

Report of External Evaluation and Review

Te Pū Wānanga o Anamata

He Pounamu Whakairo (Confident) in organisational
performance

He Pounamu Whakairo (Confident) in capability in self-
reflective practice

Date of report: 19 December 2017

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Purpose of this Report

The purpose of this report is to provide a public statement about the organisational performance and self-reflective practice of Te Pū Wānanga o Anamata. This report forms part of the accountability process required by Government to inform the public, ākonga, prospective ākonga, communities, employers, investors and other interested parties. The PTE can also use the report for quality improvement purposes.

Te Hono o Te Kahurangi External Evaluation and review

NZQA applies a whare ako framework called Te Hono o Te Kahurangi.¹ This evaluative framework determines how well and to what extent Tertiary Education Organisations (TEOs) are performing in educational delivery and self-reflective practice. The evaluation includes considerations via the following six kaupapa of within Te Hono o Te Kahurangi:

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

What is organisational performance?

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

What is self-reflective practice?

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

¹ www.nzqa.govt.nz/Māori/te-hono-o-te-kahurangi

Introduction

1. TEO in context

Name of TEO:	Te Pū Wānanga o Anamata (Anamata)
Type:	Private training establishment (PTE)
First registered:	1 June 1993
Location:	1st floor, Acacia House, 19 Louvain St, Whakatane
Delivery sites:	<ol style="list-style-type: none">1st floor, Acacia House, 19 Louvain St, Whakatane14 Morrison Street, Taneatua68 Carnavon Street, GisborneTe Taapapa o Te Manawa o Te Wheke, 33 Robinson Road, Rotorua
Courses currently delivered:	<ul style="list-style-type: none">Bachelor of Te Reo Māori (Level 7)Bachelor of Teaching: Māori Medium (Level 7)New Zealand Certificate in Construction Trade Skills (Level 3) Carpentry (Level 3)Diploma in Applied Māori Health Coexisting Disorders (Level 6)National Diploma in Counselling (Level 6)Diploma in Foundation Studies: Te Matanui (Level 5)National Certificate in Social Service Work in Suicide Intervention (Level 6)
Code of Practice signatory:	No
Number of students:	Domestic: 77 (Māori 88 per cent, Pasifika 3 per cent, Pākeha 9 per cent) International: nil
Number of staff:	Eight full-time equivalents, 10 part-time staff
Scope of active accreditation:	The PTE has consent to assess a range of subfields, domains and standards. Accreditation details can be found on the following link:

<http://www.nzqa.govt.nz/providers/ngf->

Distinctive characteristics: Te Pū Wānanga o Anamata is governed by the Anamata Charitable Trust. The PTE aspires to develop iwi, hapū and whānau through a uniquely Tūhoe worldview driven by the vision of the iwi: 'Te Mana Motuhake a Tūhoe'. This aligns with the recently signed Deed of Settlement.²

Anamata is a distinctively Tūhoe representative body for tertiary education programmes, responding to the collective needs and aspirations of ngā taraipara ō Ngāi Tūhoe. Te Pū Wānanga o Anamata is focused on pathways to tertiary study, and fosters 'ki te ako, ki te ārahi, ki te āwheo³' as the principles for excellence in education.

Recent significant changes: In 2016, Te Pū Wānanga o Anamata began delivering the National Certificate in Construction Trade Skills (Level 3) Carpentry, offered under the Māori and Pasifika Trades Training Scheme.

Previous quality assurance history: The previous external evaluation and review (EER) of Anamata conducted in 2012 under the Mātauranga Māori Evaluative Quality Assurance (MM EQA) framework resulted in an outcome of He Pounamu Whakairo in both educational performance and capability in self-assessment. In addition to the mandatory focus area of governance, management, and strategy (Whakairo/Whakairo), the EER also focused on:

- Tohu Ako Paetahi Ma te Reo/Bachelor of Teaching: Māori Medium (Level 7) (Whakairo/Whakairo)
- National Certificate in Te Reo Māori (Level 4) (Whakairo/Whakairo)

The previous EER report recommended that Anamata continue to develop the student management system to enhance external and internal feedback to better inform programme development and improvement. The student management system was changed prior to the

² Refer to the Tūhoe Claims Settlement Act 2014.

³ 'Translates to 'To learn, to lead, to aspire'.

previous EER, and systems have been implemented to collect and analyse external and internal feedback.

Anamata has had a number of approved applications, which include programme approval and accreditation under both the general evaluative quality assurance and MM EQA approaches; and programme and course changes.

