

# Report of External Evaluation and Review

Maata Waka Enterprises

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 30 January 2013

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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:	Maata Waka Enterprises
Type:	Private Training Establishment (PTE)
Location:	250 Pages Road, Aranui, Christchurch
Delivery sites:	250 Pages Road, Aranui, Christchurch Waipuna: 349 Woodham Road, Christchurch
First registered:	31 July 1994
Courses currently delivered	<ul style="list-style-type: none"><li>• National Certificate in Employment Skills (Level 1)</li><li>• National Certificate in Music (Level 3)</li><li>• National Diploma in Social Services (Level 6)</li></ul>
Code of Practice signatory?	N/A
Number of students:	Domestic: 47 Numbers of Māori students: <ul style="list-style-type: none"><li>• 2009 – 31</li><li>• 2010 – 73</li><li>• 2011 – 82</li></ul>
Number of staff:	One full-time equivalent education manager One full-time equivalent music kaiako (tutor) Two full-time and three part-time kaiako

Scope of active accreditation:	<ul style="list-style-type: none"> <li>• National Certificate in Employment Skills (Level 1)</li> <li>• National Certificate in Music (Level 3)</li> <li>• National Diploma in Social Services (Level 6)</li> </ul>
Distinctive characteristics:	<p>Maata Waka is a Rūnanga run by a chief executive officer who reports to the Rūnanga board and an executive committee. The Rūnanga offers a range of services to people, including economic development, training and education, employment, social services, a health programme and sports and justice programmes. Maata Waka's student demographic is second-chance learners who are predominantly women (in the social services programme).</p>
Recent significant changes:	N/A
Previous quality assurance history:	<p>Maata Waka was previously quality assured by NZQA by audit in May 2009 and did not meet 13 requirements of the standard. The requirements not met related to: governance and management; personnel; physical and learning resources; learner information, entry and support; development, delivery and review of programmes; and assessment and moderation. All but one of the requirements were subsequently addressed by Maata Waka to the satisfaction of NZQA.</p>
Other:	<p>The 2011 Christchurch earthquake caused great disruption to Maata Waka's operations and student body. Four of the 18 social services diploma students left Christchurch. Fortunately, the organisation's main site (Ngā Hau e Whā marae complex) was undamaged by the earthquake. As such, Maata Waka Enterprises set up the marae as a primary earthquake recovery centre for Christchurch; it has since gone on to house and provide office and operating spaces for a number of government agencies, including the District Court, that were displaced following the earthquake.</p>

## 2. Scope of external evaluation and review

Scoping discussions were held between the education manager and the NZQA lead evaluator. The following focus areas were identified for inclusion in the external evaluation and review (EER).

- Governance, management and strategy

In accordance with NZQA policy this is a mandatory focus area.

- National Certificate in Music (Level 3)
- National Diploma in Social Services (Level 6)

These focus areas encompass the whole of the PTE's educational activities.

## 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 conducted over two days by a team made up of one external lead evaluator and one team evaluator; two sites were visited. Interviews were held with the chairman of the board of trustees, the chief executive officer, the education manager, four tutorial staff from the two programmes, year one and two diploma students and the National Certificate in Music students. Past diploma graduates and various stakeholders were also interviewed. Attestations from stakeholders were cited and reviewed along with a range of documentation.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Maata Waka Enterprises**.

Learners at Maata Waka Enterprises achieve excellent educational and employment outcomes. High numbers of Maata Waka graduates consistently gain meaningful employment or go on to further study. Through their work in social service agencies, especially after the 2011 earthquake, students and graduates contribute positively to their local and wider communities.

In taking second-chance learners, Maata Waka shapes and produces graduates who are well-rounded, critical thinkers, having gained confidence to logically express and present their views and to engage in critical dialogue. Through improved communication and interpersonal skills and with increased numeracy and literacy abilities, Maata Waka learners and their families enjoy improved life chances and quality of life through access to higher learning and employment.

Maata Waka provides a personalised learning approach. The learning environment is supportive and the learning is planned and structured for the benefit and needs of learners. Learners receive timely, comprehensive programme and course information and are aware of what is expected of them from the point of first contact when they are invited to meet with Maata Waka staff. Classes are small (12-16 students) and one-to-one student support for learners is readily available. Teaching and learning methods are many and varied and learners are engaged. Tutors are approachable, supportive, encouraging and show genuine care for the learners, who feel supported to achieve.

