

Report of External Evaluation and Review

Kōkiri Marae Keriana Olsen Trust

Confident in educational performance

Confident in capability in self-assessment

Date of report: 7 August 2014

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Kōkiri Marae Keriana Olsen Trust
Type:	Private training establishment (PTE)
Location:	Seaview, Lower Hutt
Delivery sites:	1 Barnes Steet (Main Base), 7/9 Barnes Street, Seaview, Lower Hutt
First registered:	28 August 1992
Courses currently delivered:	Youth targeted training programmes: <ul style="list-style-type: none">• Nga Pukenga Aronui (Level 2) Nga Toi o Hine Rehia (Level 2)• Oranga Hou (Level 2) Mature student employment support programmes: <ul style="list-style-type: none">• Te Puna Mahi – funded by the Ministry of Social Development• Te Ahuru – Foundation Focused Training Opportunities, funded by the Tertiary Education Commission (TEC)
Code of Practice signatory:	N/A
Number of students:	Domestic: <ul style="list-style-type: none">• 45 Youth Guarantee students• 29 Mature students
Number of staff:	10 full-time equivalents

Scope of active accreditation:	<ul style="list-style-type: none"> • Nga Pukenga Aronui (Level 2) • Nga Toi o Hine Rehia (Level 2) • Oranga Hou (Level 1) • Te Whare Matauranga o Kōkiri (Level 2) • Hunga Mahi National Certificate in Business Administration and Computing (Level 2) • Certificate in Asthma and Other Respiratory Conditions (Māori Community Health) (Level 4)
Distinctive characteristics:	<p>Kōkiri Marae in Seaview was one of the first community-based Kōkiri centres to be established as a PTE. The centre began delivering employment-based training schemes in a Māori/marae environment in 1992 and has been operating since that time.</p>
Recent significant changes:	<p>In 2012, Kōkiri Marae received new course approvals for:</p> <ul style="list-style-type: none"> • Nga Pukenga Aronui (Level 2) • Nga Toi o Hine Rehia (Level 2) • Oranga Hou (Level 1)
Previous quality assurance history:	<p>Kōkiri Marae was previously quality assured by NZQA in 2009 under the audit system and met all requirements. Kōkiri demonstrated that it was a sound and stable provider, had effective quality management systems in place, and was substantially meeting or exceeding its goals and objectives.</p>
Other:	<p>Originally offering Māori cultural programmes such as Te Reo Māori and carving and weaving, soon after its inception Kōkiri Marae began delivering a range of educational, social and health services.</p> <p>As well as its PTE, the organisation also operates three Kohanga Reo (Māori early education centres).</p> <p>Kōkiri previously offered adults TEC-funded Training Opportunities programmes, and now</p>

delivers targeted training programmes, which enable youth and mature students to complete assessment towards the National Certificate in Computing (Levels 2 and 3), the National Certificate in Business Administration and Computing (Level 2), the National Certificate in Employment Skills, the National Certificate in Māori (Te Waharoa) (Level 2), and the National Certificate in Māori Performing Arts (Performance) (Level 4).

2. Scope of external evaluation and review

The external evaluation and review (EER) included the mandatory focus area:

- Governance, management and strategy

The following youth programmes were selected as additional focus areas:

- Nga Pukenga Aronui (Level 2)

This programme encompasses the National Certificate in Computing (Level 2).

- Nga Toi o Hine Rehia Te Waharoa (Level 2)

This programme encompasses the National Certificate in Māori (Te Waharoa) (Level 2).

- Oranga Hou (Level 1)

This programme encompasses the National Certificate in Employment Skills (Level 1).

These programmes were selected because they include the majority of students, who enrol in each programme for 12 weeks on an ongoing basis. Because of this, the scope provides a good indication of the organisation's educational performance and capability in self-assessment.

3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document *Policy and Guidelines for the Conduct of External Evaluation and Review* available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

The EER was conducted over two days by two NZQA evaluators. The evaluation involved face-to-face interviews with:

- Two trustees, the general manager and education managers
- Programme staff from the three programmes selected as focus areas
- Four groups of current youth students from the three programmes selected; and mature students and two graduates (by phone)
- A range of key stakeholders, including Kōkiri Marae-based social and youth workers and whānau.

