

Report of External Evaluation and Review

Huria Management Trust

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 14 March 2014

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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
Type:	Private training establishment
Location:	Huria Marae, 4 Te Kaponga Street, Brookfield, Tauranga
Delivery sites:	As above
First registered:	1 July 1993
Courses currently delivered:	<p>At the time of the EER visit the organisation was delivering one course:</p> <ul style="list-style-type: none">• Diploma in Te Reo Māori (Level 5) (Waiariki Institute of Technology) <p>Huria was also due to commence delivery of the National Certificate in Marae Catering (Level 2) in October 2013.</p>
Code of Practice signatory:	Not applicable
Number of students:	<p>Domestic: 33 EFTS (equivalent full-time students)</p> <p>99 per cent Māori; 1 per cent NZ European</p> <p>International: none</p>
Number of staff:	1.5 full-time equivalents
Scope of active accreditation:	This provider has a large scope of accreditations, including sub-fields and domains of unit standards up to level 4, covering a wide variety of vocational and generic skills.

For a full list of accreditations and consents to assess go to:

<http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=929680001>

The evaluation team notes that due to sanctions imposed by NZQA and the requirement by Huria to meet imposed conditions in order to enable the organisation to recommence delivery, Huria has entered into agreements with the Waiariki Institute of Technology and Skills Active Aotearoa Limited.

- Distinctive characteristics:** Huria Management Trust was established in 1986 by the kaumātua (elders) of the Ngai Tamarāwaho hapū (sub-tribe) of Ngati Ranginui. The purpose of the trust was to act as an umbrella organisation to strengthen tribal activities centring on the rebuilding of Tamatea Pokaiwhenua – the ancestral house. The organisation engages in hapū planning and development, is affiliated to the Poutiri network of health providers, and delivers a range of hauora services including kaumātua services, administration services to specific marae operations. As well as education and training.
- Recent significant changes:** After a six-year hiatus, Huria restarted its education delivery with the He Whanake i te Reo Māori: Te Akiaki Mana Tangata programme in 2012. However, as a result of the constraints and sanctions of being an NZQA category 4 provider, Huria has ceased delivery of this programme. In August 2012, the trust entered into an arrangement with Waiariki Institute of Technology to deliver the Diploma in Te Reo Māori (Level 5) (Waiariki Institute of Technology). In 2013, Huria entered into an agreement with Skills Active Aotearoa to deliver the National Certificate in Marae Catering (Level 2). Students on both programmes enrol directly with the partner organisation.
- Previous quality assurance history:** Huria Management Trust was previously quality assured by NZQA external evaluation and review (EER) in August 2012. At that evaluation, NZQA was Not Yet Confident in the educational performance of the training division, and Not

Confident in its capability in self-assessment.

Other: Huria Management Trust is the hapū-mandated education and health provider for Ngai Tamarāwaho and is therefore charged with delivering the educational aspirations of the hapū. Operating out of Huria Marae, Tauranga, Huria delivers a wide range of health and social services as well as education options to its people and to the broader community.

2. Scope of external evaluation and review

The agreed scope of the EER was twofold:

- Governance, management and strategy
- Diploma in Te Reo Māori (Level 5) (Waiariki Institute of Technology)

Governance, management and strategy is a mandatory focus area. The Diploma in Te Reo Māori was selected as a focus area because it was the only programme being delivered by Huria at the time of the EER visit.

Note: The National Certificate in Marae Catering (Level 2) was to be included as a focus area. However, as delivery was due to commence only during the EER visit, there was no formal or recorded achievement data available to reflect student progress in acquiring skills. Therefore, aspects of the delivery of this qualification were incorporated into the governance, management and strategy focus area.

3. Conduct of external evaluation and review

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

The evaluation team comprised two evaluators. The evaluators interviewed:

- Management (chief executive officer and administration)
- Past and present board members of the wider Huria Management Trust
- A representative of the newly formed Huria Management Trust education advisory committee

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- The Diploma in Te Reo Māori and National Certificate in Marae Catering tutorial staff members
- Students enrolled in the Diploma in Te Reo Māori
- Stakeholders – a local kaumātua and kuia (tribal elders), chair of the hapū authority, a Ngai Tamarāwaho Te Komiti Wahine women’s committee representative
- Representatives from other key stakeholders (Waiariki Institute of Technology and Skills Active Aotearoa Limited)

The EER team reviewed a range of documentation relating to the provision of the programme, including but not limited to draft strategic intent material, organisation profile, meeting minutes (trust, management and staff meetings), quality management system documentation, tutor tracking sheets plus observations, student and programme evaluations with summary sheets, and research project papers.

