



Report of External Evaluation and Review

Maniapoto Training Agency

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 8 June 2016

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review.....	5
3. Conduct of external evaluation and review.....	5
Summary of Results	7
Findings	8
Recommendations	18
Appendix	19

MoE Number: 8875

NZQA Reference: C19682

Dates of EER visit: 13 and 14 October 2015

Final Report

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:	Maniapoto Training Agency
Type:	Private training establishment (PTE)
First registered:	18 December 1990
Location:	Maniapoto House, 51 Taupiri Street, Te Kuiti
Delivery sites:	Maniapoto Campus, 56 Miriama Street, Taumarunui (plus on-farm or in-forest delivery within the Te Kuiti region for practical components; and home-based delivery for some learners)
Courses currently delivered:	<ul style="list-style-type: none">• National Certificate in Forestry (Level 2)• National Certificate in Agriculture (Level 2)• National Certificate in Employment Skills (Level 1)
Code of Practice signatory:	No
Number of students:	Domestic: 99 equivalent full-time students 83 per cent Māori, 10 per cent NZ/European, 7 per cent Pasifika
Number of staff:	13 full-time equivalents (10 tutors, three support staff within the PTE)
Scope of active accreditation:	Subfield consents to assess in agriculture (to level 3), core generics (to level 2), and primary sector (to level 3). Refer: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=887532001

Distinctive characteristics:	<p>Maniapoto Training Agency was established as a delivery arm of the Ngāti Maniapoto Marae Pact Trust. The Trust was established in 1981 to advance the cultural, economic, educational and social aspirations of the Maniapoto iwi.</p> <p>The Trust currently offers Youth Guarantee programmes funded by the Tertiary Education Commission. These programmes are targeted towards at-risk youth (15-19 years).</p> <p>As a longstanding PTE, Maniapoto Training Agency has previously offered a range of other programmes funded by government.</p> <p>Tertiary education delivery is only one aspect of the Trust's social services. It also provides social and health sector services within its communities.</p>
Recent significant changes:	<p>In 2012 the Trust concluded Training Opportunities and Youth Training provisions (with the government's cessation of these programmes nationally). This policy change has removed older learners from the Trust's current purview.</p> <p>In 2014 a longstanding head tutor retired. The longstanding PTE training manager is also retiring in 2016, although at the time of the external evaluation and review this person was being retained on contract.</p> <p>(Following the onsite visit the provider has advised that a new Education and Training manager has been appointed.)</p>
Previous quality assurance history:	<p>NZQA conducted an external evaluation and review in 2012. NZQA was Confident in Maniapoto Training Agency's educational performance and capability in self-assessment. No recommendations were made.</p>
Other:	<p>This PTE offers specialist programmes for learners who have not experienced significant success in the secondary school sector. One cohort of learners are teenage sole parents, and another cohort has had negative experiences in the youth justice sector.</p>

The Trust focuses on developing ‘the human capital’ of these learners with (i) an āhuatanga Māori environment, (ii) a strengths-based learning philosophy, and (iii) practical, hands-on learning programmes, predominantly in the agriculture and forestry sectors.

2. Scope of external evaluation and review

The agreed scope of the external evaluation and review was twofold:

- Governance, management and strategy
- Youth Guarantee programmes offered

Governance, management and strategy is a mandatory focus area. Youth Guarantee programmes encompassed all delivery by the provider.

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 evaluation team consisted of two evaluators. The team visited the Trust on 13 and 14 October 2015. Interviews were held with:

- Representatives of the Trust board and marae communities (including parents of former learners)
- The PTE training manager, and the acting PTE training manager/general manager
- PTE educational tutors (seven)
- Current cohort of learners (on site, around 25 learners)
- Telephone interviews with stakeholders.

Stakeholder written attestations were also provided by the Trust, and considered for the purposes of understanding stakeholder viewpoints. The evaluation team is confident that a sufficient range of staff, stakeholders and students were interviewed for evaluation purposes.

The evaluation team also visited the training farm of the Trust, and observed the delivery of practical components at that site.