Other:

In November 2016, the Tertiary Education Commission (TEC) conducted an audit of Anamata to compare the Anamata original 2015 Student Achievement Component level 3+ 2015 Single Data Return (SDR) against the resubmitted SDR. This was to determine whether the revised course completions rate was a true and accurate representation of student enrolment and achievement. In December 2016, the TEC conducted a further audit of Anamata's Student Achievement Component funding. A number of recommendations were offered for each of these audits. TEC were satisfied that all recommendations had been addressed indicating that the revised course completion rate was a true and accurate representation of student enrolment and achievement.

Scope of external evaluation and review

The EER included the following focus area selected in discussion with Anamata:

- Health and Social Services

Three programmes – Diploma in Applied Māori Health Coexisting Disorders (Level 6), National Diploma in Counselling (Level 6), and the National Certificate in Social Service Work in Suicide Intervention (Level 6) – sit within this focus area. These programmes account for the largest cohort of learners – 48 per cent of learners in 2016⁴ across all programmes delivered by Anamata.

Conduct of external evaluation and review

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

Initial planning for the EER began in May 2016 for a scheduled on-site visit in August 2016. It was later agreed with Anamata representatives that the EER would be conducted with the revised Te Hono o te Kahurangi approach. The EER was conducted in July 2017.

The evaluation team comprised two evaluators, with hui held over one and a half days at the Anamata head office in Whakatāne and off-site in Rotorua.

Prior to the on-site visit, the evaluation team reviewed a range of strategic documentation, including organisational plans, policies and programme data. The team also reviewed further documentation on site and spoke with the following groups:

- Governance and management representatives, consisting of the chief executive and two trustees of the board, including the chairman
- Programme management, consisting of the academic manager, the programme manager, newly recruited business and recruitment manager, and the enrolment and administration officer
- External stakeholders (five), consisting of employers, graduates, and community representatives
- Tutors (two), learners and graduates (nine) from the programme focus areas.

⁴ Anamata Student Statistics 2012-2017

Ngā Hua - Summary

Within the Te Hono o Te Kahurangi framework the **organisational performance** of **Te Pū Wānanga o Anamata** is **Pounamu Whakairo**.

Within the Te Hono o Te Kahurangi framework the **capability in self-reflective practice** of **Te Pū Wānanga o Anamata** is **Pounamu Whakairo**.

The key rationales for the statements of confidence are as follows:

- There are strong expressions of kaupapa across all operations of the organisation. Anamata is an iwi-based provider, driven by Tūhoetanga and inspired by its vision statement, 'ki te ako, ki te ārahi, ki te āwheo – to learn, to lead, to inspire'. Anamata demonstrated a clear vision and strategic direction which is well linked with the Tūhoe-wide goal of 'te mana motuhake o Tūhoe', primarily representing all constituents of Te Rohe Pōtae, as well as those from other iwi. Anamata has demonstrated strategic relationships with industry, other iwi and Tūhoe hapū, which contribute towards the development of ākonga.
- The leadership of Anamata is competent and highly regarded by staff and students, and is committed to representing the authentic needs of the hapori including ākonga. Effective processes are in place to ensure compliance matters are responded to, managed effectively, and continually monitored.
- Evidence from employers and stakeholders representative of local and national health providers indicates that Anamata is a valued education provider in this sector. The unique Tūhoe element contributes to the employers' view of Anamata as a quality provider with relevant programmes and quality teaching approaches. The strong hapū, industry and employer relationships are actively maintained through ongoing meetings and networking opportunities.
- Staff and tutors are experienced, appropriately qualified, and respected by ākonga for the quality of teaching they facilitate. The teaching methods deliberately challenge and empower ākonga, helping them to understand their contribution to and potential in the health industry. Relationships between staff and ākonga facilitate successful outcomes and communication.
- The staff appraisal system comprises collective feedback from a range of sources to inform staff performance. However, there is no documented evidence that this culminates into a documented review of performance for all staff.
- There is variable practice of moderating assessments to ensure that the skills and knowledge taught are suitable for the level and requirements of the programmes. Historically, pre- and post-assessment moderation has not been a consistent practice across all programmes. However, a planned moderation process for all programmes has been implemented for 2017. Anamata will benefit from continued development of its moderation systems.