Summary of Results

Statement of confidence on educational performance

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

Huria Management Trust plays a central role in the development and revitalisation of its local community, and in particular the hapū (sub-tribe) of Ngai Tamarāwaho. Huria is motivated to meet the aspirations of its stakeholders, and through the delivery of the Diploma in Te Reo Māori is meeting a major need and concern expressed by the local hapū and community to address the declining number of 'paepae' (tribal) speakers and to increase the Te Reo Māori competency of hapū members.

Huria's tracking of results at the time of the EER visit indicated that the organisation is delivering one of the most successful of five Waiariki Diploma in Te Reo Māori courses. Of the initial 33 students enrolled, with six modules completed and two modules left, 30 students were on track to complete the diploma, resulting in a possible completion rate of 90 per cent. Furthermore, Huria has had sound attendance rates coupled with strong retention rates (90 per cent) for the programme, and this has culminated in Huria being on track to exceed all its contractual arrangements with Waiariki Institute of Technology. The validity of this achievement data is supported by a regional polytechnic which is providing Huria with examples in moderation, assessment practice and organisation-wide self-assessment.

Students on the programme reported to evaluators their improved confidence in the workplace, on the marae, at home and in the community. The value of the programme for students includes tribal knowledge gained, which has better enabled them to understand and operate effectively within their community and workplace. All students can now introduce themselves in Te Reo Māori and have a basic knowledge of tribal sayings. Students are more secure in their Māori identity, and through their learning are more confident and adept at using conversational Māori with their colleagues and whānau. Importantly, students report that they are utilising what they have learnt in class in real-life situations such as speech-making on the local marae, opening tribal meetings, and introductions at informal and formal gatherings. The learning gained is also being transferred to other areas of the organisation, for example 'reo Wednesdays' where staff members use Te Reo Māori as much as possible.

Since its previous EER, Huria has made an effort to improve and incorporate better practices into its organisational operations. Evaluators saw solid evidence that supports this, for instance improved tracking of student outcomes. However, it is still a serious concern that Huria has not yet found a way of reporting the credits of students who successfully completed a previous programme. In addition, the final results from the current positive indicative course and qualification completions

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data are not yet completed and able to be confirmed. It is also too early to see or compare longer-term outcomes.

Overall, Huria has addressed most of the concerns raised in its earlier EER visit. Huria engages well with its community, is providing quality training and is valued for the positive contribution it makes. However, at present the body of evidence is not yet comprehensive, and does not provide sufficient grounds for NZQA to be confident in Huria's educational performance.

Statement of confidence on capability in self-assessment

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

Subsequent to the previous EER by NZQA, Huria Management Trust has been developing robust self-assessment processes in conjunction with its partner provider (Waiariki Institute of Technology). This had led to a marked improvement in Huria's understanding of its organisational processes. Self-assessment is purposeful and generally effective. It is encouraged and actively pursued within the organisation. However, Huria will need to further embed these processes if it is to remain confident in its ability to support progress and success and to transfer the knowledge gained to prospective programmes in the future.

The improved self-assessment processes provide assurance of Huria's present ability to self-assess and monitor its processes and outcomes in order to effectively change and meet the demands of its stakeholders, and in particular the community of Ngai Tamarāwaho. For instance, Huria has contracted an independent evaluator to check progress and provide mentorship to tutorial staff. The board is also in the process of establishing an education advisory committee to assist Huria in its future education direction for the hapū and to support self-assessment, rectifying issues around organisational self-assessment raised in the previous EER report.

Huria conducts limited benchmarking against other deliverers of the Diploma in Te Reo Māori, but is yet to look further afield to other same-sized organisations delivering similar qualifications. This could provide Huria with further information for reflection and guidance for future endeavours. However, the evaluation team noted that there is sufficient evidence to show that, through changes made as a result of self-assessment activities, Huria has substantially improved the quality of the education it now provides and has made a positive contribution to the local community and hapū it serves. Furthermore, there is sufficient evidence to show that reflection is happening, and this is now beginning to result in well-informed decisions towards implementing changes leading to improvements.

However, Huria has yet to resolve the issues with the reporting of credit achievement arising from its previous programme of delivery – He Whanake i te Reo Māori: Te Akiaki Mana Tangata. Although Huria has attempted more than one resolution to this matter, including with external complexities and considerations, this must remain a priority for the organisation and a matter to be rectified as soon

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as possible. This outstanding matter leaves NZQA in a situation where, despite Huria's progress and improvements since the previous EER, it cannot yet be confident in Huria's capability in self-assessment.

Findings¹

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 **Adequate**.

Huria Management Trust has taken determined steps over the past 12 months to increase and improve student outcomes and performance. However the reporting of historical credits for students still remains an issue. Nevertheless, presently students are completing a formal qualification, the Diploma in Te Reo Māori. Although a full cycle of delivery of the diploma is yet to be completed, Huria's tracking, corroborated by those of the partner provider (Waiariki Institute of Technology) show at present that 90 per cent of students are on track to complete successfully. Of equal importance, students are learning their language and are gaining competence in Te Reo Māori along with knowledge of tribal traditions. This is contributing to the revitalisation of the language among Ngai Tamarāwaho. This is also significant as over 80 per cent of students are descendants of Ngai Tamarāwaho.

Huria is compliant with Waiariki Institute of Technology's requirements and also maintains its own records. Huria tracks student progress and maintains internal data in its student management system, but also has access to Waiariki's system. Huria is tracking above Waiariki contractual requirements of 70 per cent for qualification gain (Huria is at 90 per cent), with similar results for student retention (Waiariki 70 per cent, Huria 90 per cent). These are noteworthy results, highlighting provider success at this stage of its delivery of the Diploma in Te Reo Māori.

Huria students 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 ngā tikanga Māori'. Students are encouraged and supported into leadership roles, for example leading karakia (prayer) in hui, and they reported being much more comfortable and confident in undertaking these roles. The evaluation team was given a traditional Māori welcome by the students, and the majority of student interviews at the EER visit were conducted in the Māori language, exemplifying the confidence and strength of the students in applying their learning.

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

Notwithstanding the positive indications of much improved achievement in its 'new' programmes, the final results are not yet available and credits from a previous programme remain unreported.

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 **Adequate**.

Huria is seen by many in the local community as a key element in the ongoing well-being and future development of the hapū. Stakeholders interviewed commented that Huria provides a valuable service to the community by providing opportunities for the local hapū and community to engage in educational opportunities. Moreover, there is a clear alignment with Ngai Tamarāwaho hapū planning and aspirations, as seen in the strategic plan developments. This was confirmed by the chair of the hapū authority, who is also a student on the Diploma in Te Reo Māori (along with his sister and father). The chair told the evaluators of his increased confidence when reciting karakia at hapū gatherings and his increased ability to mihi (greet) attendees.

The Diploma in Te Reo Māori programme has high relevance to local hapū and is helping to develop and replenish the local paepae (hapū speechmakers). As further indication of the value of the programme to the community, several students were selected by the hapū and kaumātua to attend the programme in order to perpetuate competent speakers within their family groupings.

As evidence of further value of the outcomes, Huria said the acquisition of Te Reo Māori is providing a gateway to other areas of 'Te Ao Maori' or cultural knowledge facilitation, for instance Huria students are able to deliver their pepeha (tribal saying) in formal and informal situations. Students also mentioned to the evaluators that they have a greater understanding of these sayings and their relevance to them as hapū members.

As mentioned earlier, being based at a living marae, Huria staff and students regularly participate in and support marae activities. Students 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 students, their whānau, the organisation and stakeholders.

Huria is in the process of establishing an education advisory committee constituted from both local hapū members and educational specialists from the wider hapū. Effective engagement is also encouraged at all levels of the PTE, with the aim of contributing to the local hapū.

Indications of the value of the shorter and longer-term outcomes of Huria's most recent programmes cannot yet be confirmed. The ongoing non-reporting of student results undermines the value of the outcomes of the previous programme, He Whanake i te Reo Māori: Te Akiaki Mana Tangata.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

Huria has strong connections to and engages meaningfully with the local community. This allows Huria to ascertain and match the needs of its local community well. Huria has also made concerted efforts to align the diploma programme to the needs of the communities it serves. For example, the hapū strategic plan outlines the need to strengthen the paepae of Ngai Tamarāwaho. The Diploma in Te Reo Māori focuses on this need and actively promotes Māori language competency as well as knowledge of tribal and hapū matters.

From a practical perspective, classes are held in the early evening to match the needs of students, of whom the majority (80 per cent) work during the day. The Diploma in Te Reo Māori tutor has also specifically arranged the course to match the cohort of learners, for instance selecting a marae protocol module as most students are actively involved with their marae. There is open entry and no fees, reducing barriers to learning. Students also mentioned that they appreciated being able to learn at home and with their whānau.

Diagnostic tests are completed with students at the commencement of the course to ascertain their specific needs. From these, individual education plans for students are co-developed with the tutor. Learning needs are also identified through formative assessment methods (tutor observations and questioning), and the evaluators sighted evidence that teaching methods are adjusted to match these needs, for example through one-to-one tutorials. Likewise, course evaluations are completed at regular intervals throughout the programme. These are collated by Waiariki and analysed for points of action.

Through its self-assessment, Huria is currently investigating how it will meet the challenge of maintaining momentum once this first Diploma in Te Reo Māori cohort has completed the programme, as Huria will have to recruit students from outside of the immediate hapū.

1.4 How effective is the teaching?

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

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

There was clear evidence of positive teaching practice at Huria. For instance, the tutor has split the learning cohort into three groups with varying levels of competency: te kakano (beginner), te pēpēna (intermediate) and te pihinga (upper intermediate). This is also supported by tuakana/teina (matching advanced learners with beginners) and 'ako' where students conduct paired learning. The tutor also employs workstations that utilise different learning styles, e.g. visual, audial and kinaesthetic (VAK). The tutor is a trained teacher with relevant qualifications and experience.

The tutor chooses modules based on the results of student diagnostic tests. However, optional modules for the Diploma in Te Reo Māori are limited in number, which is appropriate to the size of the PTE and the required resourcing. Moderation has been limited for external reasons, as the partner moderation group has gone through restructuring, resulting in the moderation schedule falling behind. A full moderation cycle will need to be completed to further confirm the validity and reliability of academic results.

Huria incorporates the tribal wharehau into its learning, and staff and students say this has been effective. Huria emphasises that it provides a whānau learning environment. This was reiterated to the evaluators by the students, who mentioned the positive learning environment and the pleasure of learning with their family members. This has also led to a relaxed learning environment, and students said they had a sense of safety and security, enhancing their learning experience and helping to facilitate learning. The evaluators saw several examples where parents were learning with their children, along with brothers and sisters. This has led to the tutor having to deal with issues of mutuality, which she has managed effectively, as confirmed by student and staff interviews.

Students confirmed that evaluations are conducted after the completion of each learning module. Importantly, these are collated and feedback is given back to students/tutors for action if required. The Diploma in Te Reo Māori tutor has been engaged in self-reflection and assessment of the future delivery format of the qualification (e.g. moving from night classes to day classes).

Huria was to commence the National Certificate in Marae Catering at the time of the EER visit. Huria see this programme as supporting commercial enterprises at Huria Marae and providing further opportunities for the local hapū to develop and for members to find employment.

1.5 How well are learners guided and supported?

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

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

Huria provides effective support to its students, contributing to strong retention rates for the organisation. Additionally, students are afforded the same support services as all Waiariki students, such as literacy and numeracy support, access to the library and student services. Students attend an orientation at Waiariki's main campus, and this is enhanced with a whakatau (welcome) at the Huria Marae campus.

Huria staff and management are student-centred and committed to the success and well-being of their students. The support systems at Huria are also student-centred and well resourced. Huria is monitoring progress and achievement in order to enable it to proactively plan and provide support on an individual basis and ensure that the support directly contributes to student achievement.

Local kuia (elder women) have also supported the students. One-to-one tuition is provided if necessary. Huria also has a hauora (health) arm, and as most students are hapū members they are entitled to use the hauora services.

As mentioned earlier, a diagnostic test is given to students upon entrance, which is used to gauge literacy and numeracy competency. This needs analysis is used to co-develop an individual education plan. The plans are revisited quarterly to check their relevance and effectiveness. They are supplemented by informal interviews where both positive and constructive feedback is provided and direction is set in areas that require attention. Student reflective journals are also employed. Huria also employs social media (Facebook) to communicate with its students.

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**.

Huria represents Ngai Tamarāwaho and the local community in its hauora and educational aspirations. The board is community based, with strong whānau support. Governance has recently created an education position on the board with oversight to assist the PTE.

The PTE has a clear chain of reporting. The board receives quarterly reports from Huria which cover several aspects of operations (e.g. finance, attendance, achievement tracking). Monthly reports are created for internal meetings. As Huria is a small organisation, staff members are in constant contact with management.

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Diploma in Te Reo Māori students are involved in both management (chief executive officer) and governance (board members) and this has helped Huria to remain relevant to its stakeholders.

Tutorial staff said they were well resourced from both Huria management and their agreement partner (Waiariki Institute of Technology). Management is also active in finding ways to grow the organisation and provide sustainability, for instance through introducing the National Certificate in Marae Catering, which, as mentioned, is a recent initiative between Huria and Skills Active Aotearoa.

The organisation has positively implemented a number of changes and continues to extend programme evaluations and outcomes data collected as part of improving its self-assessment capability. However, in general, self-assessment is still a work in progress. The early results indicate that there are genuine improvements to the organisation's ability to analyse and review its effectiveness to better match and meet the needs of its learners and stakeholders. There is still work to do on refining the data collection tools and analysis. However, the evaluation team considers that the changes noted at this evaluation are likely to continue to lead to ongoing improvements to learner achievement.

Huria has explored options with more than one provider to enable it to finalise reporting of credits outstanding for students successful in a previous programme. It is a priority for governance and management to resolve this issue.

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: Diploma in Te Reo Māori (Level 5)

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

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

Recommendations

NZQA recommends that Huria Management Trust:

- Resolve issues with the awarding of credits outstanding to students from the He Whanake i te Reo Māori: Te Akiaki Mana Tangata programme
- Complete a cycle of moderation with its partner provider for the Diploma in Te Reo Māori.

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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