During the site visit, the Trust provided the evaluation team with a range of operational documentation, including strategic planning materials, management meeting minutes, quality management policies, enrolment information and policies, student achievement records, student evaluations, collated analysis of student satisfaction levels, and course design, delivery and assessment materials. This documentation complemented the self-assessment information that had been pre-submitted by the Trust. The evaluators undertook a sample review of all materials tabled.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Maniapoto Training Agency**.

Maniapoto Training Agency – within the Ngāti Maniapoto Marae Pact Trust (the Trust) – has good evidence that it is meeting the most important needs of the students and other stakeholders. Primarily, this is demonstrated by the high percentage of learners who complete formal qualifications – 80 per cent or higher over the last two years (the life period of the current Youth Guarantee offer). In addition, the Trust has also been able to satisfactorily demonstrate that its programmes meet the other needs of students, including the acquisition of skills useful for workplace settings, and that they enhance educational confidence, leading to improved well-being. Further to this, the Trust has provided clear evidence that these outcomes are valued by its stakeholders, including government agencies, employers and the wider Māori community.

Maniapoto Training Agency has good evidence that its delivery processes are of sufficient quality to positively contribute towards educational outcomes. In particular, the practical learning experiences are highly valued by learners, many of whom have not experienced significant success in formal education settings. The competencies of tutors (knowledge, experience and rapport) are a major contributing factor in ensuring high delivery quality.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Maniapoto Training Agency**.

Maniapoto Training Agency has a suitable range of self-assessment systems in place, which collectively allow for the evaluation of its programmes and delivery. This includes an ongoing series of student, employment and stakeholder surveys, and reporting by tutors to management, and management to board. There is clear evidence that meaningful information is collated and used to make programme improvements. In particular, Maniapoto Training Agency has been able to reflect on how well its programmes lead learners to employment outcomes over an extended time.

Overall, the self-assessment summary and supporting evidence provided for this evaluation demonstrates a suitable level of analytical review and reflection for the specialist and targeted provision that the Trust now offers.

Findings¹

1.1 How well do learners achieve?

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

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

Through this evaluation, the Trust has provided clear evidence that the significant majority of its learners are achieving the formal qualifications they seek. Details are shown in Table 1 for all Youth Guarantee programmes offered since 2013, with the key feature being that the qualification achievement rate was 94 per cent and 80 per cent for 2013 and 2014 respectively. (The evaluation team notes that prior to 2013 the Trust was offering Training Opportunities programmes, which also had demonstrably positive outcomes.²)

The Trust's self-assessment on outcomes correctly notes that 2014 learner achievement outcomes fell, but remained within the top 35 per cent nationally of Youth Guarantee providers; and that its own analysis of outcomes correlates well with Tertiary Education Commission performance data.³ The variance of qualification results between 2013 and 2014 has been reflected on by the Trust's management, who note that literacy difficulties continue to present a major barrier to learning for some students. Because of this, the Trust has engaged a specialist literacy tutor (refer to Findings 1.5 for further details).

The evaluation team notes that 83 per cent of learners are Māori, and therefore the results above reflect the achievement of this cohort of learners. There are few Pasifika learners enrolled – reflecting the demographic of the wider community – and therefore no useable quantitative data on this grouping.

In addition to formal qualification outcomes, learners interviewed said their study was providing them with useful skills and knowledge for desired work opportunities. They also commented that they considered that the programmes enhanced their overall well-being. These comments were consistent across students in different

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 The Training Opportunities programmes ended with a change in government policy to cease purchasing this type of educational programme nationally. The reference to positive outcomes relates to self-assessment information provided for this evaluation, along with the previous 2012 evaluation of this education provider.

³ Tertiary Education Commission data for 2014 was not available at the time of the evaluation.

programmes, and correlated with the views of learners who had already graduated.⁴

This evaluation therefore finds that educational performance in relation to learner achievement is strong, and there are no significant gaps or weaknesses.

