External Evaluation and Review Report

Arai te Uru Kokiri Centre Charitable Trust

Date of report: 24 August 2022

About Arai te Uru Kokiri Centre Charitable Trust

Arai Te Uru Kōkiri Centre Charitable Trust is a small private training centre delivering kaupapa Māori-based education and vocational training to accommodate the needs of priority students in Dunedin.

Type of organisation:	Private training establishment (PTE)
Location:	51 Macandrew Road, Dunedin
Code of Practice signatory:	No
Number of students:	Domestic: 35 (17.5 equivalent full-time students)
	Māori: 14 (41 per cent); Pasifika: one (3 per cent)
Number of staff:	2.5 full-time equivalents
TEO profile:	[Arai te Uru Kokiri Centre Charitable Trust](#)
	Initial focus areas were reduced from two areas to one as there was evidence that the PTE's pastoral care was resulting in positive outcomes: help for tauira to stay on course and maintain their wellbeing; and a high rate of retention in study.
Last EER outcome:	Pounamu Whakairo: Ngā Hua o te Whare Ako
	Pounamu Whakairo: Te Whakairinga Kōrero
Scope of evaluation:	• New Zealand Certificate in Mahinga Kai (Level 3) (ID: 121921:4)
	• New Zealand Certificate in Whānau Ora (Level 3) (ID: 124709:5)
	• Whānau Ora Social Services, Ministry of Social Development Employment Services
MoE number:	9279
NZQA reference:	C50777
Dates of EER visit:	30 and 31 May 2022

Summary of results

Arai Te Uru Kōkiri Centre Charitable Trust draws on the expression of seven kaupapa Māori principles to define meaningful educational and self-reflective practice connected to all levels of the organisation. The PTE is committed to continuous improvement, quality education and vocational pathways for its tauira and community.

Ngā hua o te Whare Ako Pounamu Whakairo

Te Whakairinga Kōrero Pounamu Whakairo

- Arai Te Uru Kōkiri Charitable Trust (Kōkiri Centre) has continued to meet the most important needs of tauira, mana whenua and stakeholders in their local community. Evidence from graduates, the next level of study providers and employers indicates that the socio-cultural and educational outcomes are transformative and influence self-efficacy and agency in the lives of tauira, clients and graduates. Increased tracking of tauira data to consider improvements to programme delivery and staff performance will validate the ongoing impact of educational outcomes within and beyond the organisation.

- Kōkiri Centre has made a number of changes since the last EER to formalise and strengthen self-reflective practice. This has included the strengthening of organisational policies, the formalisation of a risk management framework, and a priority decision-making matrix to make improvements to programme monitoring, delivery and organisational viability.

- Verbal reporting on expressions of kaupapa Māori and their contribution to programme outcomes is not new to Kōkiri Centre. However, the transfer of such understandings and how quality is represented in written reporting requires improvement.

He Pātai Arotake[1]

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

Ngā Hua:	**He Pounamu Whakairo**
Te Whakairinga Kōrero:	**He Pounamu Whakairo**
Ngā Kitenga:	Kōkiri Centre's educational provision is strongly aligned to the whakapapa, te reo Māori, tikanga, kawa and hapū of Araiteuru. The connections support the sustainability of localised knowledge systems and serve the cultural aspirations of mana whenua, stakeholders, relevant sectors and the community.
	As the only Māori PTE in the region, there is a deep sense of obligation held by trustees, staff, stakeholders and the community to retain the bicultural qualities of its education provision and unique relationship with mana whenua.
	The centre adds value to the workforce and community. Tauira acquire tools to build their personal, social and cultural capacities with skills and know-how to advance to continued study or employment. Employers gain value by securing skilled and kaupapa Māori-empathetic staff. The community gains culturally adjusted citizens eager to invest back into whānau for collective wellbeing and prosperity.
	Graduates transform into individuals who know what it means to be self-sufficient contributors. Non-completions are usually the result of personal and social barriers which affect the continuity of learning. A review of the Environment Māori programme contributed to the appointment of an academic manager in 2020, and the steady rise of academic standards to date. Kaiako interviewed advocated for wrap-around support systems to assist with teaching and learning and to improve delivery.
	The centre fully embraces its responsibilities for pastoral care and the wellbeing of tauira. This is highly valued by tauira, kaiako and stakeholders. Pastoral support addresses the