The evaluation also involved a review of relevant documentation such as the strategic plan, evaluation reports, student evaluation data, assessment material, minutes of meetings, self-assessment reports and risk management planning.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Kōkiri Marae Keriana Olsen Trust**.

- Many Kōkiri Marae students increase their levels of numeracy and literacy, gain credits, achieve qualifications and go on to further study, including funded pre-employment skills programmes.
- These outcomes are of value because 90 per cent of students are second-chance learners, many of whom have high social needs and have not had success in previous educational settings.
- The TEC-funded results have been mixed, however. While Kōkiri Marae met and exceeded TEC attendance and labour market outcome targets in the youth programmes, and had notable success with improving student attendance.
- Other outcomes have been more consistent. Students at Kōkiri Marae become stronger in their cultural and self-identity by learning their whakapapa (self-knowledge) and their pēpēhā (connection to their cultural heritage), and through active participation in marae protocols and practices.
- Through cultural engagement, students are encouraged and supported to take greater responsibility for their lives and future goals. These changes are highly valued by whānau, many of whom have expressed delight at the progress made by Kōkiri Marae students over the course of the year-long programmes.
- While the organisation is aware of students' individual and collective needs, some students noted that they would like greater encouragement to explore their longer-term goals. This could help students relate their current course to their future careers, connections that would be self-motivating.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Kōkiri Marae Keriana Olsen Trust**.

- Feedback from community groups and employers informs Kōkiri Marae's programmes to ensure they are relevant to stakeholder needs. This relevance is confirmed by employer feedback that graduates possess the qualities and attributes that they value.
- Student and tutor feedback is reviewed regularly by programme evaluations, tutor self-assessment, monthly staff meetings and ongoing formal and informal stakeholder meetings.
- Changes made as a result of this feedback include increased professional development for staff, resulting in changes to teaching plans and methods to better engage students (for example, in the afternoon sessions). This includes a focus on activity-based learning in preference to students completing workbooks.
- Kōkiri Marae has formalised its self-assessment processes to meet the compliance and contractual requirements of its government agency partners, such as the TEC, NZQA and the Ministry of Social Development.
- However, Kōkiri Marae is encouraged to analyse the data it reports to these agencies in more depth to proactively inform the growth, development and direction of its programmes and to maintain a balance between compliance with government agency initiatives and funding streams and local community and student needs.
- Kōkiri Marae has systematic processes for organisational self-assessment, including the regular review of policies and procedures at annual strategic planning meetings. However, the actions taken as a result of these review processes are not well documented, meaning it is difficult to track outcomes and improvements made.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Over the period 2009-2010, Kōkiri Marae exceeded all TEC targets set for its youth programmes² and was awarded extra places in 2011 for its impressive occupancy and positive labour market outcome results.³ TEC commentary noted 'a history of high performance. The decline evidenced in 2011 was due to a misunderstanding about the organisation's contractual requirements and, after discussion with the relevant funding body, did not have an impact on the number allocated in the following year.

Year	Occupancy %		Positive Labour Market Outcomes %		Avg credits/learner	
	Youth	Mature	Youth	Mature	Youth	Mature
2009	106	113	100	84	41.81	52.45
2010	104	120	60	70	52.09	42.94
2011	101	70	63	36	31.25	11.74

Kōkiri Marae has moved from delivering programmes focused on unit standard credit achievement to delivering NZQA-approved and accredited programmes with the potential for national certificate outcomes. This has had some immediate benefits in that some students have gained qualifications and increased their literacy and numeracy and soft skills such as self-knowledge, respect and self-esteem through the course of their studies. See table 2 below.

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

² TEC performance summary information dated 19 January 2011.

³ Trainees moving into further training or employment.