- Teaching and learning is collaborative and inclusive, and caters for different learning styles. Māori worldviews are used to deliver content in a culturally responsive and contextually relevant way. This reinforces the notion as expressed by Anamata, and supported by ākonga, of 'don't teach me about my culture, teach me through my culture'. This has a positive impact on ākonga engagement, and helps them to contextualise and better understand learning concepts.
- Programme review occurs regularly and is used to make programme improvements that respond effectively to the needs of stakeholders, including ākonga. The organisation measures assessments against the learning outcomes, and as a result meets the graduate profile outcomes of the programme.
- Completion rates have consistently increased year on year, and are currently sitting on a par with the PTE median for course and qualification completions – 79 per cent and 69 per cent respectively. This is happening while the trend for the completion rates across the PTE sector is declining.
- The majority of graduates across all programmes gain employment. For the health and social services programmes this is on average 95 per cent of graduates, with approximately 3 per cent moving to further study.
- Anamata is aware of and reflects on the barriers to success for ākonga and appropriately implements plans toward addressing these.
- Anamata has made good progress since the previous EER, developing the student management system and staff to manage data. Feedback from the TEC audit is used to enact action plans for future monitoring and improvements, and the audit's recommendations have been sufficiently addressed.

Findings

NZQA statements of confidence are informed by the evidence and ratings outlined in the focus areas in response to the following pātai aromātai:

Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?

The rating for organisational performance in relation to this pātai aromātai is **He Pounamu Kahurangi**.

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

1.1 Whanaungatanga

Anamata has longstanding and mutually beneficial relationships with iwi and corporate stakeholders. This enables the enrolment of ākonga to develop the local and national health and social services workforce with skilled employees.

Anamata has developed strategic relationships to ensure a healthy future for the organisation. In accordance with the iwi-wide goal of 'te mana motuhake o Tūhoe', Anamata critically analyses and engages with government agencies such as the TEC and NZQA to ensure the accuracy of information such as completion rates. This has contributed to maintaining the integrity of the organisation and its key stakeholders. Relationships with tertiary providers are strategic for the benefit of ākonga to help create opportunities and pathways for learners. For example, a formalised partnership with Auckland University supports graduates of the Anamata coexisting disorders programme to gain direct entry to the university's postgraduate certificate in addictions programme. Two of Anamata's 2016 graduates gained entry to this programme for the 2017 intake.

Anamata is recognised across Tūhoe and more broadly as an iwi educational provider. The strong links and connections with Tūhoe leadership are based on whakapapa and Tūhoetanga. This creates a foundation for effective communication. The collaborative relationship between the board and Tūhoe leadership ensures that reflection and feedback from ngā taraipara o Ngāi Tūhoe is regularly provided and reflected on by Anamata staff and management. As a result of this close connection, Anamata engages through different forums to identify and discuss the needs of the rohe and how they can be supported, such as developing useful skills and knowledge that will contribute to schools and marae. Anamata receives direct feedback through ongoing hui which leads to an organisational understanding of the effectiveness and value of the programmes to employers and the community. Feedback and analysis of graduate geographical data at a hapū level indicates that Anamata contributes meaningfully to the growth of a skilled and knowledgeable workforce within the precincts of Te Rohe Pōtae, Te Arawa, and in other areas across Aotearoa.

Ākonga of the health and social services programmes spoke of their deep respect for the tutors, as a result of the embracing nature, knowledge and experience of their tutors, and of Anamata staff in supporting their learning. The relationships with ākonga are nurtured by all staff, leading to positive and successful learning outcomes. The administration, teaching staff and management enact the principle of 'kua whaiwhakaaro mātau', as shown in the organisation's practice of continually connecting people with each other, employers, hapū, and professions to help grow their knowledge and understanding. Relationships between ākonga, kaiako and kaimahi are purposeful and contribute positively to successful outcomes.

The teaching pedagogy and methodology, including wānanga and noho-based delivery, encourage rapport and connections to be formed among the ākonga. Ākonga also share transport to and from noho, and the evaluators heard from ākonga that lengthy travel distances provide 'car conversations' which provide valuable critical reflection and reinforcement of learning. These activities reinforce the 'ki te āwheo' statement of the organisational vision, by sharing experiences that ākonga said inspired their thinking and practice in the workplace.