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

	holistic dimensions[2] of tauira wellbeing and is reflected in high retention rates averaging 90 per cent across three years. Access to daily counselling and other social services is on hand through the services of the on-site Whānau Ora Navigator. Ministry of Social Development clients are served by an on-site work broker responsible for coordinating employment placements in relevant sectors. During the COVID lockdowns, the centre distributed kai, care and learning material packages to tauira, clients and their extended whānau. Scheduled phone check-ins sustained connectivity and fellowship with tauira, including sole parents with no extended family assistance.
	Kōkiri Centre has a strong governance and management team. Membership is dynamic, astute and interconnected with mana whenua, stakeholders and the education sector. Robust internal systems are supported by effective self-reflective practice informing the continuity of socio-cultural and educational achievement at most levels of the organisation. Compliance accountabilities are fit for purpose, and all staff are updated about the emerging and ongoing needs of tauira and stakeholders.
	At the end of 2021, the trust faced outright resistance from staff refusing mandatory vaccinations. Despite organised and considered consultation with concerned staff, positions were eventually disestablished, and the centre moved to finalise building repairs and to reset the strategic direction in readiness for reopening in the Māori new year. Operations were sustained through the management of employment and Whānau Ora services, and quality assurance priorities such as changes made in response to national qualification reviews and a new foundation certificate for a niche stakeholder.
Conclusion:	Arai Te Uru Kōkiri Charitable Trust efficiently supports educational achievement through the management of compliance, quality assurance and pastoral responsibilities which enhance tauira and stakeholder wellbeing, abilities and attributes.

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[2] Spiritual, physical, emotional, mental, whānau, hapū and iwi dimensions.

Focus area

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

Focus area: New Zealand Certificate in Mahinga Kai (Level 3); New Zealand Certificate in Whānau Ora (Level 3); Whānau Ora Social Service, Ministry of Social Development Employment Services.

Ngā Hua o te hōtaka:	**He Pounamu Whakairo**
Te Whakairinga Kōrero:	**He Pounamu Whakairo**
Findings and supporting evidence:	The centre conducts regular and systematic reviews of its education provision to improve its ability to effectively deliver its suite of kaupapa Māori programmes. Pathways to higher levels of learning are evident; wrap-around support for new kaiako, aligned with the holistic expectations of delivery, will inform kaiako performance and evaluation effectively and consistently.
Conclusion:	Graduates, mana whenua and stakeholders support the direction of Arai Te Uru Kōkiri Charitable Trust and their endeavours to grow the efficacy and agency of tauira, who are then able to invest back into whānau, workforce and community.

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 Arai te Uru Kokiri Centre Charitable Trust:

- Review and strengthen programme resources and professional development with kaiako as a quality improvement practice that informs assessment practice and effective teaching and learning.

- Continue to build and strengthen the capability of staff to identify, analyse and report important and relevant educational performance information to management and governance.

- Continue to build in-house capability to report on kaupapa expressions informing quality and the extent to which kaupapa have contributed to the quality of programme and organisational outcomes.

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[3]. Arai Te Uru Kōkiri Training Centre course completions

Year	Enrolled	Number of courses	Potential completions	Actual completions	Percentage
	WO 19	4	76	64	84%
			76	64	84%
2019	WO 32	4	128	84	65%
	MK 36	5	180	135	75%
	ENV 8	6	48	2	4%
			356	221	62%
2020	WO 35	4	140	86	61%
	MK 8	5	40	20	50%
			180	106	59%
2021	WO 25	4	100	60	60%
	MK 7	5	35	25	71%
			135	85	63%

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[3] Tables 1 taken from Arai Te Uru Kōkiri Training Centre internal data

Final report

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 fraud[4]*

- *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.*

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[4] 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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