Table 1. Qualification completion and progression results, 2013-2014

Maniapoto Training Agency - summary results	2013	2014
Total Youth Guarantee placements	127	101
National certificate completions	93	71
Qualification completion %	94%	80%
Retained in study	Not measured ⁵	89%

Self-assessment of learner achievement occurs at a number of levels. Foremost, tutors are required to prepare case notes on each learner, to track educational progress and wider health and well-being issues. This provides a comprehensive picture of direct and indirect issues to address and mitigate in order to ensure successful learner outcomes. Results are then tracked through to a managerial level so that the service has ongoing oversight of both individuals and cohorts. This is followed by formal and regular board reporting of cohort outcomes.

In addition to this, the Trust has determined to carry on, where possible, recording employment outcomes for Youth Guarantee graduates, from systems developed for the previous Training Opportunities programmes (which had a particular focus on employment). The evaluation team was able to sight the systems demonstrating how this data is captured and used to assist in ensuring that the youth it serves are provided with employment opportunities. That is, over and above its contractual requirements, the Trust continues to provide employment placements services. Data is being aggregated to provide board reporting on this supplementary service. In this context, this evaluation finds good evidence of effective self-assessment that leads to improvements.

⁴ This comment on the views of graduates refers mainly to learners who have returned to the Trust to undertake a further programme of study. While some former students were also contacted, this was a small sample size.

⁵ Not measured by the Tertiary Education Commission.

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 **Excellent**.

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

The Trust identifies its primary stakeholders as youth within its tribal (iwi) area who have not experienced significant success within other learning environments, notably secondary schooling. A large proportion of the youth enrolled have also been negatively involved in the criminal justice sector, and the Trust provides support to teenage parents (typically young women) who are seeking to re-engage with education.

Accordingly, the key stakeholders the Trust engages with are learners, their whānau/families, wider marae/hapū communities, government agencies providing supplementary services to youth, and employers who provide work placement opportunities for youth.

For this evaluation, the Trust provided clear evidence that its education programmes are highly valued within its community. The evaluation team also accepts the Trust's submission that it is the only provider of its type and focus within its communities of interest.

The Trust has ongoing support from Ngāti Maniapoto marae, as evidenced in the opening pōhwiri and open interview held with marae representatives for this evaluation. The marae considers that the educational services of the Trust are a positive investment in the nurturing and development of rangatahi (young people) within their respective communities.

Written evidence of stakeholder engagement and support was also provided from government agencies working within the community, including the Ministry of Social Development (Social Trials), the Department of Corrections, and Child, Youth and Family Services. An example is provided below. Further written and oral evidence of the value of the programmes offered was also provided by employers who have provided work placement opportunities for learners.

Learners also expressed high satisfaction with the services offered, as reflected in interviews and in the regular student satisfaction surveys the Trust undertakes. Family members also spoke of the Trust's programmes 'turning their (children's) lives around':

'Being such a small and isolated town there are very few services available to youth here, and if it was not for the support and opportunities that you and your team offer with pastoral care and trade training, the most vulnerable would have

no opportunities at all and would be more likely to enter the adult justice system.⁶

The high level of support from the Trust's community is a point of focus for management. Their self-reflection observations were:

- That their tikanga Māori approach, which is incorporated into all practice, and their 'āhuatanga and wairuatanga sets us apart from the secondary schools'
- The Trust's ability to offer full service/Whānau Ora-type support to learners (i.e. services outside of the education sector such as budgeting, counselling, etc) helps to increase the value of educational services to young people (as a part of a larger package of support)
- The focus on matching particular learners with particular employers, and to ensure both learners and employers feel safe and confident in workplace settings, helps ensure ongoing employer relationships.

The evidence provided to support these self-assessment observations was consistent throughout all stakeholder interviews, and within written feedback received. Accordingly, this evaluation finds that educational performance in relation to stakeholder outcomes is strong. The evaluation also finds evidence of effective self-assessment of stakeholder 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**.

In evaluating the matching of programmes and activities with the needs of learners and stakeholders, this evaluation has taken into consideration the extent of ongoing needs analysis, the maintaining of relevance, developments in subject content, the incorporation of relevant teaching practice and technologies, and the adequacy and appropriateness of resources.