Table 2: Attainment of soft skills, 2013 (total enrolments 74)				
Literacy and numeracy	50% of students make a gain in their literacy and numeracy based on the online TEC assessment tool			
Qualifications	6 students gained National Certificate in Computing (Level 2)	7 students gained National Certificate in Employment Skills (Level 1)	7 students gained Te Waharoa (Level 2)	14 students gained NCEA Levels 1 and 2
Credits	35 students gained a total of 4,065 credits = 2.9 credits per student per week			
Soft skills	Students make gains in self-knowledge, respect and self-esteem through attendance and daily tikanga on marae, e.g. karakia, powhiri, tangi whakawhanaungatanga (relationships gained), tautoko (support received), manaaktanga (caring environment)			

Kōkiri Marae is aware of learners' individual and collective needs and, where necessary, adjusts its practices to meet them. For example, the use of Poutama and Pikopiko methods for developing student pathway plans for their course was introduced because the previous progress reporting system was not working. The organisation has taken steps to upskill staff in moderation, although this does not always occur. For example, the minutes of a 2012 staff meeting noted that only two students had passed a particular unit standard. To address this issue, the tutor was asked to review teaching methods to help students with future units. However, low student pass rates were attributed to the way students were taught, although the fault may have been with the assessment tool. Pre-moderation and a review of the tool would have been appropriate in this situation. Staff understanding of moderation and its purposes may require further strengthening.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Kōkiri Marae aims for educational success for all its students. For example, students gain unit standard credits, learn cultural and humanistic values and gain a heightened sense of belonging and well-being. Students are also challenged to work outside of their personal comfort zones and are required to think and consider the well-being of their peers and those around them.

Parents of students said the Kōkiri Marae environment (and programmes of study) had a direct and positive impact on the attitudes of their children at home. Parents said their children became more open and willing to talk and to help out with chores around the home. A parent whose child had returned to school after gaining NZQF

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credits at Kōkiri Marae commended the organisation for the assistance, patience and support shown towards her daughter and for the positive outcome that was achieved. A mother whose daughter was 'doing nothing' at home, having left school with no qualifications, said the daughter was now doing housework and achieving credits towards NCEA, and was re-engaged and motivated to attend her course and learn.

Students who achieve NCEA have been able to gain value from accessing higher education or employment, such as going on to further study, including taking part in the Ministry of Social Development funded pre-employment skills programmes at Kōkiri Marae, and attending Te Wānanga o Aotearoa, Weltec in Petone or the University of Victoria, Wellington. As a precursor to full-time work, some students also take up part-time work in local industries while they are studying. Following their studies, Kōkiri Marae students have gone on to full-time work in the food industry, supermarkets and factories.

Many students arrive with complex issues that Kōkiri Marae supports them through. The previous employment outcomes demonstrate the value gained by this assistance, enabling students who have experienced long-term unemployment and with few or no previous qualifications to find employment. However, it is not clear how sustainable the employment outcomes are as there is no data on longitudinal employment outcomes.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

With the marae as their setting for learning, students at Kōkiri Marae self-identify their learning goals and create pathway plans by using a system known as Poutama and Pikopiko, which progressively charts student development. Students relate to the process because it is visual and the symbols of the poutama (steps) and pikopiko (representative of young curved fern shoots) depict growth, development and advancement.

Kōkiri Marae has developed an integrated programme that offers students an opportunity to gain unit standards towards three qualifications, providing them with the fundamental knowledge, skills and attitudes necessary to gain employment or go on to further study. The students, who rotate around the three programmes, said they liked this method because they experienced different teaching styles and had variety in their learning.

The courses match the needs of the local community because they provide training that helps to engage and re-engage at-risk youth and unemployed mature students in productive activities and to consider future pathways including, for some

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students, a return to school. The focus of Kōkiri Marae's training includes employment skills (because people need jobs), performing arts (to improve students' cultural confidence, competence, self-esteem and identity) and computing (because computing skills are now a base set of skills). As evidenced by Kōkiri Marae's labour market outcome statistics, the courses offered are matching students' needs effectively, and lead to employment opportunities for graduates in factories and local industries and to further training.

