

# Report of External Evaluation and Review

Te Whare Wānanga o Awanuiārangi

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 22 February 2012

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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

Location:	Francis Street, Whakatane
Type:	Wānanga
First registered:	Registered tertiary organisation in 1991 and recognised as a wānanga by the Crown in 1997
Number of students:	Domestic: 3,001 equivalent full-time students (EFTS) International: two PhD students domiciled in Hawaii
Number of staff:	186.76 staff (158.50 full-time, 11.26 part-time, 11.26 casual)
Scope of active accreditation:	Te Whare Wānanga o Awanuiārangi (Awanuiārangi) is accredited to assess against units standards that lead to a number of national certificates. It also has approval and accreditation to deliver: <ul style="list-style-type: none"><li>• A range of Awanuiārangi certificates and diplomas</li><li>• Bachelor of Environment Studies (Level 7)</li><li>• Bachelor of Māori Performing Arts (Level 7)</li><li>• Bachelor of Humanities (Level 7)</li><li>• Bachelor of Mātauranga Māori (Level 7)</li><li>• Bachelor of Health Sciences Māori (Nursing) (Level 7)</li></ul>

- Bachelor of Education (Teaching) (Level 7)
- Master of Indigenous Studies (Level 8)
- Master of Māori Studies (Level 8)
- Doctor of Philosophy (PhD) (Level 10)

Sites: The main campus of Awanuiārangi is in Whakatāne, with additional campuses in Te Tai Tokerau (Whangarei) and Tāmaki Makaurau (Auckland). Delivery also occurs at many other sites, including marae, throughout the Northland, Auckland, Bay of Plenty, East Coast, and Hawke’s Bay.

Distinctive characteristics: Awanuiārangi is one of three wānanga, along with Te Wānanga o Aotearoa and Te Wānanga o Raukawa, given statutory recognition under section 162 of the Education Act 1989. Under the Education Act, a wānanga is characterised by teaching and research that maintains, advances, and disseminates knowledge and develops intellectual independence and assists the application of knowledge regarding āhuetanga Māori according to tikanga Māori.

Awanuiārangi offers programmes from adult community education through to doctorate level. Ninety-five per cent of the students are Māori. The inclusion of the word “whare” in the name Te Whare Wānanga o Awanuiārangi is deliberate as it denotes the higher spectrum of learning at PhD level that Awanuiārangi offers.

Delivery is mixed-mode according to the needs of the programme, students, and stakeholders and can be campus-based or community and marae-centred.

The wānanga has four institutes tasked with managing projects to support and inform programme delivery internally and support teaching and learning excellence across the education sector:

- Institute of Post-Treaty Settlements
- Institute of Indigenous Science
- National Institute of Māori Education

(NIME)

- Tokorau Institute – technology and innovation.

The programmes are delivered through three schools:

- School of Indigenous Graduate Studies
- School of Undergraduate Studies
- School of Iwi Development.

Awanuiārangi is one of two TEOs outside the university sector (Unitec is the other) accredited to award a doctoral qualification, the PhD.

Recent significant changes:

Following less than satisfactory fiscal and educational achievement in 2007, a major staff and programme restructure was implemented and has led to the present positive fiscal and educational achievement. Awanuiārangi is changing its provision mix from predominantly certificate and diplomas to half of its provision at degree and postgraduate-level. The organisation reviewed its stable of degree programmes in 2009, and the three degrees approved in 2010 should accommodate the organisation's future growth.

A major building project is in progress at the Whakatāne campus, which will include new administrative and teaching spaces, a library, and student support service facilities.

Previous quality assurance history:

At the previous quality assurance visit by NZQA, a focussed audit in 2007, the wānanga addressed eight of 11 corrective actions and all the recommendations. The areas requiring continued action included governance and management, assessment and moderation, and notification and reporting on learner achievement.

Awanuiārangi participated in the 2011 NZQA pilot to trial the Mātauranga Māori external evaluation and review tools and methodology.

Awanuiārangi has contributed its expertise to support and assist NZQA's development of the Mātauranga Māori model and its tools to quality

assure Mātauranga Māori qualifications.