Assessment at Maata Waka supports learning; it is valid, sufficient, fair and transparent. The organisation meets national external moderation requirements for the majority of the standards moderated. Improvements on 2010 results were noted in the 2011 NZQA moderation report. Student handbooks are comprehensive and clearly articulate assessment requirements. Learning hours and course content align with these requirements and support learners to meet them. Maata Waka is inextricably linked and engaged with the local and wider Christchurch communities. Based at the Ngā Hau e Whā marae, as an 'intact survivor' of the Christchurch earthquake, Maata Waka has been (and is) a significant contributor to the strengthening of families and restoration of communities. Maata Waka's placement students and graduates are sought after by local non-governmental social service organisations.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Maata Waka Enterprises**.

Maata Waka's self-assessment capability is effective in supporting learner educational development and achievement. Self-assessment is encouraged and utilised through systematic evaluation and stakeholder feedback. Learner progression is consistently monitored by the tutors through credit achievement gains, regular discussions with learners, and learner course evaluation feedback.

In addition, Maata Waka staff hold weekly meetings to discuss how programmes are progressing and to address any learner issues. Weekly reporting to management is a mechanism for assessing such issues and for addressing identified staff needs. These activities demonstrate commitment to learner achievement of identified outcomes.

Staff appraisals by management are undertaken annually. Tutorial staff are encouraged and supported to undertake professional development activities that can improve performance, for example staff enrolling in learning programmes that lead to higher qualifications.

The EER team confirmed the validity of the organisation's documented self-assessment activities plan, main findings, actions and outcomes by sighting relevant documents including minutes of meetings, stakeholder feedback and references, and letters from ex-students. Evaluative conversations with governance, staff, and external stakeholders confirmed the validity of the organisation's self-assessment processes. Data from these sources is used to make appropriate changes, which are evaluated to ascertain the degree to which the changes are resulting in useful improvements.

Self-assessment reporting could be improved through ongoing systematic and coherent documentation of self-assessment processes and activities, and their outcomes for the organisation and for the learners. Providing a descriptive analysis of student achievement data and outcomes, and the outcomes for the communities they serve, would also strengthen self-assessment reporting.

# 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**.

Learners at Maata Waka complete courses and gain qualifications. Tertiary Education Commission (TEC) data for 2011 indicates that course completions were 78 per cent, qualification completions were 40 per cent and student retention 60 per cent. Maata Waka targets were set at 65 per cent, 60 per cent and 62 per cent respectively. That said, the qualification completions rate (40 per cent), as reported by the TEC, also reflects the first and second-year students enrolled in the Diploma in Social Services (who have not completed the qualification). As such, the narrative and statistics shown below provide a more accurate representation of qualification completions.

Graduates of Maata Waka gain employment and also continue in study and contribute positively to their local and wider communities. Student destination data shows that in 2010, nine (82 per cent) of the 12 graduates of the diploma gained employment in local social services agencies, while one continued to study. Likewise in 2011, 10 (56 per cent) of the 18 students gained employment, while one went on to further study. Four (22 per cent) of the 2011 students left Christchurch as a result of the earthquake. At a time when New Zealand unemployment rates are steadily rising, these results are noteworthy and Maata Waka's contribution to the city's socio-economic development is commendable.

Maata Waka's students and graduates are sought by local agencies for placement and employment. Some students who are on placement are offered employment prior to the completion of their course.

Maata Waka employs some of its graduates and provides placements for some of its students. Three graduates who were interviewed by the evaluators were full-time employees of Maata Waka, and one student was on placement in the National Certificate in Music. Two of these graduates are completing the Bachelor of Social Work at Massey University, while three others are completing higher qualifications at Christchurch Polytechnic Institute of Technology. As such, Maata Waka learners enjoy increased life chances, exercise informed choices and gain meaningful employment in their chosen careers. The learners' lives are enriched and the positive outcomes of Maata Waka programmes are shared across families and communities to whom they belong and within which they work. Through their work and by way of the positive role modelling of learners and graduates, the outcomes

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<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.

of Maata Waka programmes are far-reaching. For example, family members follow other family members into higher learning and parents are better equipped and enabled to assist the learning of their own children and family members.

Maata Waka's systems for tracking student outcomes are well developed and the organisation has sound (on-hand) knowledge of its student demographic, course completions, retentions, qualification completions and destination data. This information could be collated in a more coherent and efficient way to enable ease of access. Providing a descriptive analysis of statistical data could also assist data users to better understand and use the information.

