rich examples were also provided of graduates applying te reo Māori in work contexts, including across the media industry and education sector. Evidence was provided of graduates engaging in further study.</p> <p>Tauira highly value their experience and their increased fluency in te reo Māori gained through the programme. Tauira said the programme contributed to their own personal development and wellbeing, providing a safe space for them to explore their identity, while also reflecting on their own personal journey in te ao Māori. Tauira and graduates also expressed how the programme has contributed to their own whānau transformation and the positive impact te reo Māori has had in their respective kāinga.</p> <p>Tauira and graduate feedback for the Te Pūtaketanga o Te Reo is positive. However, tauira strongly expressed their preference for face-to-face learning opportunities as opposed to online or virtual delivery. Graduates spoke highly of their experience in the classroom, in particular being comfortable and well supported in an immersion environment. The learning environment was also described as inclusive, respectful and mana-enhancing. Graduates said they were well supported by their kaiako and were provided with useful and timely feedback on their progress.</p> <p>Te Pūtaketanga o Te Reo is resourced effectively. Ample learning materials are provided to tauira, including workbooks</p>
--	---

	<p>and textbooks, with further learning content provided through the iAkoranga/Moodle platform.</p> <p>Kaiako are well qualified, fluent and knowledgeable in te reo Māori, and well supported by management. The programme is well resourced, and robust tauira support systems are also in place to support tauira throughout their learning journey.</p> <p>External stakeholder relationships are managed through Komiti Āwhina at both a national and takiwā level. However, further engagement is required to ensure the programme maintains relevance to stakeholders and communities. Management acknowledged this as an area for improvement, with a number of changes and initiatives being considered for 2022 and 2023.</p> <p>Compliance and academic quality matters for this programme are being managed effectively, and kaiako are well supported by Akoranga management and a Tiaki Kounga (academic quality) team based both nationally and within each takiwā. There are excellent systems in place to support teaching and learning, including regular KIT, Ako Wānanga and online/blended learning training, iAkoranga/Moodle support and ongoing support from the takiwā-based Kaiwhakahaere Ako.</p>
<p>Conclusion:</p>	<p>Te Pūtaketanga o te Reo is a well-performing programme with effective processes in place to support educational achievement. Kaiako are fluent speakers of te reo and are well respected in their communities. The programme is well resourced and regularly reviewed. Tauira are well supported and value the outcomes gained, including increased knowledge of te reo Māori, tikanga Māori and mātauranga Māori.</p>

Table 3. Te Pūtaketanga o te Reo tauria enrolments and achievement (2018-2021)

Course completions % (enrolment numbers)	2018	2019	2020	2021
All tauria	75% (429)	73% (472)	58% (433)	75% (479)
Non-Māori and non-Pasifika	84% (90)	79% (103)	75% (93)	84% (121)
Māori tauria	73% (334)	72% (362)	53% (336)	71% (349)
Pasifika tauria	68% (5)	43% (7)	31% (4)	83% (9)
Tauria aged under 25 years	64% (37)	78% (27)	45% (44)	57% (34)
Programme completions %	2018	2019	2020	2021
All tauria	70%	70%	54%	72%
Non-Māori and non-Pasifika	80%	77%	71%	82%
Māori tauria	67%	69%	50%	68%
Pasifika tauria	60%	29%	25%	83%
Tauria aged under 25 years	61%	72%	45%	56%

Source: Te Wānanga o Aotearoa student management system

2.2 Focus area: Te Rōnakitanga ki te Reo Kairangi (Level 5)

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Qualification title and level: Te Pōkairua Reo (Rumaki) (Te Kaupae 5) – New Zealand Diploma in Te Reo (Rumaki) (Level 5)</p> <p>Credits: 120 credits</p> <p>Delivery mode: Blended/mixed</p> <p>Duration: 40 weeks total, 36 weeks teaching</p> <p>The Rōnakitanga ki te Reo Kairangi tauria generally achieve well. There is a gap between Māori and non-Māori achievement, influenced in part by the significantly larger numbers of Māori than non-Māori gaining the qualification. This gap in achievement is recognised by staff/kaimahi who are exploring ways of lifting achievement. Tauria gain fluency in te reo Māori which is their priority outcome.</p>