Other: Awanuiārangi identifies its diverse delivery styles and its marae-centred, campus, and mixed-mode delivery as key to providing tertiary education access and opportunities to its student base.

## 2. Scope of external evaluation and review

Programmes were selected from across the spectrum, from certificates to degrees, including the highest qualification offered, the PhD. These qualifications were considered representative of Awanuiārangi's schools and delivery modes. The selected programmes together represent 75 per cent of Awanuiārangi's EFTS.

The focus areas selected for this EER were:

- Certificate in Te Pouhono (Level 4)

Marae-based delivery with large number of EFTS (501) with pathway opportunities that include the Bachelor of Mātauranga Māori.

- National Certificate in Māori Customary Fishing (Level 3)

Marae-based delivery providing EFTS (115) with pathway opportunities which include the Bachelor of Environment Studies.

- National Certificate in Tourism (Levels 3 and 4)

Marae-based delivery providing large numbers of EFTS (736) with pathway opportunities including the Bachelor of Humanities.

- Bachelor of Māori Performing Arts (BMPA)

This is a recently approved degree (2009) which has a large number of EFTS (666) in its second year. The programme is delivered by mixed-mode.

- Bachelor of Education (Teaching) (BEd)

This is a recently approved degree (2010) which merged three degrees (early childhood degree, a primary school level teaching degree, and a one-year programme for Diploma of Teaching graduates to upgrade to a BEd). The programme is campus-delivered to 202 EFTS.

- Doctor of Philosophy (PhD)

This is the highest qualification offered by Awanuiārangi to 55 candidates, with the first candidates being examined at the time of the EER.

The other focus area was the mandatory focus area:

- Governance, management, and strategy.

### 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 EER team comprised five evaluators. The team visited the Whakatane campus over five days and met with the chief executive, representatives of the governing council, the executive management team, the academic board, programme management, lecturers, support service staff, students, and stakeholders.

A range of documentation was viewed before and during the visit and included strategic reports, monthly reports (council, chief executive, executive management academic board, programme committee), and programme-specific documentation including self-assessment reports and review and action plans.

Te Whare Wānanga o Awanuiārangi has had an opportunity to comment on the accuracy of this report, and any submissions received have been fully considered by NZQA before finalising the report.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Te Whare Wānanga o Awanuiārangī**.

The key reasons are:

- The considerable improvement and sustained performance in education achievement as a result of self-assessment, staff restructure, and programme review since 2007.
- There is very good evidence of educational achievement which shows that Awanuiārangī is performing comparably with the higher-performing institutes from the wānanga and polytechnics and institutes of technology sectors. This evidence is endorsed by the education performance indicators collated by the Tertiary Education Commission (TEC). Ninety-five per cent of the student body is Māori and the achievement results hugely exceed national Māori achievement statistics. These are excellent results as Awanuiārangī maintains this level of achievement while being challenged by offering a programme ranging from adult community education to PhD level.
- Programmes have been reviewed to ensure there are clear progress pathways for students. Apart from the PhD, students from each of the focus areas reviewed have an education pathway option to a Bachelor's degree and postgraduate studies and are exercising these options. Examples were provided of the progress of students from the community programmes to the certificate, Bachelor's, Master's, and PhD degrees. Again, these are excellent results as the majority of students are those who have not had positive education experiences or who are returning to study and therefore require additional guidance and support to achieve.
- Programme offerings across the levels provide opportunities to create and disseminate knowledge, as exemplified by the certificate hapū studies, the degree research projects, and the postgraduate studies and theses. Feedback from stakeholder groups confirms valued outcomes such as resource management planning, performing arts compilations, strengthened hapū capability and capacity, and post-Treaty of Waitangi settlement developments.
- Programmes are generally delivered in environments that align to the needs of students and stakeholders. The wānanga offers marae-centred programmes, campus delivery, and mixed-mode provision. Stakeholder feedback and analyses tabled by the wānanga and endorsed by stakeholders interviewed during the evaluation confirm that the programmes meet their needs and the diverse teaching environments and programmes support valued outcomes. The certificate programmes are generally marae-centred, encouraging students to participate in tertiary education. Success

has led to enrolment in campus programmes at higher levels. Student success benefits communities, for example through the graduates of the teaching programme working in rural schools that have difficulty attracting qualified staff.

- Awanuiārangi identifies a dual responsibility of meeting both its Crown and cultural obligations. It is contracted to meet the TEC education performance indicators. It must also meet iwi aspirations, ensuring that achievement is both personal to the student and beneficial to the iwi collective. The balance of meeting diverse stakeholder needs for a range of programme levels and delivery modes is a significant challenge. Students' educational achievements, positive stakeholder feedback, and growing student progress through the learning pathways show that the wānanga is responding positively and with very good results to the challenge.

Collectively, these activities and reasons demonstrate the purposeful and effective direction of the wānanga, the result of the collective effort of the council, the chief executive, management, and staff.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Te Whare Wānanga o Awanuiārangi**.

The key reasons are:

- Through self-assessment, Awanuiārangi has greatly improved its fiscal and educational performance since 2007, when performance in both areas was less than satisfactory. The improvements are the result of ongoing and authentic self-assessment.
- While the impact of capped numbers has been a challenge, it has not deterred the wānanga from continuing to meet its dual-responsibility goal of addressing both Crown and iwi obligations. This demonstrates the organisation's ability to respond quickly to, and to manage, change.
- The wānanga has put in place comprehensive strategies to maintain the improvement in performance, including implementing monthly educational achievement and self-assessment reports.
- To further ensure continuity of progress and improvement, Awanuiārangi increased its registry staff to manage self-assessment strategies wānanga-wide. Strategies to date include implementing different self-assessment methodologies to accommodate different programme and delivery modes. After this evaluation, Awanuiārangi will consider which methodology best suits the wānanga to strengthen systematic and comprehensive self-assessment.

The changes to self-assessment processes within the wānanga are dynamic and evolving as areas to improve are identified and addressed. As well as the areas noted leading to positive performance reports, self-assessment reports and the

evaluation team interviews identified areas requiring attention across the wānanga. These include staff resources (ensuring workloads are monitored to include professional development and research time, staff provision of support, and pastoral care to students), consistency of moderation (providing the wānanga with assurance that its assessments are fair, valid, and consistent), and information data management (the capacity of the data management system to provide in-time data to inform programme decision-making).

## TEO response

Te Whare Wānanga o Awanuiārangi has agreed the factual accuracy of this report.