## 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 **Excellent**.

The philosophy of Maata Waka is that everyone deserves a chance to learn, to achieve and to experience success and lead meaningful lives. Learners at Maata Waka become critical thinkers and engage regularly in critical dialogue in tutor-facilitated class discussions. The learners gain meaningful employment and have an opportunity to progress to higher study. Pathways into the University of Canterbury's Bachelor of Social Services programme are currently being developed. Two students have also completed the Bachelor of Social Services degree at Massey University, while three have staircased to the Christchurch Polytechnic Institute of Technology's degree in social services. For second-chance learners, the opportunity to progress to higher levels of study is made possible through completion of the level 6 qualification. Some graduates of the National Certificate in Music progress to study with the Music and Audio Institute of New Zealand or the Southern Institute of Technology.

Many positive and important outcomes for learners, their families and the community result from the learning at Maata Waka. Learners increase their concentration and study skills and gain confidence to express and present their views. As such, the learners' communication and interpersonal skills are improved, as are their numeracy and literacy, resulting in improved life chances and quality of life through access to higher learning and employment. Achievement of these outcomes is assisted through individualised learning plans for learners, diversified teaching methods and learning environments that cater to different learning styles. Small class sizes and one-to-one teacher-learner interactions ensure that learners are assisted to achieve their learning goals and experience success.

As evidenced through destination data, graduates of the social services diploma are employment-ready when they leave. Students and graduates are sought after by local agencies for both placement and employment. Students on placement are often offered employment. Employers place high value on the maturity and life

experience that the students bring as mature learners. For example, Maata Waka students empathise strongly with their clients as many of them have had similar experiences, such as in dealing with Work and Income New Zealand. As well as displaying approachable, flexible and people-oriented knowledge, skills and attitudes, Maata Waka's students are deemed by their placement organisations to have good knowledge of their communities and community resources.

Maata Waka is an important and major contributor to the economic and social development needs and aspirations of the communities it serves. Employing one of its social services graduates as an earthquake support coordinator, Maata Waka has played a pivotal role in the aftermath of the 2011 Christchurch earthquake, not only through provision of support to victims but also through the organisation's ability to provide new and ongoing employment for graduates and staff at a time when many other businesses have experienced forced closure.

Maata Waka stakeholders within the communities that Maata Waka serves are clearly identified and engagement is appropriate and ongoing. Through its placement coordinator, the organisation maintains clear and open lines of communication with stakeholders, and the relationships are reciprocal in nature. Feedback from stakeholders is systematically gathered, analysed and reported on. Data is reviewed and analysed by the education manager, and staff receive the reports. The information is used to inform programme content and delivery.

Maata Waka creates opportunities for its students to improve their well-being and to enhance their abilities, knowledge, skills, attributes and independence, including financial. An example of Maata Waka adding value to the community is through its 'Street Biz' pilot programme. Working in partnership with the New Zealand Police, Garden City Fellowship and the Christchurch City Council, Maata Waka targets the most disenfranchised young people in the community. Four of Maata Waka's music students have been enlisted in the Street Biz programme. These students receive a \$2,000 grant from Maata Waka and mentorship from community legal and business experts (including Maata Waka staff). Students learn how to take an innovative idea from the concept stage to the market. The fundamental purpose of Street Biz is to positively channel the natural leadership skills of young people, to transform (current) negative leadership traits into positive ones, and to connect young people to intergenerational mentoring which enables the youth to experience positive strengths-based interaction.

Maata Waka has opened up a new world of opportunity to the music/Street Biz students who have conceptualised and created their own registered company. They have developed significant, positive and constructive connections, accessed resources and increased their personal and business ethics, including honesty, integrity and resourcefulness. With support from experts, students are learning to see the world through new eyes; they are coming to know how money works and how to make money from money, and are experiencing and exploring tangible pathways to financial independence through business.

In addition, Street Biz is providing an opportunity for successful community individuals and groups to give back to the community in mutually beneficial and rewarding ways that contribute to the economic and social development of the community as a whole. The programme is systematically monitored and reviewed. The data from these activities is comprehensively and systematically recorded and utilised to inform further development.

### 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 **Excellent**.

Programmes maintain relevance to stakeholders and communities. Stakeholders stated that, after the earthquakes, having Maata Waka students on placement was invaluable. In particular, church-based social service groups set up in quick response to the needs of the earthquake victims have benefitted from the presence and assistance of student placements.

The evaluation team viewed 12 completed fieldwork placement evaluation forms from various social services agencies indicating that the agencies were pleased with student performance (while on placement), and all agencies said they would have Maata Waka students back.