Learners highly value the āhuatanga Māori learning environment and the practical hands-on type learning opportunities approach of the Trust. They comment that this environment allows them to achieve, and staff indicated that for a significant proportion of students this is their first experience of educational success. It is also positive that the Trust is highly familiar with the health, social services and justice sectors, and has therefore taken a 'case-management' approach to learners. This allows individual learning plans to be developed and matched with other significant

⁶ Comment from Child, Youth and Family manager

events in the lives of learners. For example, a young parent studying towards the National Certificate in Employment Skills with the Trust will have his or her learning modules matched with his or her particular life challenges – such as developing a budget, and financial management support – offered through another service branch of the Trust. This is good practice and ensures educational learnings are meaningful and relevant.

The evaluation team found evidence that programmes are reviewed regularly, and noted that management has had to redevelop the educational service offer over the last two years, with changes in government service purchases. These programme changes have been approved by NZQA.

The Trust also draws upon a mix of industry training organisation, privately purchased, and self-developed learning materials to ensure full curricula coverage within its programme areas. This mix reflects that ongoing adjustments are made to ensure materials maintain relevance, usefulness and currency for learners.

In regard to physical resources, the Trust has its own forestry and farming properties. This has allowed for the development of learner-centred setups within working farms, such as classrooms on site and an over-sized demonstration shearing shed. The Trust's main premises are also of adequate quality for teaching and learning.⁷

To date the Trust has limited internet and computer access for both staff and learners. Managers consider that this is appropriate given the nature of the delivery, which has a practical orientation. Notwithstanding, the evaluation team still considered that further attention should be paid to resourcing in this area, particularly given the Trust's focus on improving literacy and the tools that are now available online. It was also unclear whether staff were reliant on their own private computers to undertake some everyday tasks (such as sourcing materials) required for their roles. In these respects, further analysis of resource allocation by the Trust is warranted.

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**.

In evaluating the effectiveness of the teaching, consideration has been given to whether learning environments are planned and structured for the benefit of students, whether activities engage learners, and whether they provide

⁷ For this evaluation the Te Kuiti offices were visited.

opportunities to apply knowledge and skills. The evaluation has also considered whether assessment practices are valid, sufficient, fair and transparent.

Teaching is generally effective. This is primarily due to the quality of the core tutors. Tutors are experienced educators with relevant industry knowledge. They maintain a strong rapport with students, which was confirmed in interviews and learner surveys. Tutors are also required to hold a qualification in adult education, and the majority have such qualifications already (National Certificate in Adult Education and Training or similar). Two tutors of seven interviewed were still working towards such qualifications as a part of their professional development.

The evaluation has also found that programmes are well planned and learning is appropriately staggered, allowing for natural progressions. Remedial support is made available for students that require this, and to this end the trust employs a full-time tutor to provide supplementary support to any learners who require this, particularly in regards to literacy. The management team indicates that the tutor-to-student ratio does not exceed 1:15, although often a peer-tutor approach is used.

For this evaluation, samples of student assessments were sighted, including internal moderation. The exemplars provided and explanations of assessment processes were sound. However, for some programmes, such as the Certificate in Employment Skills, some formal assessments appeared to be occurring directly after delivery. This can be a risk as it can be unclear whether learnings have been fully absorbed by the learners. In addition, the long-term internal moderator for the Trust has recently resigned, and at the time of the evaluation there was some confusion among tutoring staff about current internal moderation procedures. This requires rectification, although the evaluation team notes that the training manager is undertaking internal moderation activities.

External moderation outcomes are generally positive. Evidence was provided to indicate that the Primary Industry Training Organisation considers that the Trust has met their requirements. In 2014, Competenz Industry Training Organisation required the Trust to prepare an action plan to improve some aspects of its moderation practices. Evidence was been provided to demonstrate how this was put into effect. The evaluation team also considers that there is scope for the Trust to have its programme delivery (and assessments) reflected on by an impartial third party, to improve its delivery and self-assessment processes.

This evaluation finds that overall educational performance in relation to teaching effectiveness is generally strong. This evaluation finds that self-assessment in this area is also generally strong, although in some areas the Trust needs to manage and improve upon weaknesses.

1.5 How well are learners guided and supported?

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

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

In evaluating how well learners are guided and supported, this evaluation has taken into consideration whether learners are provided with comprehensive and timely study information, continued support appropriate to their needs, an inclusive learning environment, and minimal barriers to learning.

