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External Evaluation and Review Report

Anamata Charitable Trust

Date of report: 20 April 2023

About Anamata Charitable Trust

Anamata Charitable Trust is a small private training establishment delivering kaupapa-centred education to develop the sociocultural, health and professional aspirations of whānau, hapū and community.

Type of organisation:	Private training establishment (PTE)
Location:	110 Rūātoki Valley Road, Rūātoki
Eligible to enrol intl students:	No
Number of students:	Domestic: 86.25 EFTS (equivalent full-time students); 107 ākonga Māori and seven ākonga Pasifika
Number of staff:	Seven full-time staff; five part-time staff
TEO profile:	Anamata Charitable Trust
Last EER outcome:	Pounamu Whakairo in organisational performance Pounamu Whakairo in self-reflective practice
Scope of evaluation:	<ul style="list-style-type: none">• Tohu Ako Paetahi: Mā Te Reo (Level 7) PC9758• Bachelor of Applied Counselling (Level 7) PC3190• New Zealand Diploma in Māori Public Health (Level 6) NZ2872
MoE number:	9242
NZQA reference:	C45369
Dates of EER visit:	23 and 27 January 2023

Summary of results

Ngā hua o te Whare Ako: Kaupapa are generally strong and imbue performance across the organisation. Gaps and weaknesses are mostly managed. Anamata maintains interconnected rapport and relationship with iwi and general community including the professional sector.

Ngā Whakairinga Kōrero: Kaupapa are generally strong and inform effective self-reflective practice appropriate to the context of Anamata. Gaps and weaknesses are mostly managed. Anamata has a comprehensive understanding of its performance.

- Anamata Charitable Trust meets the most critical needs of ākonga, stakeholders, the professional social and health sectors, workforce, local iwi and communities.
- The kaupapa (plural) of the organisation are strong and led by longstanding governance and management staff who are part of the community.
- Compliance systems are in place and generally well managed. Anamata is aware of the gaps in their systems including the need for improved timeliness of external reporting and is working to address these. Self-reflective practice is strong and drives ongoing improvements at an organisational level and is relevant to the cultural context of Anamata.
- Ākonga gain valued skills and knowledge that are relevant to their communities and employers. Ākonga and graduates are culturally literate, and professional practitioners that are able to apply culturally relevant practice models to their line of work.
- The use of te reo and tikanga Māori occurs naturally in classroom and practicum settings. One programme delivers fully in te reo Māori.
- Assessment and moderation practices are fit for purpose across most of the focus area. However, it is recommended that Anamata share exemplary moderation practices with all programmes of study reinforced by ongoing staff training, monitoring (of progress) and timely reporting.

He Pātai Arotake¹

Ngā hua o te Whare Ako:	Pounamu Whakairo
Te Whakairinga Kōrero:	Pounamu Whakairo
Ngā Kitenga	<p>The PTE’s educational provision aligns with Ngai Tūhoe worldview, language, beliefs and practices as active and lived expressions of tribal knowledge, prosperity and wellbeing. This stance encompasses the educational and sociocultural prosperity of ākonga, staff, stakeholders, whānau, hapū and professional sectors such as health and education.</p> <p>The PTE can effectively demonstrate a close relationship with ākonga and stakeholders that reflects a comprehensive understanding of the needs of the respective communities and professional sectors they service. This understanding has reinforced the development of a new strategic plan (approved at the end of 2022) which will recognise educational provision for local hapū residing in the Rūātoki Valley.</p> <p>Ākonga wellbeing and retention is supported through access to a range of learning (literacy, numeracy, pastoral and cultural support, individual learning plans) supports and one-on-one online academic help. Assessment and moderation practice is fit for purpose across most of the focus area, namely the counselling degree and public health diploma, which contributes to valid and sufficient assessment practice. There is an opportunity to share and embed exemplary moderation practice developed in the counselling and social service programmes with the teaching degree and other programmes of study delivered by the provider.</p> <p>The relationships between ākonga, kaiako and kaimahi are purposeful and contribute to the completion of sociocultural and professional outcomes benefiting ākonga and whānau in the first instance, and the wider community, respectively.</p>

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

	<p>Graduates add value to the workforce and local communities by acquiring tools to navigate personal, social, cultural and professional efficacy to advance whether into employment or career progression. Employers in the teaching, health and social service sectors gain value by securing work-ready, culturally literate, trustworthy, disciplined, professional staff able to better serve students and clients.</p> <p>Communities gain attuned and culturally informed practitioners able to integrate kaupapa and professionalism as an integral part of articulating their practice model. Professional bodies gain culturally knowledgeable, bilingual, professional members able to advocate for the needs of diverse and isolated communities.</p> <p>The kaupapa of the organisation are strong, led by longstanding governance and management staff who are part of the community. This position has contributed to the longevity of the organisation and its ability to flex and accommodate disruptions such as Covid-19 and national policy changes. In spite of this, external funding policy changes have impacted on Anamata as a small PTE. Therein, Anamata is constantly reviewing its business model to continue to provide much-needed programmes to, and for, isolated and marginalised Māori communities.</p>
He Whakarāpopoto:	<p>Kaupapa are strong and inform organisational performance which brings about wide-ranging and worthwhile improvements valued by ākonga, stakeholders and the communities served. There is good evidence of improved outcomes and that gaps are managed effectively by the provider through ongoing stakeholder consultation, policy and procedural reviews, managed and reciprocal relationships with hapū, general communities and professional sectors.</p> <p>Self-reflective practice is clearly a part of a coherent and comprehensive approach across the organisation.</p>

