

# Report of External Evaluation and Review

Huria Management Trust

Not Yet Confident in educational performance

Not Confident in capability in self-assessment

Date of report: 24 October 2012

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	4
3. Conduct of external evaluation and review.....	5
Summary of Results .....	6
Findings .....	8
Recommendations .....	13
Appendix .....	14

MoE Number: 9296  
NZQA Reference: C07984  
Dates of EER visit: 9 and 10 August 2012

# 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:	Huria Management Trust (HMT)
Type:	Private training establishment
Location:	Huria Marae, Tauranga
Delivery sites:	Huria Marae, Tauranga
First registered:	1993
Courses currently delivered	He Whanake i Te Reo Māori: Te Akiaki Mana Tangata incorporating level 2 Te Reo Māori unit standards  National Certificate in Te Reo Māori (Level 4)
Code of Practice signatory?	No international students
Number of students:	11 (all current staff members of HMT)
Number of staff:	One part-time
Scope of active accreditation:	<ul style="list-style-type: none"><li>• Communication Skills (to level 3)</li><li>• Reo Māori (to level 4)</li><li>• Whakairo (to level 4)</li></ul>
Distinctive characteristics:	Huria Management Trust was established in 1986 by the kaumātua of the Ngaitamarawaho hapū. The purpose of the trust was to act as an umbrella organisation to strengthen tribal activities centering on the rebuilding of Tamateapokaiwhenua – their ancestral house. The organisation engages in hapū planning and development, is affiliated to the Poutiri Network of Health Providers, and delivers kaumātua services as well as internal education and training to

staff members namely, He Whanake i Te Reo Māori: Te Akiaki Mana Tangata. This programme is made up of level 1 and 2 credits of the National Certificate in Te Reo Māori (Level 4), and leads to this qualification. HMT has approval to assess against these standards.

**Recent significant changes:** In August 2012, the trust entered into an arrangement with Waiariki Institute of Technology to deliver the WIT Diploma in Te Reo Māori (Level 5) conjointly with the HMT National Certificate in Te Reo Māori. Because of its timing (the programme had just begun two weeks before the evaluation site visit), the level 4 programme was outside of the scope of this EER and, as such, the qualification is mentioned as a matter of relevant interest, but is not included directly in this report. Staff members enrolled in He Whanake i Te Reo Māori: Te Akiaki Mana Tangata gain credits towards the level 4 qualification.

**Previous quality assurance** In 2009 the organisation did not meet ten quality assurance requirements relating to: governance and management; personnel; development, delivery and review of programmes and achievement of goals and objectives. The primary reason for the findings (at the time) was HMT's inability to demonstrate that it was implementing its systems.

At the time of the 2009 audit, HMT was delivering an occupational health and safety unit standard 497 *Demonstrate knowledge of workplace health and safety requirements* for its staff.

**Other:** The organisation has yet to apply and receive approval to deliver the National Certificate in Te Reo Māori (Level 4). This situation is not ideal as programme approval should have been sought and gained prior to delivery of the qualifications. HMT must address this situation forthwith and as a priority. The organisation is initiating steps to do so.

## 2. Scope of external evaluation and review

The scope of the EER included the mandatory focus area of governance, management, and strategy, as well as the sole programme of learning that HMT was delivering at the time the scope was being determined: He Whanake i Te Reo Māori: Te Akiaki Mana Tangata.

Te Akiaki Mana Tangata (2012) is worth a total of 40 credits. The unit standard credit value for level 1 is 16 credits; the unit standard credit value for level 2 is 24. The units that Te Akiaki Mana Tangata will engage in are as follows:

1. 7269 Korero level 1 = 4 credits
2. 7257 Tuhituhi level 1 = 4 credits
3. 7265 Panui level 1 = 4 credits
4. 7261 Whakarongo level 1 = 4 credits.

Unit standards for level 2 are as follows:

1. 7270 Korero level 2 = 6 credits
2. 7258 Tuhituhi level 2 = 6 credits
3. 7266 Panui level 2 = 6 credits
4. 7262 Whakarongo level 2 = 6 credits.

### 3. Conduct of external evaluation and review

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

The EER was carried out by two evaluators at the training delivery site at Huria marae, Tauranga. The evaluation team met with the chief executive and trust board chairman, and interviewed teaching and administration staff, students (i.e. 11 members of the current staff at HMT), and stakeholders.

The documents viewed by the evaluation team to support statements from the management team and stakeholders included: the chief executive's monthly reports to governance (including board minutes); the strategic plan; the organisation's quality management system; and teaching-related documents including: He Whanake i Te Reo Māori: Te Akiaki Mana Tangata course descriptor, assessment timetable, and result recording templates.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Not Yet Confident** in the educational performance of **Huria Management Trust**.

Operating out of the Huria Marae, Tauranga, HMT delivers a wide range of health and social services to its people and to the broader community. The trust is a hapū-based and driven organisation, with a clear vision to act as an umbrella organisation to strengthen tribal activities centring on the rebuilding of Tamateapokaiwhenua, the ancestral house.