The Trust has a strong focus on learner guidance and support. This includes a particular focus on student and staff safety, given the on-farm, in-forest aspects of delivery, and given the potential for some learners to demonstrate extreme high-risk behaviours. In this context, the Trust has demonstrated a range of precautionary measures that are undertaken to ensure the well-being of staff and learners involved.

The Trust maintains clear information for learners on course requirements and ensures all learners are given appropriate information through learning modules and related assessment processes. This was supported by evidence from learners who indicated that they knew exactly what they needed to do to next, and through the year, to complete their qualifications.

The Trust has identified that transport (to places of learning) and meals can be significant barriers to education for the learners. To mitigate this, the Trust provides a collection and drop-off service for learners, and makes meals available (breakfast and lunch), depending on circumstances. Short-term accommodation is also provided for students enrolled in farming/forestry programmes.

In addition, the Trust has on hand a kuia and others to provide supplementary pastoral and cultural support. Learners indicated that they felt a strong sense of manaakitanga and whanaungatanga demonstrated at the Trust. Managers indicated that there are no learner complaints, although all students indicated that they were aware of means to resolve any issues that might arise.

The majority of youth within the educational arm are also clients of other services offered by the Trust, which provides for more holistic support for learners.

Weekly staff meetings and formal case notes are key mechanisms to ensure pastoral support is being applied appropriately to each learner, and this strengthens self-assessment. (The case note approach is comprehensive and investigates barriers to learning outside of the ‘classroom’, and draws on the knowledge this provider has gained through its health and social sector services for youth.)

Educational performance in relation to student guidance and support is strong, and there are no significant gaps or weaknesses. The evaluation also finds good evidence of effective self-assessment that leads to improvements in this area.

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

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

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

This evaluation has considered how well managers and governors respond to change, use results of self-assessment for improvement, have a clear organisational purpose, balance innovation and continuity, provide effective leadership, allocate resources, ensure policies are legal and ethical, and value staffing contributions.

The Trust is a very positive environment for staff. Staff indicated that they feel valued and that they are aware their work makes a positive difference to the learners. Staff job descriptions and appropriate performance review processes are also in place.

The Trust has clear workplace policies and procedures, including a quality management system for its tertiary education provision. The training manager attests that there are no legal or ethical issues arising, and that the trust is financially viable.⁸ There is also a robust strategic plan, and the educational component is appropriately focused on measured learning and well-being outcomes.

The training manager (who is transitioning to training consultant within the Trust) is also highly regarded by staff, and has demonstrated a high level of competency in ensuring the PTE meets the expectations of stakeholders. Organisational self-assessment shows strengths in process management and strategic planning. For example, there are regular surveys of students, stakeholders and staff; and information is gathered and considered, resulting in nuanced changes in programme delivery. Alongside this there is overarching planning to ensure the Trust can become increasingly or fully self-sufficient within its educational delivery, with or without government support, via the farms and forests that have been developed since its formation.

The trustees are also appropriately informed and engaged with the educational arm of the Trust, and articulated a clear vision of learner transformation through the programmes offered. That is, the trustees see the education delivery as a ‘community response to developing our human capital’. The board is also acutely aware that they target the most challenging learners, and that educational success only occurs with attitudinal and behavioural changes, and therefore directs the management team to focus on providing a nurturing environment, linked to practical

⁸ This question was asked in relation to the PTE aspect of the Trust.

work opportunities. This vision is further espoused within the Trust's mission statement, and all programmes offered are orientated around its fulfilment.

Educational performance in relation to governance and management is highly effective and there are no significant gaps. Self-assessment in this area is also effective in bringing about a wide range of improvements across the PTE arm of the Trust's operations.

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 **Excellent**.

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

2.2 Focus area: Youth Guarantee programmes

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

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

Recommendations

It is recommended that Ngāti Maniapoto Marae Pact Trust:

- Continue to strengthen moderation processes
- Engage a third party (critical friend) to review course delivery, particularly in regard to use of information technologies as a potential tool to improve learner outcomes.

Appendix

Regulatory basis for external evaluation and review

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

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

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

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

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

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

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

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

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

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz