



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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External Evaluation and Review Report

Huria Trust

Date of report: 14 November 2019

About Huria Trust

Huria Trust is a marae-based provider of Kaupapa Māori education, training, health and social services, established for Ngai Tamarāwaho descendants. Located near their Whare Tipuna, Tamateapōkaiwhenua, Huria Trust is committed to the advancement of educational and cultural services to the hapū and wider community.

Te momo:	Private training establishment (PTE)
Ngā Wāhi:	Huria Marae, 4 Kaponga Street, Tauranga
Code of Practice signatory:	No
Ākonga:	Domestic: two ākonga in 2016; three ākonga in 2018; six ākonga in 2019; 100 per cent identify as Māori International: nil
Ngā Kaimahi:	1.8 full-time equivalents made up of 0.3 FTE Kaiako, 0.5 FTE Administrator, 1 FTE Support
Ngā āhuatanga o te whare ako:	Huria Trust is a marae-based provider, situated in Ngai Tamarāwaho, providing health and education services to hapū and whānau of the area. For more information view https://www.huriatrust.co.nz/
Ngā hua i mua:	Pounamu Kahurangi – Ngā hua o te whare ako Pounamu Kahurangi – Ngā whakairinga korero
Ngā Wā Arotahi:	The scope of the evaluation comprised the following focus areas: <ul style="list-style-type: none">• Ngā Hua o te Whare Ako – Governance and management• Te Whakairinga Kōrero – All Te Reo Māori programmes These focus areas enabled NZQA to evaluate in depth the performance and self-reflective practice of the Whare Ako.
Tau MoE:	9296
Tohu NZQA:	C35021
Te rā i tae atu ai te EER:	14 and 15 August 2019

Summary of Results

Ngā Hua o te Whare Ako: Kaupapa are of inconsistent quality or are used inconsistently to understand organisational performance or the focus area and to bring about worthwhile improvements. Some gaps or weaknesses have impact and are not managed effectively. The provider meets minimum expectations/requirements as far as can be determined.

Te Whakairinga Kōrero: Kaupapa are of inconsistent quality or are used inconsistently to understand organisational performance or the focus area and to bring about worthwhile improvements. There is limited or little evidence of improved outcomes. There are also some significant gaps or weaknesses in self-reflective practice, which are not managed effectively. Self-reflective practice is not part of a coherent and comprehensive approach across the organisation or the focus area.

A summary of the findings is as follows:

Pounamu Hukihuki – Ngā Hua o Te Whare Ako

- The organisation is in a state of development and improvement, to grow and sustain their hapū. Review of the organisational structure has identified areas for improvement. The PTE has put in place strategies for improvement.

Pounamu Hukihuki – Ngā Whakairinga Kōrero

- Huria Trust expresses rangatiratanga through strong iwi leadership and the continuous presence of kaumātua and kuia to tiaki the legacy of Huria Trust and the whare tipuna. The PTE is committed to the growth and development of Tamateapokaiwhenua whare tipuna and the hapū.
- Whanaungatanga is expressed through the strategic relationships and active engagement by the chief executive, another tertiary provider's support of the implementation of quality improvement systems, and improvement to organisational oversight and monitoring in line with educational expectations. Collection of community feedback will inform programme needs and organisational effectiveness.
- Board capability is limited due to educational expectations not being well understood, and inconsistent reporting of PTE activity to the board.
- Oversight of the PTE is needed to monitor performance and the quality of systems, achievement, staff and teaching practice. The planning and implementation for

this has begun with the engagement of the skills and expertise of another tertiary education provider and an external contractor.

- The ability to undertake the expected and required activities across all areas of the PTE is constrained by a limited allocation of work hours to fulfil all responsibilities. Review of the quality management system and strategic plan has resulted in the redevelopment of role descriptions to better reflect the roles and educational responsibilities required in the PTE.
- Systematic reflection on performance and effectiveness as a PTE will identify existing strengths and areas for further development. The programme has not been reviewed, and staff have not been appraised.
- Strengthening of internal moderation practice is needed to validate assessment practice and outcomes.
- The PTE expresses its ongoing manaakitanga by identifying, supporting and responding to individual learning needs. Learning is planned and progress is communicated effectively. Programme delivery supports ākonga to progress in their confidence and use of te reo, gaining valuable skills for use in their work and homes. This is facilitated by the positive relationships between the ākonga and kaiako.

He Pātai Arotake

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

Ngā hua o te whare ako:	Pounamu Hukihuki
Ngā whakairinga kōrero:	Pounamu Hukihuki
Ngā Kitenga:	<p>The legacy of Huria Trust is held in the whare tipuna which acts, alongside the kaumātua, as a continual reminder of the vision and purpose of the organisation. The marae is the umbrella for a number of portfolios, including Huria Trust. The organisation is an iwi asset resourcing the immediate and extended hapū and uri of Tauranga Moana. The management and board have recently been proactive in engaging relevant and strategic relationships to oversee and improve overall capacity of the education portfolio in line with educational expectations. This is supported by a reviewed and revised quality management system which requires systematic implementation. There is limited educational leadership and oversight of the PTE, but this is expected to improve with the recent recruitment of a quality manager. While the board meets regularly, half of the members are new and their understanding and oversight of the PTE is constrained by lack of understanding of the educational expectations for a PTE.</p> <p>Planned improvements include building PTE and trust capability, improving systems, reviewing practice, and appointing a leadership role. These are intended to address systemic challenges around guidance, capability, monitoring, management and oversight of educational responsibilities. As the organisation is currently in a period of improvement, the effectiveness of the changes are not yet realised.</p> <p>Huria Trust embodies rangatiratanga through commitment to the growth and development of their hapū. Te reo and tikanga o Ngai Tamarāwaho are advanced through the PTE’s delivery, upskilling of staff, and fostering of kaumātua. These are promoted through a range of activities. A considered embedding of the self-review policy against the kaupapa of the organisation and the PTE – including community voice – will strengthen and inform improvements for the PTE and the programme. The current review has resulted in revised policies and job descriptions, providing more clarity around responsibilities and alignment to the strategic plan. The board’s manaaki of management, through clear expectations</p>