The sole educational programme being delivered by the PTE at the time of this evaluation was the level 2 Te Reo Māori programme for Huria Management staff: He Whanake i Te Reo Māori: Te Akiaki ManaTangata. The programme has been started in order to strengthen staff capability in Te Reo Māori me ona tikanga Māori and thus facilitate more effective relationships with their hapū and broader Māori community.

Delivery of the Te Reo Māori programme began in February 2012. At the time of this evaluation in August 2012, there was no formal or recorded achievement data available to reflect student progress in acquiring language skills. Although verbal feedback on the programme from learners, staff, and stakeholders was very positive, the non-availability of documented student results (unit standard achievement data) after six months of course delivery is concerning. To rectify this situation, a programme of formal assessment, recording of student results, and post-assessment moderation processes should be prioritised.

Notwithstanding the lack of formality in assessment of learner progress, the evaluators saw, heard, and experienced evidence that suggests there are good prospects for positive (current and future) outcomes from the delivery of the programme.

Learners (staff) on the programme reported improved confidence in the workplace, on the marae, at home, and in the community. All staff can now introduce themselves in Te Reo Māori. Staff/students are more secure in their Māori identity; they know and can recite their pepeha/whakapapa and, through their learning, are more confident and adept in using conversational Māori with their clients, colleagues, and whānau.

Overall, there are grounds for some optimism for HMT's future educational performance. Governance and management are encouraged to take on board the challenges outlined in this report and continue to develop HMT into a vibrant and effective provider of quality education.

## Statement of confidence on capability in self-assessment

NZQA is **Not Confident** in the capability in self-assessment of **Huria Management Trust**.

There is little evidence to suggest that self-assessment is an operative force in informing HMT's overall development as a PTE and helping it to provide an effective programme for its learners (all current members of HMT staff).

As yet, there are no results and/or formal outcomes arising from self-assessment. Students have yet to complete the programme and no formal assessments of student progress with language acquisition or development have been conducted and/or recorded. On a more positive note, in preparation for planned upcoming (formal) assessment activities, an external moderator has been appointed.

The development and initiation of He Whanake i Te Reo Māori: Te Akiaki Mana Tangata programme based on the results of HMT's kaupapa Māori needs analysis, is an indication that the organisation understands the fundamental basis of self-assessment. However, if HMT is serious about growing its PTE, governance needs to set the scene and be fully involved in the journey.

HMT is encouraged to seek help to develop a comprehensive system of self-assessment that focuses on identifying and responding to learner and stakeholder needs, monitors student progress and achievement, identifies and tracks outcomes achieved, and uses the understanding gained to improve and further develop its activities.

NZQA proposes to schedule a follow-up EER in 2013 to provide HMT with the opportunity to report more comprehensively on its PTE programme and also to develop more effective self-assessment.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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

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

Learners (staff) on the programme reported improved confidence in the workplace, on the marae, at home, and in the community. All staff can introduce themselves in Te Reo Māori. Staff/students are more secure in their Māori identity; they know and can recite their pepeha/whakapapa and, through their learning, are more confident and adept in using conversational Māori with their clients and with their whānau.

HMT staff members regularly participate in and support marae activities; their capability to do so with confidence has improved with their improved knowledge and understanding of te reo me nga tikanga Māori. Staff are encouraged and supported into leadership roles, for example reciting marae histories to visitors<sup>2</sup> and leading karakia in non-Māori provider settings; they reported being much more comfortable and confident in undertaking these roles.

Current assessment of student achievement is conducted (by the tutor) using formative methods (for example, observation) and through conversations with learners. The tutor develops subsequent learning activities (lessons) based on the informal data gathered through these methods. However, no formal recorded student achievement and progress data was available at the time of the EER and this should be addressed forthwith and as the programme progresses.

## 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 **Adequate**.

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

There are no outcomes as yet, only those reported verbally by students, staff, and stakeholders, who cited a range of emergent benefits. Students are all employees of HMT, which fully funds and resources the programme. Engagement in the learning towards the qualification provides students with the basic knowledge, skills, and experience necessary to participate with confidence in te ao Māori, in their kaupapa Māori workplace, and in their whānau, hapū, and iwi.

---

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

<sup>2</sup> HMT has a tourism arm and hosts visitors on its marae; staff are active participants in this work.



It will be important for HMT to consider how it will be able to know that the desired outcomes have actually been achieved for learners and stakeholders.

Stakeholders interviewed by the evaluation team included Te Roopu Tirairaka – a group of kuia who attend a weekly session at Huria. The kuia reported being pleased that staff are learning te reo Māori; staff actively encourage, support, and assist the kuia through conversing in te reo and through teaching them about tikanga Māori from their own experiences. Equally, staff said that the support they received from the kuia (their ‘living library’) was invaluable. The intergenerational knowledge transfer occurring through the passing down of wisdom traditions by the kuia to staff during the course of their work, was considered invaluable by staff/students. As well, learning associated with the programme is not restricted to the classroom but is occurring throughout the course of the students’ work and home lives.