Maata Waka is currently developing graduate pathways with the University of Canterbury. The university is keen to enrol Maata Waka graduates on its degree in social services programme. Although for Maata Waka graduates this will mean enrolling in the first year of the degree (and therefore taking five years to complete a degree-level qualification) the upside is that if they did not have the Maata Waka diploma, they would not get into university. Maata Waka's diploma, therefore, acts as a legitimate pathway to higher learning. In turn, holding a degree enables the graduates to apply for social work registration.

Applicants for social worker registration must hold a degree. Applicants without a degree, however, can apply for discretionary registration on account of practical experience, and this applies to Maata Waka's diploma graduates. Although this is a possible pitfall of the diploma qualification, Maata Waka graduates can (and do) gain employment within non-government social service organisations. Maata Waka ensures students are fully informed of this situation before enrolment. The diploma also provides a pathway to higher study, which will enable Maata Waka learners to apply for registration should they choose; this is also made clear to students prior to enrolment.

Graduates of the diploma said they felt academically prepared for enrolment at polytechnic and university. Graduates of the National Certificate in Music include internationally renowned performers and entertainers.

Maata Waka has reflected on its 2009 NZQA audit report, which found that the PTE did not meet 13 requirements of the then standard. In response to these findings, an action plan was put in place and a full-time education manager employed. The organisation reviewed and redeveloped its programme materials and began upskilling staff in moderation processes. In the following years, moderation by the industry training organisation, Careerforce, showed positive results. Individual learning plans were introduced and the quality management system was reviewed and aligned for consistency across all programmes.

Maata Waka keeps abreast of main stakeholder – a social services provider – needs through systematic feedback. The feedback informs practicum placement practice. The placement coordinator was described as well organised, approachable, professional and flexible, with a ‘can do’ attitude. These traits are important for the reciprocal working relationships that Maata Waka fosters and maintains with its communities. Church groups that have arisen out of the rubble of the Christchurch earthquake, and are now delivering social services, have welcomed and benefitted enormously from Maata Waka placement students.

#### 1.4 How effective is the teaching?

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 **Excellent**.

Maata Waka provides opportunities for disadvantaged people to participate in learning and gain valuable skills that enable them to enter employment and/or to move onto further study.

Maata Waka believes that every person should have the opportunity to learn. As such, the organisation’s student cohort is predominantly second-chance, mature learners who would not ordinarily gain access to university and polytechnic diploma and degree courses. Personalised support for students is provided by Maata Waka from the initial point of contact. Face-to-face information-sharing meetings are offered and, upon enrolment, students’ individual needs (including numeracy and literacy) are assessed. Subsequently, holistic and flexible individual learning plans are developed and implemented. The plans (where necessary and desired) take account of learners’ personal situations and needs and include access to the range of health and social services that Maata Waka provides. Teaching and learning methods are wide-ranging and include expository and interactive methods such as presentations, group activities, role-plays, case studies and field trips. Classes are small and one-to-one learning is available.

Feedback from students, graduates and external stakeholders affirmed Maata Waka’s excellent performance. The learning environment was described as positive, interesting and stimulating; and warm, open, inclusive and comfortable. Learners felt supported to ‘have a voice’ and that their contributions were important and ‘heard’.

Learners develop their research skills, become independent learners and gain confidence to speak and perform in public forums. Letters of recommendation from three past students on the music programme were presented. The letters were highly complimentary. Having learnt music production including recording their own original compositions, these students had all gone on to higher (music) study.

The hours of face-to-face teaching on the social services diploma programme are high (800 hours in total, or 20 hours per week for 40 weeks). The hours provide ample opportunity for these second-chance learners to gain the knowledge, skills and attitudes necessary to attain the level 6 qualification and to experience tertiary education success. Student retention and course completion and qualification rates indicate that the programme structure is working for them.

Assessment at Maata Waka supports learning. The organisation has met national external moderation requirements for the majority of the standards moderated. Improvements on 2010 results were noted in the 2011 NZQA moderation report. Student handbooks are comprehensive and clearly articulate assessment requirements. Learners felt comfortable in approaching staff for clarification around assessment, and received timely and constructive feedback.

Evaluation occurs at the end of each unit of learning. This process is administered by the tutorial staff and overseen by the education manager, who analyses and reports the evaluation findings to staff. Findings are used to improve educational performance; for example, staff have diversified their teaching methods and course resources based on student feedback. Students expressed satisfaction with the course delivery methods, which are many and varied.

Tutorial staff members provide weekly reports to the education manager and all staff meet weekly with the chief executive officer to discuss programme matters.