1.2 Manaakitanga

Teaching methods are ākonga centred. Potential ākonga are vetted through the enrolment process to assess their maturity and suitability for study. Where required, they are directed to alternative education pathways within or outside of the Anamata sphere of delivery, such as vocational or bridging-level programmes. Learning is planned and structured and employs a variety of activities to maintain student interest and learner success. This is good practice. Ākonga said the learning is collaborative and inclusive and caters for different learning styles. The range of learning modes – such as the wānanga style, and use of Moodle, Skype, videos, audio and practicums – enable learners to understand and explore the practical application of the knowledge and skills attained. The small class sizes help to develop the relationships and depth of learning, and ākonga commented that tutor feedback is of very high quality, helping them to deepen their learning. Anamata has a system for monitoring student progress and tracking attendance, which ensures that individual plans are developed accordingly as per the needs of the programme and ākonga.

Staff gain intermittent feedback from peers, informally guiding them in their roles. Tutors receive constructive administrative support and academic guidance from the programme leader and academic manager through regular meetings. This is characterised by regular tutor-programme leader meetings which provide feedback on tutor efficacy and constructive feedback on the delivery of the programmes. The system of staff appraisal consists of a combination of feedback mechanisms throughout the year including support meetings, observations, programme reviews, and collation of employer feedback to management. However, there is no documented evidence to show that this is a consistent practice that informs all

staff of their performance. The current system of feedback and guidance has led to practical developments such as ensuring the venue for the monthly wānanga is appropriate. This has been noted in annual reporting as having a positive impact on student access and support.

There is variable practice used for moderating assessments to ensure that the skills and knowledge taught are suitable for the level and requirements of the programmes. For example, pre- and post-assessment moderation has not been a consistent practice across all programmes in the past. However, the evaluators saw evidence of a planned approach to moderation, standardised across all programmes, to inform teaching practice. Anamata will benefit from continued development of the moderation systems.

Ākonga are actively supported to learn and apply their knowledge in the workplace. Practical placements and professional supervision by senior staff in the workplace provide ākonga with valuable experience and feedback. Tutors follow up with staff and ākonga during the placements to monitor their wellbeing and ensure they are well supported to study and work. Ākonga said that tutors actively challenged them to grow, and tutors helped them to better understand their roles and functions as kaimahi in the industry.

As discussed under Whanaungatanga, the positive relationships between ākonga, tutors and staff at Anamata support successful outcomes. The tutors, academic manager and administration provide necessary assistance for ākonga with specific learning needs. Ākonga said that staff 'go over and above' to help, such as providing transport and being accessible and available to ākonga outside of class time.

1.3 Pūkengatanga

Anamata is valued by its stakeholders for the quality of the training which matches the workforce needs of employers, the knowledge and skills required by industry, and the economic growth of the iwi. Stakeholders from the health and social services sector described Anamata as reputable, and they are confident in the organisation as a key quality provider for their staff, their organisations and the industry at large. This reputation is enhanced by experienced tutors and staff who are qualified to postgraduate level, are research active, and are encouraged and supported by management to undertake professional development as needed.

Course and qualification completions have been consistently increasing year on year at Anamata, and are currently on a par with the PTE median for 2015. This is at a time when PTE sector completion rates have been steadily declining.

As shown, there have been ongoing improvements in course and qualification completion rates over the last three years.

Table 1. Course and qualification completions, 2014-2016

Year	Course completion		Qualification completion	
	Anamata	PTEs	Anamata	PTEs
2014	70%	79%	40%	72%
2015	71%	76%	55%	68%
2016	79%	n/a	69%	n/a

The gap between course and qualification completions at Anamata has shrunk from a 30 percent point gap (70 per cent/40 per cent) in 2014 to just 10 percentage points (79 per cent/69 per cent) in 2016. The organisation benchmarks against the sector as a way of monitoring its own performance.

Self-assessment and yearly analysis of educational achievement by Anamata have identified that barriers to success are largely due to often complex personal issues or family obligations. The self-assessment by Anamata has led to several initiatives, such as individual learning and study plans and increasing personal support to ākonga to help them to continue, complete and graduate. Individual learning plans and support have led to re-engagement of ākonga in learning as well as setting out a pathway to success for the learner.

The health and social services programmes are highly regarded by employers in the Rotorua region, who represent a range of health providers. Employers have recommended, and in some cases insisted on, staff undertaking the programmes in coexisting disorders and suicide intervention. The skills and knowledge attained contribute to the educational and employment needs of Ngāi Tūhoe. The evaluators saw evidence of a unique and rare practice where consistently, over a period of years, ākonga success is collected and reported by hapū. In 2016, 37 uri graduated across 18 hapū of Te Rohe Pōtae. This is growth over previous years in both the number of graduates and the hapū represented in the graduation rates. Graduates have returned to hapū as teachers and contributors on marae and in health services.