Final

and direction, will support a top-down trend of leadership and manaakitanga.

Whanaungatanga is purposeful and supports required improvements and developments of the organisation, and includes schools, Crown agencies and providers. Huria Trust engages the hapū in alignment with the marae and hapū vision, and also in education where the whānau perspective is included in programme development. This inclusiveness is demonstrated in the classroom relationship between kaiako and ākonga – supporting effective learning – and ongoing verbal feedback on the effectiveness of the teaching. Consistent collection of feedback from ākonga and hapū will assist the organisation's understanding of its effectiveness for its people and community.

Huria Trust provides manaakitanga through a safe and encouraging learning environment for ākonga which supports individual learning needs and encourages interaction and participation in teaching activities. Ākonga expectations are documented at enrolment, and learning plans guide daily and weekly activities. Ākonga are regularly informed of upcoming activities and there is a monitoring system for student achievement. Learning resources are effective and allow practice for assessment. The kaiako-ākonga relationship facilitates positive learning experiences, encouraging confidence and use of te reo. A systematic process for analysing and understanding feedback from learners will support the organisation to understand its effectiveness more fully.

The provision of the approved programme to all staff demonstrates the organisation's commitment to growing te reo capability, manaakitanga of te reo, and its relevance across the Huria Trust work environment. Huria Trust provides an immediate opportunity for the application and practice of what is taught, encouraging usage of the skills and concepts acquired. This is supported by kaumātua who commented positively on ākonga contribution and value to the marae and hapū.

The rangatiratanga is shared with ākonga, inspiring confidence and leadership. Ākonga gain qualifications and a greater understanding of the language at a basic level, and are able to participate in conversations at the marae, their working context. This indicates that the programmes produce graduates who can contribute to whānau and hapū, benefiting society.

A scheduled review of the programme and PTE will provide insights into the continued relevance and currency of the programme, and inform the overall effectiveness to the organisation, community and

	<p>whānau. This is also a process in the development of a new qualification to replace the existing expiring qualification.</p> <p>The teaching staff are qualified and experienced in the delivery of the programme. The content design and delivery is customised to individual learner needs, acknowledging that within a level of proficiency there are varied knowledge and skill bases. However, support for the kaiako is constrained by the lack of resources and oversight. There is an absence of specialised educational management and monitoring of the teaching and learning. This has led to a lack of clarity and consistent understanding of the scope of the kaiako role.</p> <p>Similarly, there are limited guidelines and understanding around moderation. An external moderator has been engaged to support improvements to assessment practice, which is needed to validate assessment and assessor judgements. A planned and structured system to consistently monitor the effectiveness of teaching practice and development, including performance appraisal, will further support the oversight and development of the kaiako and management roles.</p>
<p>Conclusion:</p>	<p>At the time of the EER, Huria Trust was implementing the future plan for the organisation, including improvements to the PTE. Rangatiratanga is fostered through the organisation’s responsibility and commitment to their hapū and marae development, and their encouragement of ākonga to grow in confidence and proficiency.</p> <p>Similarly, the ongoing support for learners demonstrates the PTE’s manaakitanga for ākonga. Huria Trust displays whanaungatanga with purposeful and strategic relationships that lead to initiatives for improvement. The issues raised by the provider and the evaluators confirm that stronger oversight and resourcing of the PTE will mitigate the identified limitations. Stronger self-review practice and leadership practice will help guide and monitor success.</p>

Focus Areas

2.1 Te Wā Arotahi: He Whanake i te Reo (Level 4)

Ngā Hua o Te Whare Ako:	Pounamu Hukihuki
Te Whakairinga Kōrero:	Pounamu Hukihuki

Recommendations

NZQA recommends that Huria Trust consider:

- Improving board understanding of its educational responsibilities and expectations to support oversight of the PTE.
- Embedding an ongoing self-review process that will identify success and required improvements for the organisation, including quality teaching practice and moderation.
- Purposeful and periodic engagement of all stakeholder groups, including ākonga and whānau, to inform the relevance, currency and effectiveness of current and potential programmes offered in response to community needs.

Requirements

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

Appendix 1

Table 1. Overall completion data for He Whanake i te Reo Māori (Level 4) 2016-2018

	2016	2017	2018
Enrolments	2	1	3
Withdrawals	0	1	0
Programme completions	100%	n/a	100%
Qualification completions	100%	n/a	0%

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 fraud¹*
- *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.*

¹ 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 according to 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 for Tertiary Education, Skills and Employment.

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. The requirements are set through the Programme Approval and Accreditation Rules 2018, 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 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 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 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). The Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/qa-rules/external-evaluation-rules-2016/1/>, 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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