	<p>The programme has excellent systems and processes in place that support effective teaching and learning, including a new system of internal moderation and quality management. Kaiako and management value and act on feedback received through the centralised moderation and monitoring process, which is contributing to assessment that is consistently fair and valid.</p> <p>The programme is delivered through several delivery modes to accommodate the availability of tauira; however, tauira prefer face-to-face learning opportunities. Kaiako are qualified, fluent and knowledgeable in te reo Māori, and are well supported by Akoranga management and a Tiaki Kounga (academic quality) team based both nationally and within each takiwā, which provides critique, support and oversight of academic quality.</p> <p>Tauira value the learning they receive on the programme and carry this into their home and work lives. Tauira interviewed also commented on the lived uara of TWoA in the programme and how this has contributed to their increased confidence to speak te reo Māori. Course review is inclusive of tauira feedback and is an ongoing part of self-assessment through Tauaro at a takiwā level and Aromarau at a programme level.</p> <p>External stakeholder relationships are managed nationally through Te Pae Arahi at a programme level on an annual basis. However, more comprehensive consultation at a programme level would be beneficial to identify further opportunities and alignment to stakeholder needs.</p> <p>Effective systems are in place for managing academic quality and compliance matters for this programme.</p>
<p>Conclusion:</p>	<p>Te Rōnakitanga ki te Reo Kairangi is a well-performing programme with effective processes in place to support educational achievement. Tauira gain value from the programme for themselves, and their whānau. Achievement is well understood and being managed. Excellent self-assessment systems and processes are in place to monitor compliance, and to ensure quality teaching and learning that leads to improved outcomes for tauira and stakeholders.</p>

Table 4. Te Rōnakitanga ki te Reo Kairangi taura enrolments and achievement (2018-2021)

Course completions % (enrolment numbers)	2018	2019	2020	2021
All taura	69% (803)	72% (727)	71% (671)	75% (796)
Non-Māori and non-Pasifika	77% (1980)	82% (185)	80% (185)	85% (214)
Māori taura	66% (595)	69% (535)	68% (478)	71% (568)
Pasifika taura	65% (10)	71% (7)	72% (8)	69% (16)
Taura aged under 25 years	62% (31)	63% (35)	54% (28)	84% (42)
Programme completions %	2018	2019	2020	2021
All taura	60%	64%	67%	68%
Non-Māori and non-Pasifika	69%	76%	75%	80%
Māori taura	57%	60%	63%	64%
Pasifika taura	60%	43%	63%	56%
Taura aged under 25 years	52%	54%	50%	79%

Source: Te Wānanga o Aotearoa student management system

2.3 Focus area: He Papa Tikanga (Home-based) (Level 3)

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>He Papa Tikanga is a home-based programme where taura can enrol throughout the year and have 52 weeks in which to complete the programme. The programme is extramural. Taura are sent course material in hard copy to work at their own pace. In addition, taura are supported by a kaitiaki who visits taura when they start the programme and then at set intervals throughout the 52 weeks (usually aligned to assessment).</p> <p>Since 2019, course completion rates have been at or above 80 per cent, which meets if not exceeds internal course completion targets (80 per cent). Programme completions, however, are lower which reflects in part rolling enrolments, resulting in taura enrolling and finishing in different calendar years and/or taura taking longer to complete the programme due to Covid-19 disruptions. Disparity in achievement for Māori and non-Māori has persisted over the past four years. Management has unpacked the data to better understand taura success, and</p>

diverted resources more equitably to ensure those most at risk of not achieving are given extra support from a kaitiaki. Other responses include looking more closely at pre-enrolment information to ensure tauira who may struggle at level 3 are identified early and supported; and reducing kaitiaki workloads so they can spend more time with each tauira. These changes are relatively recent and are being monitored for effectiveness.

Tauira experience data shows 85 per cent of the tauira are in some form of employment; therefore the value for graduates is their ability to apply the learnings to their work and personal lives. Graduates said the value they gained as a result of the programme included an increased understanding of tikanga Māori, an appreciation of Te Tiriti o Waitangi and their role as Tangata Tiriti, and understanding Māori worldviews.

Evidence¹² submitted demonstrates the programme has been regularly reviewed and improvements made to ensure the content is relevant, the activities and resources are engaging and educationally sound for tauira, and academic integrity is maintained. Literacy and numeracy is embedded into the resources and tauira found the assessments clear and easy to follow.

Tauira feel well supported by kaitiaki and commented that kaitiaki support, motivation and encouragement helped them to continue on the programme, particularly during challenging times. In-person sessions quickly pivoted to online sessions during lockdowns, and phone calls were made to keep tauira engagement high. Despite engagement being online, the resources and assessments were still delivered in hard copy, which is a strength of home-based delivery that management was not willing to compromise.

Some tauira enrol with a group which supports them to be more involved in their learning, and provides an opportunity for collegial discussions. The enrolment system, however, does not enable group enrolments, which may be something for TWoA to consider.

Kaitiaki do not teach content but mark both written and practical assessments which are subsequently moderated. Moderation changes have resulted in improvements in assessment quality evident in moderation results.

¹² Including Aromarau and Tauaro reports, moderation reports, Komiti Āwhina minutes and tauira feedback.