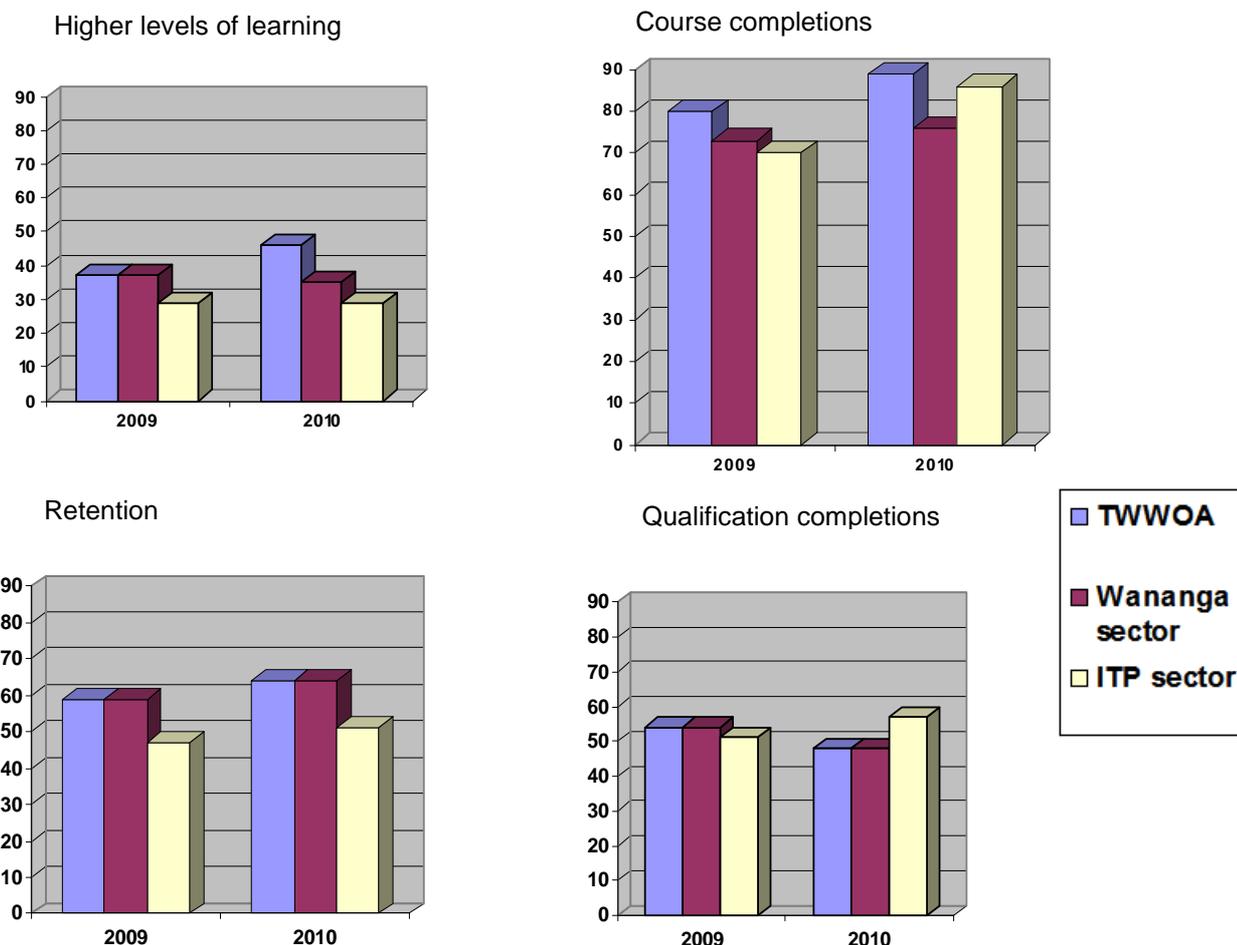
# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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

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

Awanuiārangi has met or exceeded its planned target of 80 per cent course completions for the past two years and is a leading institute for this education performance indicator. As shown in the graphs below, the wānanga also benchmarks well against the high-performing institutes from the wānanga and polytechnics and institutes of technology sectors for the remaining three education performance indicators (qualification completion, retention, and progress to higher study) collated by the TEC.



<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.

These are excellent results given that Awanuiārangi offers programmes that range from adult community education to PhD level.

Programmes have been reviewed to ensure there are clear progress pathways for students.

Students from each of the focus areas reviewed (except the PhD) have a pathway option to Bachelor's degrees and higher. Eighty per cent of the enrolments on the Bachelor of Mātauranga Māori were from the Te Pouhono level 4 certificate programme. Twenty-eight Master's enrolments are from the wānanga undergraduate degrees, and two PhD candidates have progressed from the Master's degrees. Again, these are excellent results as the majority of students are those who have not had positive education experiences or who are returning to study and require additional guidance and support to achieve and are doing so.

Programmes are delivered in environments that meet the needs of the students and stakeholders. The certificate programmes are delivered mainly through marae-centred delivery accessing local expertise and resources, providing a safe learning environment and reducing barriers to learning. Feedback from the students and stakeholders interviewed, including representatives from 24 marae from Northland, the East Coast, and Hawke's Bay, endorsed the positive evaluative stakeholder feedback tabled and analysed by the wānanga, that this teaching environment effectively supports educational achievement.

Awanuiārangi identifies a dual responsibility of meeting both its Crown and cultural obligations. It is contracted to meet the TEC education performance indicators, as shown by the graphs above, as well as iwi aspirations. It is performing very well against both the TEC performance indicators and iwi goals to ensure that achievement is both personal to the student and beneficial to the iwi collective. An example is the Certificate in Customary Fishing, where students' newly acquired knowledge about conservation and sustainability informs their hapū resource management plans. Evaluation team interviews with PhD candidates gave insight into how they expected their studies and theses to benefit community and iwi aspirations. The range of programmes provides opportunities to create and disseminate knowledge. This demonstrates that the wānanga is responding positively to the challenge of meeting diverse stakeholder needs.

Through self-assessment, areas for improvement have been identified for individual programmes, and these improvements are being implemented. In some situations there needs to be an institute-wide strategy to assist programmes and schools, for example for programmes that have high course completion rates but, because the students are part-time and also undertake compulsory components, they take longer to complete the qualifications. This reduces overall wānanga qualification completions. The current student management database requires increased capacity to provide additional real-time reports for these high-enrolment programmes, seeking data across multiple sites, and by lecturer and course to note trends and near-completions for earlier intervention, all of which should inform actions leading to increased worthwhile improvements in qualification completions.

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 **Excellent**.

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

Awanuiārangi is providing programmes with valued outcomes for its students and stakeholders, as identified by the varied methods the wānanga uses to seek input from students and stakeholders. Students interviewed endorsed these analyses, noting that the benefits from the range of programmes included personal growth, increased confidence, new skills and qualifications gained, and becoming critically conscious, thinking, and motivated scholars. Some students are motivated to engage in further learning and higher-level qualifications. The ara poutama framework that the wānanga has implemented ensures that all programmes can lead to higher-level learning, from the certificates through to the doctorate programmes. These successes provide excellent role models of possible and positive educational achievement for students who have not always experienced positive educational practice.

A goal of the wānanga is to encourage the use of these individual achievements to contribute to iwi aspirations. Stakeholder groups interviewed by the evaluation team provided numerous examples of how the knowledge and skills gained by the students were having a positive effect on communities and iwi. Examples included succession planning to fill leadership roles on the marae through to increased abilities in whaikorero, karanga, waiata, and reo Māori. Toi programmes provide knowledge and skills to restore wharenuī carvings, tukutuku, and raranga, and the customary fishing programme has led to increased knowledge to inform hapū conservation and resource management plans. The locally offered programmes have encouraged intergenerational learning and success, and stakeholders report the added value of growing iwi capability to support post-Treaty of Waitangi settlement claim activities.

Through self-assessment, Awanuiārangi set a target of 80 per cent of student enrolments (EFTS) being enrolled on degree-level programmes. The mix of provision is currently approximately 50:50. This is a significant shift from the situation that as recently as two years ago saw Awanuiārangi with just 20 per cent of its EFTS enrolled on degree-level programmes. This prompted a full review of the degree-level programmes.

The immediate value is that the degrees now provide a pathway for graduates from the certificates to postgraduate study. Other outcomes valued by the students and stakeholders interviewed include academic endorsement and verification of expertise brought by the students to the programme of study, opportunities to build on iwi expertise (such as marae succession and resource conservation and sustainability), tourism, performing arts, and schools gaining qualified teachers. Self-assessment has identified areas for improvement, and a challenge to the wānanga is to ensure provision is underpinned by consistent and sufficient teaching resource support and quality assurance practice.

Postgraduate students interviewed endorsed the achievements of the wānanga in successfully creating opportunities for advanced tertiary study from a uniquely Māori perspective, and the reciprocal benefits to the community and iwi from the links between their research and Māori community development.

The programmes are canvassing stakeholders' input through a number of sources to match programme diversity, and the wānanga acknowledges that ensuring the usefulness of the feedback (driving improvements to maintain outcome value) and the consistency of its response timeframes and effectiveness is a work in progress.