## 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 **Excellent**.

Learners at Maata Waka receive high levels of guidance and support. Students described the induction process and communication systems as open, transparent and inclusive. Student handbooks are full, comprehensive and easy to read and follow. Learning expectations and obligations are made clear at induction and students know exactly what is expected of them. One comment was, 'Everything is spelled out really clearly and you know exactly what's expected'. Staff are approachable and show genuine care for the learners. Students undergo numeracy and literacy assessment upon programme entry, and individual learner plans are developed collaboratively by tutors and students. Course credit achievements are regularly monitored and updated and students are aware of and can review their progress at any time.

Classes are small and learners receive a lot of one-to-one attention from the tutors, who were described as understanding, approachable and flexible. Students are fully aware of assessment requirements and receive timely feedback on their assignments. The option to hand in draft assignments, to receive feedback and to then complete and submit a final assignment (incorporating tutor feedback) is provided. Students were pleased with this practice; they said the feedback was constructive, informative and useful and they were supported to succeed and achieve.

The learning environment is inclusive and open to learners from all cultures and of all ages. Cultural awareness, diversity and understanding are upheld and fostered and learners are well prepared for the different cultural encounters they experience, such as marae stays and visits to places of significance to other cultures, i.e. a mosque.

Maata Waka understands the diverse needs of its learners and caters to them accordingly. The course hours were described as 'perfect' by learners with children and mokopuna in their care, who felt supported to meet their whānau obligations while studying.

Maata Waka's self-assessment in relation to student support is ongoing. Monitoring of student progress and needs is by way of learner feedback (evaluations) which occur at the end of every unit of learning. Regular staff meetings are held and engagement with stakeholders is constant, especially through student placement but also through the wider activities of the Rūnanga. Learners expressed high levels of satisfaction with the support and guidance they received.

## 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**.

Maata Waka governance and management systems are very sound. These include strategic and business planning, a quality management system and the provision of adequate resourcing. Education is very much a priority for the governance board, as it aligns with the current strategic plan. Communication links between governance, senior management and the PTE are systematic, with regular meetings held between the chief executive, the education manager and tutorial staff. As such, governance (through management) is up to date with the activities and developments of the PTE and the progression of learners. These meetings also enable Maata Waka to identify areas of risk, to scope potential opportunities and to engage in due diligence around these opportunities (for example, the development of a degree programme).

Maata Waka management is meaningfully engaged with stakeholders, and has developed positive relationships with other tertiary providers (Massey University, Christchurch Polytechnic Institute of Technology (CPIT) and University of Canterbury). Staircasing opportunities for graduates are considered and created.

Governance and management function effectively. The robust and comprehensive quality management system is utilised by the education manager and staff. All staff members meet educational regulatory requirements. For example, the social services tutors all hold the equivalent of or above diploma-level qualifications, including Master's degrees, while the music tutor completed two years at CPIT Jazz School, graduated from the audio production programme and also has substantial experience in the music industry. Maata Waka supports and encourages tutorial staff to engage in higher profession-related learning, and Maata Waka engages effectively with and meets the identified needs of Christchurch communities. Economic transformation and social and cultural community outcomes are important factors in the TEO's (and in the Rūnanga's) operations. As such, Maata Waka plays a pivotal role in the fabric of Christchurch and is actively engaged with its stakeholders.

Since the 2011 Christchurch earthquake, Maata Waka's role in strengthening, reshaping and rebuilding community has been significant, as evidenced by way of the District Court housed within the marae (Ngā Hau e Whā) and the numerous agencies that have temporary offices at Maata Waka's headquarters. Maata Waka was also one of the first 'quake response' units to set up, deploying its staff to assist wherever and whenever necessary. In addition, post-earthquake, Maata Waka diploma students have proven to be invaluable to the social service agencies responding to those in need, while the music programme has provided a constructive, productive and creative learning opportunity for the many unemployed youth in Christchurch.

Overall, Maata Waka's self-assessment processes are well developed. An ability to clearly convey and articulate the organisation's vision, mission and educational direction (as it relates to the vision and mission and particularly at a governance level) would further strengthen these processes.

## 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: National Diploma in Social Services (Level 6)

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

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

### 2.3 Focus area: Certificate in Music (Level 4)

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

Maata Waka could strengthen its self-assessment processes by:

- Reporting student demographics, course completions, retentions, qualification completions and destination data in a coherent and integrated way that can be easily understood (and used) by the TEO.
- Clearly articulating how the above information is used to inform strategies and planning.
- Ensuring that the organisation's members, particularly governance, can clearly articulate the vision and mission of Maata Waka, as they relate to the organisation's educational direction.

## 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/>*

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