	<p>The management of the programme is excellent. The management team has an effective system for monitoring waiting lists, enrolments and educational achievement in real-time for home-based taura. Kaitiaki workload and performance is well managed. Organisational changes have been adopted where they add value and greater transparency and accountability to existing processes, including quality assurance (moderation), and self-assessment practice (Aromarau and Tauaro). Management considers that the recent structural changes have increased the clarity of their roles, responsibilities and accountabilities; and organisational strategy is clear, supported by key deliverables and performance expectations.</p> <p>Covid-19 created opportunities for a disbursed leadership and kaitiaki team to work more closely together and maintain more contact with taura through regular Zooms and an online café initiative.¹³ Professional development has continued through KIT and is supplemented with individual professional development initiatives that are supported by management through study plans, study leave and study allowances.</p> <p>Communication systems need improvement. Some graduates recalled receiving regular communication while they were on the waiting list, but others less so. Email updates sent to taura during the Covid-19 lockdowns were not relevant or tailored to them as home-based taura. Some graduates had not yet received their certificates and were not sure when to expect them.</p> <p>Compliance at programme level appears well managed. Contracted provision of home-based learning programmes has reduced significantly since the last EER, reducing potential compliance and academic integrity risks.</p>
<p>Conclusion:</p>	<p>He Papa Tikanga taura have continued to achieve well since the last EER. Taura interviewed hugely valued what they had learnt and were able to apply their learnings in the workplace and in their personal lives. The programme is well designed and the resources engaging. Improvements to moderation systems have provided additional assurance that assessment is robust and valid. Taura are well supported by kaitiaki who were critical to their engagement and success during challenging times. The programme is well managed with good systems and procedures</p>

¹³ This is an online session where kaitiaki can engage informally with kairuruku about the marau.

in place to support a disbursed kaitaiki team. Compliance at a programme level appears well managed.

Table 4. He Papa Tikanga (Home-based) taura enrolments and achievement (2018-2021)

Course completions % (enrolment numbers)	2018	2019	2020	2021
All taura	76% (699)	90% (2893)	85% (2235)	89% (2469)
Non-Māori and non-Pasifika	80% (407)	92% (1784)	89% (1292)	91% (1429)
Māori taura	70% (275)	87% (1029)	80% (878)	85% (953)
Pasifika taura	82% (17)	88% (800)	93% (65)	100% (87)
Taura aged under 25 years	70% (67)	85% (259)	83% (195)	89% (183)
Programme completions %	2018	2019	2020	2021
All taura	71%	73%	69%	56%
Non-Māori and non-Pasifika	76%	79%	76%	60%
Māori taura	63%	64%	58%	48%
Pasifika taura	71%	69%	75%	67%
Taura aged under 25 years	61%	61%	63%	55%

Source: Te Wānanga o Aotearoa student management system

2.4 Focus area: New Zealand Certificate in English Language (General) (Level 3)

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Qualification title and level: New Zealand Certificate in English Language (Level 3) (NZCEL)</p> <p>Credits: 60</p> <p>Delivery mode: Online, blended and ‘hybrid’</p> <p>Duration: 18 weeks (600 hrs – 12.5 hrs per week tutor-directed)</p> <p>This programme is delivered by DynaSpeak, a school within TWoA. DynaSpeak was a private training establishment established in 2004, purchased by TWoA in 2011 and operated as an independent, wholly owned entity until 2019 when it was fully integrated into TWoA. TWoA continues to use the DynaSpeak brand for English language delivery from five campuses spread across Auckland city. Since 2018, DynaSpeak has ceased delivery to international taura.</p> <p>Taura on the NZCEL programme are achieving well and have their personal goals well met. Course and programme completion rates are consistently high. Teachers and managers have access to real-time achievement data and use this data to bring about continuous improvement in outcomes for taura. Staff have informal and formal opportunities to discuss achievement and strategies to ensure taura are learning and achieving. The Tauaro process of TWoA is highly regarded for the validation that independently facilitated self-reflection has provided to already well-established self-assessment.</p> <p>Taura goals and aspirations are well understood by the teaching staff, and taura and graduates confirmed that they are having those goals met. Taura tend mostly to be mature and their aspirations are driven by a desire for greater participation in community, employment and education. For many, being able to engage with their children’s school has been a huge benefit to their confidence and integration into New Zealand society.</p> <p>Some graduates progress to level 4 English courses at DynaSpeak or other providers. Graduate data indicates that they have been prepared well for higher-level study and continue to</p>