### 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 **Excellent**.

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

Awanuiārangi uses a number of mechanisms to identify and ensure that it is designing programmes to match and meet student and stakeholder needs. These mechanisms include entry interviews, literacy and numeracy diagnostic tests, and programme regulation entry criteria. Based on self-assessment, the wānanga has developed a range of programmes at varying levels with mixed modes of delivery to meet student and stakeholder needs. The marae-centred programmes resulted from feedback from stakeholders for the development of programmes appropriate to students', hapū, and iwi needs. Feedback was gauged informally face to face, through focus groups, and by formal evaluations. Twenty-four marae representatives interviewed by the evaluation team affirmed how well Awanuiārangi is meeting their needs. The increased enrolments, excellent course completions, positive stakeholder feedback, and progression to Bachelor's degrees attest to needs being met.

The degree-level programmes were recently reviewed (2009), and these and new degrees approved in the same year were based on the clearly identified needs of the students and their stakeholders. The increased enrolments indicate that the wānanga has met a need for the programmes, and interim evaluations show a range of responses to needs being met that the wānanga is responding to. Completions and graduations will determine how well the programmes have matched needs.

The doctorate programme has also increased candidate enrolments (55), with a waiting list for future enrolments. The first graduates are expected in 2012, which will be the culmination of measured progress from programme approval through to development and implementation. The increased numbers of doctorate-credentialed staff to manage the support and supervision of candidates attest to the value of measured progress to ensure that appropriate numbers of credentialed staff are available. In addition to full-time Awanuiārangi staff, there are a number of adjunct PhD-credentialed staff available to support and supervise candidates.

Comments from students interviewed by the evaluation team concerning satisfaction with the programme and delivery ranged from exemplary to “areas to improve”. The areas requiring improvement tended to be in programmes in the first or second year of delivery. All programme staff were aware of the feedback and were in varying stages of response depending on the recommendations. The wānanga self-assessment reports regard feedback as an evolving process which aims to ensure that the organisation is receiving meaningful feedback about the programmes it delivers and how well stakeholder needs are matched; in other words, to ensure that feedback continuously seeks improvement to current and future provision and this is acted on and leads to worthwhile improvement. Consistency of self-assessment (timeliness and effectiveness of action) is the challenge to ensure that best practice is comprehensive. Following this evaluation, Awanuiārangi will consider which methodology best suits the wānanga to strengthen this systematic and comprehensive approach to self-assessment.

#### 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**.

Awanuiārangi has recruited highly qualified, empathetic staff across the wānanga to match the range and diversity of programmes and mixed modes of delivery. Guest lecturers enhance programme delivery and support and provide expertise, including kaumatua knowledge, industry and employment perspectives, and Master’s and PhD thesis writing. Where appropriate, suitably qualified staff are recruited from within the delivery region. This provides the added value of local knowledge for the programme and also knowledge of the students and the community events that might impact on the programme delivery and outcomes. Contract staff are recruited where required for other programmes.

The number of PhD staff has grown from six to 25, including an additional adjunct faculty available to support and supervise candidates on the doctorate programme. Staff supervise and co-supervise at the wānanga and other institutes such as universities within New Zealand and internationally, assuring consistency of standards and the setting of benchmarks internationally.

The revised and improved reporting mechanisms are significant developments which are helping to measure and improve educational achievement. Self-assessment reports are based on the NZQA six key evaluation questions, with an additional question based on how programmes promote tikanga and ahuatanga Māori, the characteristic of wānanga. Monthly programme reports inform the academic board, executive management, chief executive, and council of achievements and progress. Annual Programme Evaluation Reports (APERs) based on the NZQA annual degree monitoring reports provide standardised criteria to report against educational achievement, areas to improve, and action plan results. This improved reporting has brought more consistent information from a standardised review report. Educational achievement is reported against, as are

the strengths of the programme to maintain achievement and areas to improve. The reports in their current format are now in their second year of implementation. Sampled reports over time show a marked improvement in recording succinct, useful information to inform decision-making and action. The consistency, quality, and use of the information will strengthen self-assessment activities.

The challenge for the wānanga is to develop a comprehensive, cohesive system to ensure effective teaching whatever the programme level, content, or delivery style. The evaluation team saw and heard many examples of excellent processes in place for recruitment, appraisal, professional development, and self-assessment reporting and action. The educational performance results and stakeholder feedback endorse this. However, the evaluation team is also aware from programme self-assessment reports and stakeholder interviews that there are areas to be improved. The team observed that the wānanga is fully aware of its strengths and areas to improve and these are being monitored. The effectiveness of response and action will determine consistent teaching effectiveness.