Based at a living marae (Tamateapokaiwhenua), HMT staff regularly participate in and support marae activities; their capability to do so with confidence has improved with their improved knowledge and understanding of te reo me nga tikanga Māori. Staff are encouraged and supported into leadership roles, for example reciting marae histories to visitors<sup>3</sup> and leading karakia in their own workplace and in non-Māori provider settings. Staff reported being much more comfortable and confident in undertaking these roles; the learning from the programme was reported to be meaningful, relevant, useful, and fulfilling in a range of ways for the learners, their whānau, the organisation, and stakeholders.

### 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 **Adequate**.

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

The organisation conducted a kaupapa Māori needs assessment resulting in the development of He Whanake i Te Reo Māori: Te Akiaki Mana Tangata. Diagnostic tests with students are undertaken at the beginning of the programme and individual learning plans for students are developed by the tutor. Learning needs are identified through formative assessment methods (tutor observations and questioning) and there is evidence that teaching methods are adjusted to match the needs.

The initiation and the delivery of He Whanake i Te Reo Māori: Te Akiaki Mana Tangata was informed by the results of an organisational needs analysis which identified Te Reo Māori as the principal foundation of a kaupapa Māori organisation. In this knowledge, HMT set about developing and implementing the

---

<sup>3</sup> HMT has a tourism arm and hosts visitors on its marae; staff are active participants in this work.

programme in order to increase staff capability and confidence in te reo me nga tikanga Māori.

#### 1.4 How effective is the teaching?

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

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

Holding a teaching diploma and a BA Hons (Te Reo Māori), the tutor is qualified, experienced, and proficient in teaching te reo Māori. Students reported having their individual learning needs met. However, without any formal reporting on student achievement, there is no way as yet of confirming their progress.

An external moderator has been assigned, and post-moderation will occur when formal assessment processes are implemented. Given that the programme is unit standards-based, HMT must begin formal assessment of unit standards forthwith. Students must have ready access to their achievement information.

The absence of programme approval for the Te Reo Māori level 4 programme is to be addressed. Until approval is received, HMT is able to assess against the unit standards (within the He Whanake i Te Reo Māori: Te Akiaki Mana Tangata) but is not able to award them. Support for this work is also available through NZQA's sector relationship team.

Engagement in the NZQA programme approval process should assist in the production of a properly designed, approved, delivered, and assessed programme of study. It should also help with progress reports on the outcomes achieved.

#### 1.5 How well are learners guided and supported?

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

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

HMT places high importance on staff development that is in keeping with the kaupapa of the organisation. Learners felt supported by the organisation and by the tutor who uses formative methods to assess student progress and to tailor teaching and learning to the individual needs of learners.

The programme is fully resourced by HMT; it is held once a week for three hours and all staff attend.

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

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

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

HMT's performance is effectively managed by the chief executive, who reports to the governance board.

The organisation has a sense of purpose and direction, and the kaupapa Māori needs assessment and subsequent implementation of the level 2 Te Reo Māori programme is appropriate and timely. Organisational activities are holistic and integrated.

A 2011-2012 strategic plan has been developed and is in place. The board meets on a monthly basis. HMT has a clear vision, including for its PTE. The recent engagement with Waiariki Institute of Technology and the subsequent delivery of the Huria Management National Certificate in Te Reo Māori (Level 4), in conjunction with the WIT Diploma in Te Reo Māori (Level 5), provides a clear pathway for students enrolled in He Whanake i Te Reo Māori: Te Akiaki Mana Tangata. HMT must apply for programme approval to deliver the level 4 qualification. The understanding is that delivery approval for this qualification will enable the PTE to award the credits currently being delivered to staff through the He Whanake i Te Reo Māori: Te Akiaki Mana Tangata programme (to students who achieve them). Entry into the level 4 programme is open to the public.

Albeit a small arm of the organisation, the PTE has systems and processes in place that will enable learners to achieve credits leading to a qualification (i.e. the National Certificate in Te Reo Māori (Level 4) should staff choose to enrol in this programme, of which nine have). Although at the outset the PTE delivered a broad range of hapū development-related courses, over time its activities were reduced to the delivery of a single unit standards-based occupational health and safety course for staff. The 2012 introduction of the He Whanake i Te Reo Māori: Te Akiaki Mana Tangata programme heralds HMT's desire to revitalise and grow its PTE as a means of supporting staff development and strengthening language development in the hapū.

## 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 **Adequate**.

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

### 2.2 Focus area: National Certificate in Te Reo Māori (Level 2).

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

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

# Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.*

*In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.*

*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 EER process approved by the NZQA Board.*

*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](http://www.nzqa.govt.nz)).*

*Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)