	<p>achieve. Engagement with graduates indicates that the graduate profile outcomes for the NZCEL are being well met.</p> <p>An external post-assessment moderation process established with an external partner in 2020 is valued for the contribution to assessment practice, with the process modified in 2021 to increase shared collaboration opportunities and insights.</p> <p>While originally a face-to-face delivery model, the programme was swiftly shifted to an online format with the advent of Covid-19 lockdowns. Staff have adapted well to the shift in delivery. Since lockdowns have eased, the organisation has moved firstly to a blended model, whereby some classes are delivered face to face and others online, to lately a 'hybrid' model. Hybrid delivery enables some taura to study in class and others to study remotely as part of the same class – in many cases there are two teachers simultaneously managing the online and face-to-face aspects of the delivery. Taura can move from one mode to the other according to their own circumstances and preferences. This is a very taura-centred approach.</p> <p>There was a clear sense of shared accountability across all staff for the support of taura through multiple complementary initiatives and excellent responsiveness to the multiple needs of taura during the pandemic lockdowns.</p> <p>The learning environment at DynaSpeak is supportive, providing an excellent foundation for enhanced success. Taura voice is sought and engaged with by staff and taura in real time through a platform that taura can post feedback to in their first language if they prefer. Appropriate systems are in place to meet external quality assurance requirements, health and safety requirements, and ensure compliance such as attendance monitoring.</p>
<p>Conclusion:</p>	<p>The systems and processes to sustain quality education in the New Zealand Certificate in English Language are robust and well supported by management. Outcomes for taura are comprehensive and measured performance is high.</p>

Table 5. New Zealand Certificate in English Language taurira enrolments and achievement (2018-2021)

Course completions % (enrolment numbers)	2018	2019	2020	2021
All taurira	82% (221)	81% (480)	81% (366)	86% (429)
Māori taurira	50% (2)	100% (1)	(0)	100% (2)
Pasifika taurira	77% (7)	64% (20)	90% (14)	75% (28)
Taurira aged under 25 years	72% (13)	84% (16)	72% (20)	81% (24)
Programme completions %	2018	2019	2020	2021
All taurira	74%	71%	68%	79%
Māori taurira	50%	100%	-	100%
Pasifika taurira	57%	60%	86%	68%
Taurira aged under 25 years	69%	81%	65%	71%

Source: DynaSpeak

2.5 Focus area: He Puāwai New Zealand Certificate in Adult and Tertiary Teaching (Level 5)

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Qualification title and level: He Puāwai New Zealand Certificate in Adult and Tertiary Teaching (Level 5)</p> <p>Credits: 60 credits</p> <p>Delivery mode: Mixed mode (currently delivery is online, with some classes in-person by exception)</p> <p>Duration: 18 weeks</p> <p>Taurira gain significant value both personally and in their professional practice by completing the programme. Valued outcomes include empowerment and awakened awareness of one's own strengths and abilities which has encouraged further study and advancement in employment. Role promotions and better pay are also valued outcomes. Taurira gain a deeper understanding of their own culture, contributing to an ability to bring this to their teaching, and supporting new and improved relationships with whānau, hapū and iwi. Stakeholders value the culturally competent practice graduates demonstrate.</p>

	<p>Graduate survey data provides high-level insights into these outcomes, which were more deeply understood through the evaluative conversations conducted for the EER. Tracking of tauira progression would add further insight.</p> <p>Since 2019, programme completions have tracked upwards to 77 per cent in 2021 and course completions to 81 per cent. This positive trend was sustained during the Covid lockdowns and disruptions, with completions above all organisation programmes in 2020 and 2021.</p> <p>The programme has worked hard to lift Māori achievement in 2021, given a significant disparity of around 20-25 percentage points in previous years. In 2021, Māori tauira course completions were reduced to 6 percentage points below that for non-Māori and non-Pasifika, and programme completions 9 percentage points. Parity has been consistently achieved for retention over time (in the high 80 and 90 per cent range). The Aromarau process, supported by the organisation's provision of achievement datasets over time, has supported recent insights into achievement.</p> <p>Āhurutanga is demonstrated by inclusive and strengths-focused learning environments. Tauira are safely challenged and supported to do their best. Collaborative approaches to learning and teaching support social and academic support networks.</p> <p>Learning activities are steeped in Ako Wānanga and are varied and relevant to effectively engage and motivate tauira. Innovation and a variety of online learning methods and techniques are in place. The move to online delivery has been grounded in Ako Wānanga and effectively facilitated by the supportive relationships between tauira, kaiako and tauira support services, and the tuakana-teina learning and sharing that takes place between kaiako. Tauira support services are closely connected to the programme and are present in the learning environment.</p> <p>Tauira satisfaction with the programme is consistently high across years and survey ratings. In 2021, 95 per cent said that they would recommend the programme to others. Kaiako stand out as exceptional in tauira and graduate survey feedback and from graduate feedback provided during the EER. The programme has self-identified the need to improve survey response rates which have tended to average between 15-20 per cent in the last couple of years.</p>
--	--