Awanuiārangi has multiple delivery and assessment systems to meet programme needs, but it has yet to ensure moderation is consistent across all programmes to assure that assessments are fair, valid, and meeting national standards. Consistent moderation practices mitigate risk, especially where there are high course completion statistics.

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

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

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

Teaching staff provide the primary support to the student, and evaluations and interviews confirm this. The wānanga has in place a team of support service staff (library, academic support, literacy and numeracy support, information technology, and pastoral care) who support the campus students and their lecturers. This team also provides some first-hand and online support to the regions. Evaluations and interviews also corroborate this support.

Programme-specific support is also implemented according to programme need. For marae-centred delivery, resources are provided to students for self-directed learning between wānanga. Students are arranged in cohorts and provide study support for each other. All kaiako provide catch-up opportunities to meet programme assessment requirements.

Awanuiārangi is part of the MAI (Māori and Indigenous) national doctoral programme run by the University of Auckland. The PhD candidates meet monthly in regions with their MAI regional coordinators to track progress, identify issues, and provide academic and peer support supplemented by regular email/text. Wānanga, including block courses in writing skills, are arranged quarterly and provide candidates with access to their own and other supervisors for varying needs. Weekly Skype and videoconference meetings for local and international

students are managed by the main campus. Candidates interviewed appreciated the support provided to progress their studies.

While the feedback from students regarding support is generally positive, students did provide feedback on areas that could be improved to ensure consistent guidance and support. The self-assessment reports have captured this feedback and they inform management of what is still required for all programmes to offer optimum support. The changes that management has made to date to support the students (contracting expertise to prepare teaching and assessment packages, self-directed study materials, MAI relationship to support PhD candidates) give confidence that this positive response to stakeholder feedback will continue.

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

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

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

Awanuiārangi improved from a fiscal deficit in 2007 to a surplus of \$3.4m in 2010. Educational achievement also improved significantly. The wānanga has a clear vision and strategy articulated in its contract with funding body the TEC. Continued improvements maintained to date provide confidence that the governing council and management demonstrate effective leadership and have the infrastructure in place to implement planned strategies.

Governance and management are responding well to change and are innovative in their approach to these changes. Examples include the formation of the four institutes (Science, NIME, post-Treaty Settlement, and Tokorau) to inform teaching and to explore alternative funding avenues to TEC-funded programmes. Likewise, the Bay of Plenty tripartite agreement between the wānanga, University of Waikato, and the Bay of Plenty Polytechnic to plan programme provision cooperatively and to provide mutual support should benefit the students long term.

The proposed change in mix of provision will provide challenges to the wānanga. Some of these challenges include ensuring sufficient resources, including staff resources, are available. Staff workloads will also be a challenge. There will be a need for improved data management systems to manage larger programmes and to provide access to timely reports that allow early interventions and to consistently underpin quality assurance processes. The wānanga has increased its registry staff numbers to oversee its self-assessment strategy to determine what is working best for the wānanga to maximise benefits to its stakeholders and itself. It has demonstrated by self-assessment activities to date, including the improved self-assessment activities and reports and APERs, that there is a wānanga-wide, planned approach to quality assurance practice. Ongoing areas for improvement include addressing specific programme needs identified through the self-assessment reports and those areas already reported on.

## 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 **Excellent**.

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

### 2.2 Focus area: Certificate in Te Pouhono

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

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

### 2.3 Focus area: National Certificate in Māori Customary Fishing

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

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

### 2.4 Focus area: National Certificate in Tourism

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

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

### 2.5 Focus area: Bachelor of Education (BEd)

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

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

### 2.6 Focus area: Bachelor of Māori Performing Arts (BMPA)

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

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

### 2.7 Focus area: Doctor of Philosophy (PhD)

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

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

# 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 course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.*

*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 courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria 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-eeer/introduction/>*

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