Students at Kōkiri Marae suggested that there could be more courses that lead to 'where they want to go in life'. To this end, individual course plan development could be more extensive to include the students' (realistic) future goals and aspirations beyond Kōkiri Marae. Currently, students set goals that assist them to achieve credits on Kōkiri Marae courses. However, some students wanted more structured career planning as part of their goal-setting.

The Kōkiri management team identifies courses and programmes required by the community, taking into account Government priorities, trends and annual funding requirements. The organisation has a strong focus on compliance with contractual obligations and has the knowledge, skills and capability to respond quickly to Government changes in policy. Kōkiri Marae is in touch with the education and social sectors and matches the needs of funders.

Self-assessment for Kōkiri Marae programmes is systematic and ongoing and the organisation continually receives advice from its stakeholders, and is adjusting and adapting programme content and activities where required, for example the introduction of more group activity learning rather than just theory. Although feedback from graduates and stakeholders to gauge the long-term value of learning was not available, there was evidence that tutors meet formally on a monthly basis to maintain collegiality and to review student progress and their ongoing and changing needs.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Kokiri Marae youth graduates gain NZQF credits and move on to further training. The organisation provides students with a sense of whānau through the kaupapa Māori principles and practices that are the foundation of a marae-based organisation. For example, all classes begin with karakia and whakatauki (spiritual and proverbial sayings), which help to build philosophical frameworks upon which students can review and re-shape the values and beliefs that underpin their lives.

Students' needs assessment is effectively undertaken at enrolment, including assessment of numeracy and literacy skills using the TEC online assessment tool. Individual course plans are then developed collaboratively by students and staff,

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which form the basis of the learning and teaching. However, the organisation is yet to determine whether the teaching strategies and improvements to the workbooks have led to an increase in literacy and numeracy skills for its students.

Teaching methods at Kōkiri Marae are in response to different learning styles and include class discussion, games and activities. Learning activities are also varied, including, for example, field trips to the Museum of New Zealand Te Papa Tongarewa. The feedback from students and tutors states that the field trips help motivate the students to learn. Students said they had become more confident and competent in Māori cultural practices as a result of the cultural principles and values regularly practised on campus/marae and in the classroom. Competence in computer skills and curriculum vitae development enables students to be more work-ready, which is reflected in the previous positive labour market outcomes for 2009-2011.

Kōkiri Marae is developing the tutors' critical awareness around their roles and responsibilities. Tutors maintain records of student achievement and outcomes to ensure they are meeting course targets and to keep them engaged and participating in classroom and marae/campus activities. The EER team acknowledges the effectiveness of self-assessment as seen through changes arising from the monthly staff meetings, including variations to teaching methods and the introduction of an exercise session after karakia to improve student engagement and learning.

Kōkiri Marae is meeting NZQA national external moderation requirements. As noted, the organisation has taken steps to upskill staff in moderation, although moderation does not always occur. Interviews with staff during the visit highlight the need for further training to increase staff understanding of moderation and its purposes.

There are some indications of poor teacher time management and resourcing. For example, student feedback to the EER team indicated that there was too much downtime, computers were unreliable, and tutors were often late to class. There was no indication that students had made a formal complaint about tutor lateness for staff to follow up. As part of self-assessment, Kōkiri Marae is encouraged to investigate these issues further and to find suitable solutions to them. For example, students suggested the introduction of sport and increased course work into daily teaching plans to reduce the amount of downtime. They also suggested better time management (by staff), and the purchase of new computers.

Programme evaluation processes are systematic and effective and result in constructive improvements. Quarterly programme evaluation and informal evaluation are ongoing and ensure the organisation is aware of issues and needs as they arise. Improvements resulting from annual reviews include increased staff professional development resulting in all staff undertaking and achieving (or working towards) the National Certificate in Adult Literacy and Numeracy Education and the National Certificate in Adult Education and Training.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Kōkiri Marae provides strong and culturally appropriate student support. All students are welcomed onto the marae when they start at Kōkiri Marae and become part of a whānau. Expressions of whānaunga and manaakitanga (relationship-building and hospitality) are the cultural paradigms that underpin Kōkiri Marae's student support system, which considers the total well-being of students and requires respectful engagement at all levels. Students interviewed at this evaluation felt supported and described tutors as approachable and helpful, and observed a synergy between the three tutors, who work closely together to deliver the three programmes.