Focus area

2.1 Focus area: Tohu Ako Paetahi: Mā Te Reo (Level 7) PC9758; Bachelor of Applied Counselling (Level 7) PC3190; New Zealand Diploma in Māori Public Health (Level 6) NZ2872

Ngā hua i te hōtaka:	He Pounamu Whakairo
Whakairinga Kōrero:	He Pounamu Whakairo
Ngā Kitenga:	<p>Ākonga across the three focus area programmes achieve well and continue to grow their skills and use their training to support Māori communities.² Employers of graduates from the three programmes attest to the professional currency and cultural relevance of programme content and practice models applied in their respective sectors. Despite Covid-19 disruptions from 2020 onwards, the PTE has completed the first three-year cycle of a new applied counselling degree, transitioned diploma graduates into the degree space and completed an initial scoping review with community and professional stakeholders for a new teaching degree. Achievement and attendance outcomes should be viewed through the circumstances outlined and the particular needs of the communities served.</p> <p>The PTE delivers through tikanga Māori and te reo Māori to ākonga in the teaching degree and bilingually to ākonga in the counselling degree and public health diploma. Programmes are taught by longstanding kaiako recognised as credible and registered practitioners in their respective professional sectors – teaching and counselling. Kaiako are bicultural; some are bilingual. All are experienced and knowledgeable practitioners who work in non-Māori and Māori contexts in their respective professions.</p> <p>Kaiako also work closely with stakeholders and practicum partners, drawing from their feedback as evidenced in practicum reports and programme minutes documenting how well course content continues to meet currency and relevancy. Kaiako work alongside management to actively monitor programme performance, and it was evident that issues raised by ākonga</p>

² See Table 1, Appendix 1.

	<p>are addressed promptly and changes made to improve the ākonga experience.</p> <p>Graduates are fit for purpose. They are bicultural and can apply bicultural and whānau-centred approaches to their profession, which is a valued outcome for employers. Graduates said their learning had not only positively impacted on their professional work (including career progression), but also their personal and whānau wellbeing. Ākonga, graduates and stakeholders value:</p> <ul style="list-style-type: none"> • the relational and culturally relevant learning and learning experience ākonga receive at Anamata • the applied nature of the learning, where ākonga are encouraged to apply their learning and reflect on their practice in their places of work or in compulsory practicums • the embedding of te reo and tikanga Māori as naturally occurring parts of the learning process. <p>Anamata is aware that graduates are increasingly registered as practitioners in their professions (e.g., teaching and counselling) which attests to the quality of the teaching and learning they receive at Anamata. Such outcomes should be formally documented for knowledge prosperity purposes.</p>
<p>He whakarāpopoto:</p>	<p>Ākonga achievement and success are attributed to the cultural ethos of the small provider and a commitment to strengthening hapū and iwi capability in critical areas of need for te ao Māori.</p> <p>The individualised, relational, and professional approach of kaiako, support staff, management and governance is attuned to the needs of ākonga, employers, iwi, and community.</p> <p>Overall, ākonga and graduates are advancing in their field of work and place of employment. They are contributing to areas of importance to Māori and non-Māori communities.</p>

Recommendations

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

NZQA recommends that Anamata Charitable Trust:

- Share and embed exemplary moderation practice (internal and external) across all programmes of study, further supported by ongoing staff training, progress checks, and timely external reporting.
- Consider the value of a bridging course or programme for second-chance learners enrolling in a level 7 degree programme.

Requirements

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

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

Appendix 1

Table 1. Programme completions 2019-22

Year	Qual	Total enrolled	Y1	Y2	Y3	Total withdrawn	Y1	Y2	Y3	Total completed		Y1	Y2	Y3	Total not completed	Y1	Y2	Y3
2019	Bachelor of Counselling	15	0	15	0	0	0	0	0	12	80%	0	12	0	3	0	3	0
2020		19	0	6	13	0	0	0	0	15	78.95%	0	5	10	4	0	1	3
2021		14	7	0	7	0	0	0	0	8	57.14%	5	0	3	6	2	0	4
2022		32	17	9	6	7	4	3	0	21	65.63%	11	6	4	4	2	0	2
2019	Bachelor of Teaching	9	0	5	4	0	0	0	0	6	66.67%	0	4	2	3	1	0	2
2020		8	3	0	5	0	0	0	0	6	75%	2	0	4	2	1	0	1
2021		2	0	2	0	0	0	0	0	2	100%	0	2	0	0	0	0	0
2022		2	0	0	2	0	0	0	0	2	100%	0	0	2	0	0	0	0
2019	L6 Public Health	6	N/A	N/A	N/A	0	N/A	N/A	N/A	6	100%	N/A	N/A	N/A	0	N/A	N/A	N/A
2020		7	N/A	N/A	N/A	3	N/A	N/A	N/A	4	57.14%	N/A	N/A	N/A	0	N/A	N/A	N/A
2021		15	N/A	N/A	N/A	1	N/A	N/A	N/A	14	93.33%	N/A	N/A	N/A	0	N/A	N/A	N/A
2022		13	N/A	N/A	N/A	4	N/A	N/A	N/A	9	69.23%	N/A	N/A	N/A	0	N/A	N/A	N/A

Appendix 2

Conduct of external evaluation and review

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

Disclaimer

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

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

- *Identify organisational fraud³*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

³ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

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

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

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

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

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

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

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

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

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