Anamata routinely monitors where ākonga come from and pathway to. Destination data indicates that between 2012 and 2016 the majority of graduates across all programmes moved into employment, as shown in part by Table 2.

Table 2. Destinations of graduates – employment and further training, 2012-2016

2012-2016	Employment	Further training
National Diploma in Counselling (Level 6)	96%	4%
National Certificate in Social Service Work in Suicide Intervention (Level 6)	89%	5%
Diploma in Applied Health: Coexisting Disorders (Level 6)	100%	n/a

Students in the health and social services programmes combine study with employment. In 2016, 23 per cent of the suicide intervention graduates moved to

further study, and on average 91 per cent of all the graduates in the health and social services programmes maintained their employment. All graduates from counselling and the coexisting disorders programmes have been employed since 2013. The evaluators heard of graduates from the coexisting disorders programme receiving direct entry to a postgraduate certificate at a university, and in 2016 two ākonga applied and both were successful in gaining entry for 2017.

The unique Tūhoe element has enhanced the reputation and quality of the programmes delivered by Anamata. This is shown in the calibre of ākonga who enrol with Anamata. The organisation and programmes attract people with postgraduate and other qualifications from other institutions who are seeking higher recognised qualification in the field. Employers pointed out that Anamata provides formal recognition by way of a qualification in a work-related field. Ākonga spoke of being able to apply their acquired skills in their employment practice, giving them a richer understanding and greater depth of knowledge in their field of work.

Ākonga and stakeholders commented that the training is accessible to ākonga who are located throughout the country, as it is centrally located in Rotorua. The noho basis is advantageous to employers as this also allows staff to work and learn. Employers described the programme and delivery as highly unique across Aotearoa, enabling a strong Māori worldview as an integral part of the training. Māori worldviews are used to deliver content in a culturally responsive and contextually relevant way, as part of an indigenous pedagogical method. This reinforces the notion as expressed by Anamata, and supported by ākonga, of 'don't teach me about my culture, teach me through my culture'.

The learning attained from the programmes enables personal growth and confidence in ākonga. The programmes provide ākonga with a language and discourse to engage meaningfully in discussions relevant to Māori wellbeing. The evaluators heard examples where the learning enables ākonga to understand their own whānau realities from which whānau solutions can grow.

1.4 Rangatiratanga

Anamata has a clear vision and direction for the organisation that is future-focused and in line with and complementary to the iwi-wide goal of 'te mana motuhake o Tūhoe'. As part of the Ngāi Tūhoe Deed of Settlement, and as Tūhoe develops its education blueprint, Anamata engages in strategic conversations that shape how they support Tūhoe social services and education, including the aspirations for the iwi into the future.

Anamata is led by a competent board that is connected, highly skilled, committed and representative of Ngāi Tūhoe. The board of Anamata represents the constituents of ngā taraipara o Ngāi Pōtae, is skills based, and is intimately linked with the iwi at large. The board chair is highly regarded and respected by staff as a leader in the community, in the organisation, and as a mentor. The board's

commitment to the kaupapa of Anamata is demonstrated by offering their services free of charge. The board is committed to authentic and connected relationships, and these have assisted the direct feedback on programmes and Anamata from hapū, community, employers and stakeholders.

Management regularly keeps the board fully informed of risks, opportunities and matters requiring attention such as financial reports. The board is kept updated on student progress and achievement, and members are conversant with and sign off on all recommended graduands. The chair of the board regularly reviews student and programme progress in line with hapū engagement.

Anamata is committed to fulfilling a longstanding legacy to qualify and find employment for their uri with the skills and knowledge to help them achieve the aspirations of ngā taraipara o Ngāi Tūhoe. The organisation's long-term aspiration to build a pathway for uri to tertiary education, and to maintain the greatest degree of autonomy, is realised through its registration as a private training establishment. This pathway has supported Anamata's dynamism in designing programmes and demonstrating their mana motuhake and rangatiratanga in the content and delivery. There is considerable support by stakeholders of the unique iwi-based approach undertaken by Anamata, which has also contributed to deeper understanding and practice in the industry.