As noted, Kōkiri Marae is aware of students' individual and collective needs and, where necessary, adjusts its practices to meet them. For example, the use of Poutama and Pikopiko methods for developing student pathway plans for their course was introduced because the progress reporting system being used was not working.

Students receive extra support through transport to the training site and the provision of breakfast. The practice of providing daily transport is considered vital to the success of students (who often have no private transport and few funds for public transport). Likewise, the provision of daily breakfast on arrival ensures that students are not hungry and can engage better with the learning. However, there was no analysis of attendance data to help identify whether these strategies are in fact aids to learning.

The students (who are 90 per cent Māori) are well supported to strengthen their self and collective identities and their sense of belonging. This is achieved through embedding cultural values in programmes and daily activities. Classes begin with karakia and pēpēhā that locate the students in their cultural backgrounds. As noted, students learn about and engage in marae protocols. They become the carers of the marae and learn an ethic of care and host responsibility. Students reported feeling comfortable, relaxed and safe in the marae environment.

The PTE celebrates student success at graduation ceremonies. Whānau attendance is encouraged and graduates receive trophies and other awards from members of the board. As well as honouring and uplifting graduates, these events are highly significant for students and their whānau because for many it is the first time they have received recognition for, and celebrated, their own (and/or their children's) successful educational endeavour.

Kōkiri Marae has its own health and social services arm and students have a range of support services available to them at the marae complex. Students said the

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services were useful because they were easy to access and provided additional holistic support for them while they were studying.

Kōkiri Marae tutors are aware of changes to students' attitudes, behaviours and educational performance, and report issues and student progress to senior management at monthly staff meetings. While records of these meetings are kept, they do not appear in all cases to track and monitor improvements and determine actions from previous meetings. To strengthen self-assessment, Kōkiri Marae is encouraged to monitor and record the outcomes of changes that are recommended at staff meetings.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Kōkiri Marae governance and management are effective in supporting educational achievement. They have a strong national, regional and local presence which is used to advance opportunities in business and strategic planning. The organisation's strategic and business planning and forecasting is driven primarily by Government direction. A risk management plan is in place.

Kōkiri Marae board members are actively engaged in the life of Kōkiri Marae, and the health and safety of students is paramount to them. Where necessary, board members support management to ensure that the learning environment is safe. An example is working with the appropriate officials to ensure that neighbouring industry emissions are at a safe level and that the roading outside the marae is also safe. Members receive timely information from senior management which enables them to make strategic decisions without crossing over into management. Facilities are well maintained, and classrooms, tutors and student resources are sufficient.

Self-assessment activities are a strong part of business-as-usual activities and changes are made as part of this process. This has helped to show trends and inform current and future discussions and actions. In 2012, these include a review of Kōkiri Marae's quality management system, the development of a risk management plan and support for staff development that sees all tutorial staff qualified with NCEA and the National Certificate in Adult Literacy and Numeracy Education.

The management system at Kōkiri Marae is well established for recording and analysing student evaluation data, capturing learner enrolments and the attainment of credits, unit standards and qualification achievement and completions, and tracking the various stages of learner progression.

Documentation of policy and procedures/trust deeds and strategic plans are all congruent with developing a strong environment conducive to learner achievement.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

2.2 Focus area: Nga Pukenga Aronui (Level 2)

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

2.3 Focus area: Nga Toi o Hine Rehia (Level 2)

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

2.4 Focus area: Oranga Hou (Level 1)

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

Recommendations

NZQA recommends that Kōkiri Marae:

- Develop processes to determine whether literacy and numeracy professional development for tutors and changes to learning materials have led to improvements in students' literacy and numeracy skills
- Develop more structured career planning as part of student goal-setting
- Develop a systematic process for gathering feedback from stakeholders and graduates in order to help determine the long-term value of student and community outcomes
- Develop processes to track and review students' progress towards qualification achievement.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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