	<p>Tauira appreciate the tailored individual feedback they receive from kaiako on their aromatawai (assessments), on an ongoing basis, to support their learning. Learning activities and aromatawai are aligned to learning outcomes.</p> <p>Internal moderation has agreed with 100 per cent of assessor decisions in 2020 and 2021. External moderation is planned as part of organisational development.</p> <p>Changes to the programme were approved by NZQA in 2021 and included improvement to aromatawai. These changes were informed by feedback from tauira and stakeholder feedback.</p> <p>Kaiako are closely connected and share their strengths, practices and insights through regular hui, including as a part of KIT training, and in weekly 'Zoom chats' with management.</p> <p>Marau, aromatawai and associated learning outcomes, guide and support kaiako in their consistent delivery of the programme.</p>
Conclusion:	<p>He Puāwai is a special and highly valued programme contributing significant valued outcomes for tauira and the wider community. Kaiako facilitate exceptional strengths-based learning environments to support excellent outcomes. Self-assessment has been used effectively to reduce, in 2021, a significant gap that has persisted between Māori and non-Māori completions. This is a continued focus and priority.</p>

Table 6. He Puāwai tauira enrolments and achievement (2018-2021)

Course completions % (enrolment numbers)	2018	2019	2020	2021
All tauira	79% (259)	74% (257)	76% (260)	81% (273)
Non-Māori and non-Pasifika	95% (39)	90% (39)	86% (58)	84% (72)
Māori tauira	76% (191)	68% (176)	72% (164)	78% (163)
Pasifika tauira	74% (29)	82% (42)	78% (38)	88% (38)
Tauira aged under 25 years	60% (20)	38% (18)	65% (13)	87% (18)
Programme completions %	2018	2019	2020	2021
All tauira	75%	71%	72%	77%
Non-Māori and non-Pasifika	95%	90%	86%	81%

Māori taura	71%	65%	67%	72%
Pasifika taura	72%	81%	74%	87%
Taura aged under 25 years	55%	33%	62%	83%

Source: Te Wānanga o Aotearoa student management system

2.6 Focus area: He Ara Mārama ki te Ao Pakihi (Level 3)

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Qualification title and level: New Zealand Certificate in Business (Introduction to Small Business) (Level 3)</p> <p>Credits: 60 credits</p> <p>Delivery mode: Mixed mode or contact mode (currently online only)</p> <p>Duration: 18 weeks (600 hours – 106 hours kaiako directed)</p> <p>This programme is of high relevance and supports important valued outcomes to be achieved. Skills and knowledge acquired include the ability to effectively assess the feasibility of a business idea, develop a business case to attract funding and support, and research and choose the right business tools to use. Graduates described how the skills and knowledge gained are relevant well beyond the programme. Similarly, excellent programme resources continue to be relevant and well utilised in business.</p> <p>Graduates value the knowledge acquired to holistically consider the impact of their businesses (for example, environmentally and customer-centred). They also valued the Māori cultural knowledge they gained through the programme.</p> <p>Graduate and taura surveys are providing relevant insights, although the programme has been challenged by low survey response rates. This is a focus going forward. Some graduates progress to level 4 study, though there was no data showing the extent of this progression.</p> <p>Programme completion rates have been consistently around 70 per cent over the past four years. There is a persistent and significant disparity of around 20-25 percentage points each year for Māori as compared with non-Māori completions. The establishment of the Aromarau process, accompanied by the organisation's provision of year-to-year data over time, has</p>

Final report

	<p>identified this disparity for the management team. Strategies to address this will be informed by a planned organisation response to boosting Māori achievement. External benchmarking undertaken by the programme identifies Māori achievement as comparable to or above sector averages.</p> <p>Māori and Pasifika graduates engaged for the EER described an inclusive and safe learning environment. Kaiako value tauira ideas and experiences and integrate these within the learning.</p> <p>Online learning is well supported – kaiako have significantly upskilled since the first 2020 lockdowns. Feedback from some mature graduates identified a need for earlier and programme-specific guidance in using the e-learning platform, possibly also in relation to programme workload expectations.</p> <p>Moderation outcomes improved between 2020 and 2021, which is attributed to better assessment practice flowing from the organisation’s improved and established moderation process. The recent redevelopment of assessments was informed by tauira and other stakeholder feedback.</p> <p>The programme’s marau (curriculum) document and programme delivery schedule support the clarity and consistency of programme delivery, including ensuring that programme learning hours and delivery requirements are met. Programme management values the quality processes that the organisation has universally implemented, and the clarity, consistency and increased accountability such processes have enabled.</p> <p>The Aromarau process is well embedded and informed by kaiako, tauira and stakeholder voice. Kaiako feedback and insights are actively sought through hui and KIT training.</p> <p>Contracted kaiako are valued and supported in the same way as employed kaiako. Kaiako have good and ongoing access to relevant professional development and training to support quality teaching, including to complete adult education and numeracy and literacy qualifications.</p>
<p>Conclusion:</p>	<p>The programme is of high relevance and offers important and valued outcomes for tauira. Boosting Māori achievement is an essential priority. The quality of the programme is well supported by knowledgeable and supportive kaiako, an inclusive learning environment, and effective teaching and learning processes.</p>