1.5 Kaitiakitanga

Staff are committed to the vision and direction of Anamata, which is driven by respected leadership and a greater purpose toward 'te mana motuhake o Tūhoe'. The commitment and dedication of staff, management and the board are evident in the retention of staff, although remuneration across the whole organisation, including the board, may be less than elsewhere. Staff expressed their satisfaction at working toward a wider goal that is for and about themselves. The management and board value and acknowledge the staff dedication through supporting cultural and academic development opportunities.

Programmes are regularly reviewed annually, and areas for improvement are planned and addressed accordingly through action plans. The board has final oversight of programme reviews and summaries, including student achievement and progress, and is satisfied with the feedback provided. The organisation measures assessments against the learning outcomes, and as a result meets the graduate profile outcomes of the programme.

With the National Certificate in Suicide Intervention about to expire, Anamata has contacted the relevant industry training organisation and NZQA to discuss development of another qualification to meet sector and workforce needs. The evaluators heard significant endorsement from local employers in health and social services for Anamata to continue delivering this or a similar qualification with comparable outcomes. This supports the organisation's vision for autonomy by developing their own qualifications based on iwi objectives. Additionally, Anamata

has implemented sufficient processes to ensure that current ākonga will not be disadvantaged by the expiring qualification.

In line with Tūhoe and Anamata seeking independence and maintaining their own cultural and economic integrity, the organisation balances its modest resources and venues with well-qualified, high-quality and experienced tutors, who ākonga describe as being innovative, with student-centred teaching methods, safe, caring and empowering. Ākonga value the quality of teaching, as training is grounded in real-life realities and contextualises knowledge and practice to a Māori worldview. Employers commented that the training is rigorous and robust for the needs of the industry. Ākonga commented that while other institutions may have more facilities and resources, Anamata is the preferred provider because of the care, quality and style of teaching, and the qualification was of a good length to naturally develop skills.

Anamata effectively manages and responds effectively and in a timely way to its compliance responsibilities. The PTE is proactive in responding to and addressing the requests and needs of government, according to reports, audits and notices from Crown agents such as NZQA and the TEC. These are used to inform and enact improvements to the organisational systems where required, and to the satisfaction of the Crown agent.

Anamata monitors its own educational performance and takes steps to objectively verify performance. It did this recently and successfully negotiated the correction of an error in reporting educational performance, consequently resulting in further funding for the 2017 year. The PTE operates a robust system for tracking and ensuring learning hours are met. Organisational changes have occurred in response to the demands of educational compliance, such as the appointment of personnel for data management. This has improved the quality of information in the data management system.

1.6 Te Reo Māori

Te reo Māori pervades the culture of Anamata and is inextricably linked to the PTE's organisational identity. Te reo Māori is normalised as a living language and is evident in daily use, in practices that are distinctly Ngāi Tūhoe, in resource materials and in the curriculum. Anamata employs staff who all have a level of proficiency in te reo Māori, from intermediate to highly proficient. All of the board members are highly proficient in their use and application of te reo Māori.

Anamata offers degree programmes that advance the growth and use of Te Reo Māori and the understanding of Māori medium in a teaching context. Anamata's embedded Tūhoe context supports and facilitates a positive learning environment for the use and development of te reo and tikanga by students and staff. The learning spaces, tools and resources also promote and socialise te reo and tikanga for non-language based programmes such as construction and health and social services. Ākonga spoke to the positive aspects of the use of te reo and

tikanga in classes and learning materials, such as telling of hapū-based stories and examples which simplify and assist in the understanding of technical learning concepts through application to a Māori worldview. This helped ākonga relate easily to the examples used, and therefore the learning material.

As indicated throughout this report, Anamata is deeply entrenched in its Tūhoetanga and functions through the lens of an iwi provider under the auspices of ngā taraipara o Ngāi Tūhoe, their reo and tikanga. The organisation acts with the leadership partners as kaitiaki of their Tūhoetanga, through the regular use, practice, promotion and teaching of the reo me ōna tikanga as a normalised lived practice actively contributing to the maintenance, survival and advancement of te reo o Ngāi Tūhoe.

Ngā Wā Arotahi – Focus Areas

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

2.1 Focus area: Health and Social Services

The rating in this focus area for performance is **He Pounamu Whakairo**.

The rating for capability in self-reflection for this focus area is **He Pounamu Whakairo**.

Ngā Whakahau – Recommendations

NZQA recommends that Te Pū Wānanga o Anamata:

1. Continue to develop and implement the internal and external moderation systems across all programmes of the organisation to inform tutor practice and effectiveness.
2. Review appraisal policies and practices to ensure that the appraisal process is consistently documented for all staff.

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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