Table 7. New Zealand Certificate in Business (Introduction to Small Business) taurira enrolments and achievement (2018-2021)

Course completions % (enrolment numbers)	2018	2019	2020	2021
All taurira	77% (787)	77% (843)	72% (525)	75% (456)
Non-Māori, non-Pasifika	84% (408)	87% (468)	85% (304)	84% (235)
Māori taurira	71% (310)	64% (311)	54% (185)	65% (173)
Pasifika taurira	58% (69)	70% (64)	59% (36)	69% (48)
Taurira aged under 25 years	70% (87)	66% (69)	59% (47)	51% (46)
Programme completions %	2018	2019	2020	2021
All taurira	70%	72%	67%	69%
Non-Māori, non-Pasifika	79%	83%	81%	79%
Māori taurira	64%	58%	48%	57%
Pasifika taurira	48%	64%	50%	65%
Taurira aged under 25 years	61%	61%	49%	39%

Source: Te Wānanga o Aotearoa student management system

2.7 Focus area: Te Kumanu Raeroa (Level 3)

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Qualification title and level: New Zealand Certificate in Tiaki Kuia, Koroua (Level 3)</p> <p>Credits: 60</p> <p>Delivery mode: Mixed mode</p> <p>Duration: 19 weeks total, 18 weeks teaching</p> <p>Te Kumanu Raeroa is a unique and specialised programme, currently delivered in one takiwā, Te Waenga. It leads to the New Zealand Certificate in Tiaki Kuia, Koroua (Level 3). Delivered through noho marae, Te Kumanu Raeroa is an introductory programme that combines tikanga Māori with an understanding of health services to help ensure kuia, koroua and their whānau are not only well looked after, but also cherished, understood and empowered in the community.</p>

	<p>The programme is well resourced, with relevant learning materials provided, supported by online learning content through iAkoranga/Moodle and further materials available through the library service. Sufficient resources are also allocated through a programme resource list to support the delivery at the takiwā level.</p> <p>There are strong taura services in place for this programme, with key information provided at the onset of delivery. Organisational policies and procedures minimise barriers to learning, and there are mechanisms in place to support taura with disabilities. The transition to online delivery was difficult for some taura during the Covid-19 lockdown, but the organisation is now in a stronger position to better support taura to ensure the learning experience is not compromised.</p> <p>Between 2019 and 2021, Māori achievement was not as strong as non-Māori. However, it was noted that there are significantly larger numbers of Māori than non-Māori enrolled in the programme. Despite this, the disparity is recognised by kaimahi throughout the organisation, who are exploring ways of closing this gap.</p> <p>Te Kumanu Raeroa had strong course achievement of 79-87 per cent between 2018 and 2020. However, 2021 saw a decline to 62 per cent. This was attributed to the effects of Covid-19 and the subsequent lockdowns on the delivery of the programme. Taura Māori in particular were affected adversely during this time. Evidence was provided of graduates gaining employment and/or engaging in further study as a result of completing the qualification.</p> <p>The new online system of internal moderation has improved assessment practice, providing assurance that outcomes are valid. External moderation has not been a requirement for this programme but will become a requirement as part of the ongoing quality improvement process.</p> <p>Programme review is inclusive of taura feedback and is an ongoing part of self-assessment through Tauaro at a takiwā level and Aromarau at a programme level. Valuable insights have been gained from these processes from taura, kaiako and delivery staff, which have contributed to programme changes and in particular the decision to redevelop the programme in 2022.</p> <p>There is clear value being gained by graduates and stakeholders, with graduates saying they apply the knowledge</p>
--	---

	<p>and skills learnt in the programme in relevant and varied contexts, contributing positively to their whānau, communities and workplaces. Examples included caring for and advocating on behalf of kaumātua, understanding key legislation that impacts kaumātua, helping kaumātua to understand their rights and supporting them to access key services, and empowering kaumātua through tikanga Māori.</p> <p>Tauira and graduate feedback for Te Kumanu Raeroa is positive, with tauira preferring face-to-face learning opportunities. Tauira value the learning they receive on the programme and expressed how the experience in Te Kumanu Raeroa has improved not only their confidence in supporting and caring for their kuia and koroua, but also their own personal wellbeing and identity. Graduates spoke highly of their experience, in particular the inclusive, respectful and mana-enhancing atmosphere within the class. Graduates said they were well supported by their kaiako and were provided with useful learning resources and timely feedback on their progress.</p> <p>External stakeholder relationships are managed through Komiti Āwhina at both a national and takiwā level; however, further engagement is required to ensure the programme is relevant to stakeholders and communities. Management acknowledged this in the Aromarau as an area for improvement, with a programme-specific Komiti Āwhina planned for 2022.</p> <p>Effective systems are in place for managing academic quality and compliance matters for this programme. Te Kumanu Raeroa kaiako are well supported by Akoranga management. There are excellent systems in place to support teaching and learning, including regular KIT, Ako Wānanga and online/blended learning training, iAkoranga/Moodle support and ongoing support from Kaiwhakahaere Ako.</p> <p>Despite a reduction in overall enrolments over the past three years, management is committed to offering the programme, with consideration also given to expanding the programme to other delivery sites and takiwā based on community need and interest.</p>
<p>Conclusion:</p>	<p>Kaiako are qualified, knowledgeable in the subject area, and are well respected in their communities. The programme is well resourced and tauira are well supported. Self-reflective practice is evident throughout the programme. Tauira highly value their experience and their increased knowledge of hauora, tikanga and mātauranga Māori gained through the programme.</p>

Table 8. Te Kumanu Raeroa taura enrolments and achievement results (2018-2021)

Course completions % (enrolment numbers)	2018	2019	2020	2021
All taura	87% (72)	83% (108)	79% (47)	62% (65)
Non-Māori, non-Pasifika	83%	88%	100%	80%
Māori taura	88% (57)	77% (69)	79% (38)	59% (57)
Pasifika taura	87% (9)	100% (14)	71% (7)	100% (2)
Taura aged under 25 years	88% (9)	73% (12)	57% (6)	5% (4)
Programme completion %	2018	2019	2020	2021
All taura	81%	80%	74%	58%
Non-Māori, non-Pasifika	83%	88%	100%	67%
Māori taura	81%	72%	74%	56%
Pasifika taura	78%	100%	71%	100%
Taura aged under 25 years	78%	58%	33%	0%

Source: Te Wānanga o Aotearoa student management system

2.8 Focus area: Everyday Skills Intensive Literacy and Numeracy (ILN) contracted delivery for New Zealand Corrections

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Title: Intensive Literacy and Numeracy (Everyday Skills)</p> <p>Credits: n/a</p> <p>Delivery mode: Face to face</p> <p>Duration: Variable – based on individual needs</p> <p>The Intensive Literacy and Numeracy (ILN) Everyday Skills programme is delivered under contract to the Department of Corrections, in 17 correctional facilities across Aotearoa New Zealand. ILN services are offered to those prisoners with the most basic literacy and numeracy needs and who are assessed at Steps 3 and below of the Learning Progressions for Adult Literacy. The programme supports prisoners to improve their everyday competencies so they can work towards formal qualifications and gain the skills expected by employers upon release from prison.</p> <p>The programme is exceeding Department of Corrections contractual targets for statistically significant gain (SSG) in literacy and numeracy levels. The contractual target is 35 per cent against actual achievement of 57 per cent averaged over the previous two years. Completion rates for programmes are understandably variable, affected in the main by Department of Corrections operational requirements such as: taura being shifted to other units, lockdowns, work details or early release. The recent formalisation and central recording of individual learning plans has enabled tracking and programme continuity when taura are moved between correctional facilities.</p> <p>The Department of Corrections, and importantly taura themselves, are receiving good value in terms of the contribution to rehabilitation and ability to positively engage with community, whānau and employment on release. Corrections sees delivery through a ‘Māori lens’ as a value-add that TWoA can potentially offer. However, this was not universally evident in practice.</p> <p>Kaiako relationships with taura are supporting learning by building rapport to understand and respond to the individual needs of taura and day-to-day changes in circumstance. Kaiako perform a critical role in what is a very challenging and</p>

	<p>unpredictable environment. Other support services and processes are available through Corrections, but can depend on the relationship a kaiako has with staff on site as to how well these supports are being accessed.</p> <p>Despite being in multiple and sometimes remote locations across Aotearoa New Zealand, staff are well supported in the form of daily communication with team leads and fortnightly team meetings. Staff have been well supported through Covid-19 disruptions and have used downtime effectively to develop and improve delivery resources. 2021 has seen the movement of this programme from the Innovation Development Group to the Akoranga Uepū which has improved academic oversight.</p> <p>Good structures and systems enable reflective practice at an operational level. Staff are open to reflection and using insights to bring about continuous improvement. There is opportunity to expand self-assessment at higher levels, for instance to assess the use and potential effectiveness of kaupapa Māori delivery.</p>
Conclusion:	<p>Tauira and other stakeholders are getting good value in outcomes from this programme. There is a strong commitment to tauira success, and measured performance is well above expectations. Self-assessment at an operational level is generally effective and has resulted in programme improvements.</p>

Table 9. Everyday Skills ILN participation (2018-2021)

	July 2018-June 2019	July 2019-June 2020	July 2020-June 2021
All tauira	-	1186	1126
Māori tauira	61%	66%	67%
Pasifika tauira	11%	10%	8%
Other	27%	24%	25%

Table 10. Everyday Skills achievement (July 2019-June 2021)

	Total	Māori	Pasifika	Other
ILN programme 2-year period July 2019-June 2021				
All taura	2141	1341	170	630
Completed	981 (46%)	583 (44%)	86 (51%)	312 (50%)
Non-completed	1160 (54%)	758 (57%)	84 (49%)	318 (50%)
Statistically Significant Gain (Combined Literacy and Numeracy)¹⁴ 2-year period July 2019-June 2021				
All taura	1614	998	135	481
SSG	917 (57%)	552 (55%)	81 (60%)	284 (59%)
No SSG	697 (43%)	446 (45%)	54 (40%)	197 (41%)

Source: Te Wānanga o Aotearoa

2.9 Focus area (Thematic): Valued outcomes of degree and Master's programmes

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Evidence for this focus area was presented by He Korowai Ākonga – Bachelor of Education (Primary); Ngā Poutoko Whakarara Oranga – Bachelor of Bicultural Social Work; He Maunga Kura Toi – Bachelor of Māori Art and He Waka Hiringa – Master of Applied Indigenous Knowledge.</p> <p>TWoA provided a range of evidence to demonstrate the value of the outcomes for stakeholders including graduates. Graduates in the degree and Master's programmes achieve outcomes relevant to their programme of study, including employment (teaching and social work), self-employment and voluntary/marae-based projects (arts and He Waka Hiringa). Some taura are working while studying as a result of the delivery structure of the programme, meaning the qualification has for some contributed to promotions in the workplace upon graduation.</p> <p>Graduates and stakeholders highly value the bicultural perspectives graduates bring to the workplace; their value-based practice; and their appreciation and understanding of</p>

¹⁴ The SSG rate is the proportion of Correction's ILN learners who have been assessed in literacy or numeracy who have made a statistically significant gain in literacy, numeracy or both. It is calculated by measuring the difference between ILN learners' initial assessment scores and their latest assessment scores.

tikanga Māori and te reo Māori. On occasion, employers have approached TWoA directly for graduates, and one stakeholder in particular attested to only employing TWoA graduates because they are Māori and bicultural and can adapt easily to their educational context. These outcomes are a direct result of the programmes that embed ngā uara me ngā takepū into the marau (curriculum).

Graduates attested to strengthening their connection to their identity which is supported and fostered throughout their learning journey. Equally, they felt their prior experiences and who they are as Māori were acknowledged and affirmed, reducing the initial whakamā (anxiety) they experienced re-engaging with education. Graduates also felt that their programme of study helped them to develop their critical thinking skills and to sharpen and articulate their model of practice more clearly, informed by research and theory.

Ngā takepū, combined with the practice-based nature of all the programmes – but specifically He Waka Hiringa – has meant graduates are compelled to continue to share their practice meaningfully with their own whānau, hapū, iwi and marae. Graduates have gone on to share their learnings and practices related to gathering kaimoana; traditional/technological approaches to support smoke-free pregnancies; traditional oriori; recovering tupuna narratives; and art exhibitions, to name a few.

Systems for gathering feedback to self-assess the value of outcomes are wide-ranging and include ongoing contact with graduates and stakeholders through placements (sometimes the graduates become mentors and employers); Facebook groups; newspaper articles/exhibition booklets; professional relationships and Komiti Āwhina. He Waka Hiringa has a stakeholder newsletter which it distributes regularly to keep stakeholders informed of the programme and graduate work. Some graduates return to TWoA as guest speakers and kaiako.

Regular graduate outcomes surveys are undertaken, although response rates are low. Programme reviews and degree monitor reviews are also undertaken and provide opportunities for continuous improvement. Some programmes maintain databases of graduate outcomes while other programmes are still working on developing a systematic approach. Kaiako from the Bachelor of Bicultural Social Work regularly review the Social Workers Registration Board database for graduates of TWoA. This may be a useful practice for He Korowai Ākonga to

	<p>follow to keep track of graduates who become registered teachers.</p> <p>Staff felt well supported by TWoA to be research-active. Teaching staff are allocated time for research each week (which they can negotiate to use flexibly) and are supported to participate in conferences and professional development opportunities. Some teaching staff are also publishing their research work.</p>
<p>Conclusion:</p>	<p>Outcomes of the TWoA degree and Master's programmes are highly valued by stakeholders including graduates. Graduates are applying their skills and knowledge in the workplace and/or to whānau, hapū, iwi and/or community projects. Employers in particular valued the bicultural perspective TWoA graduates bring to the workplace. Tauria, graduates and teaching staff are creating, contributing to, and advancing knowledge.</p>

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Te Wānanga o Aotearoa:

- Progress, as a priority, its focus on lifting the achievement of taura Māori.

Requirements

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

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

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

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

- Identify organisational fraud¹⁵
- 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.

¹⁵ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz