

Report of External Evaluation and Review

Whakatōhea Maori Trust Board
Education and Training Unit
trading as Te Wheke Atawhai Ltd

Confident in educational performance

Confident in capability in self-assessment

Date of report: 2 October 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:	Whakatōhea Maori Trust Board Education and Training Unit trading as Te Wheke Atawhai Ltd
Type:	Private training establishment (PTE)
Location:	122 St John Street, Opotiki
Delivery sites:	As above and: Taitaia Building, 31 Kelly Street, Opotiki Te Totara Learning Centre, Apanui Road, Opotiki Whakatōhea Commercial Building, 7 Moody Place, Opotiki Wairuru Marae, SH35, Raukokore Sports and Culture Pavilion, SH30, Te Teko
First registered:	31 July 1991
Courses currently delivered:	<ul style="list-style-type: none">• National Certificate in Hospitality (Entry Skills) (Level 2)• National Certificate in Business Administration and Computing (Level 2)• National Certificate in Computing (Level 2)• National Certificate in Computing (Level 3)
	Under contract from Te Wānanga o Aotearoa: <ul style="list-style-type: none">• Toi Paemātua certificate (Raranga) (Level 4)

- Diploma in Māori Visual Art (Level 5)
- Diploma in Māori Visual Art (Level 6)

Code of Practice signatory:	Not applicable
Number of students:	42 EFTS (equivalent full-time students) 77 EFTS under Te Wānanga o Aotearoa Over 95 per cent of students are Māori
Number of staff:	Eight full-time equivalents
Scope of active accreditation:	This provider has a very large scope of accreditations, including subfields and domains of unit standards mostly up to level 3, with some at level 4, covering a wide variety of vocational and generic skills.
Distinctive characteristics:	Te Whakatōhea Māori Trust Board Education and Training Unit (WTU) trading as Te Wheke Atawhai (TWA) comes under the auspices of the iwi provider and umbrella organisation Whakatōhea Māori Trust Board (WMTB). The original intent of the unit was to provide training opportunities for Whakatōhea people and the wider Opotiki community who had no or very minimum qualifications. Over 90 per cent of the trainee intake is of Whakatōhea descent.
Recent significant changes:	In 2010, the newly appointed chief executive officer reviewed WMTB's structure and subsidiaries and reorganised TWA by consolidation into a group structure supported by a shared management service offered by WMTB. TWA has several workstreams besides education; it manages the health and social services for WMTB as well.
Previous quality assurance history:	TWA was last quality assured by NZQA by audit in 2009. The audit report indicated that TWA met all but one requirement of the quality standard. The requirement not met was external moderation.
Other:	TWA is a subsidiary organisation 100 per cent owned by WMTB. Its education 'kaupapa' or mission statement is, 'Ko te mātauranga te waka e kawē nei ngā wawata', ('Education is the vehicle to realising our potential dreams and aspirations').

To this end, TWA strives to meet the education needs of Whakatōhea descendants and of the wider Opotiki community.

TWA has a memorandum of understanding with Te Wānanga o Aotearoa to deliver 77 EFTS in its raranga programmes. TWA is a member of the New Zealand Association of Private Education Providers (NZAPEP) and Aotearoa Māori Providers of Training, Education and Employment (AMPTEE).

2. Scope of external evaluation and review

- In accordance with NZQA policy, the mandatory focus area of governance, management and strategy was included in the scope of this external evaluation and review.
- The National Certificate in Hospitality (Entry Skills) (Level 2) was selected as a focus area as it the largest Tertiary Education Commission (TEC)-funded programme delivered by TWA.
- The Te Wānanga o Aotearoa programme, Toi Paemātua (Level 4) was also selected as a focus area. Although it is delivered under a memorandum of understanding, this programme plays a significant role in the operations of TWA and has the majority of students.

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.

An evaluation team consisting of one external lead evaluator and one external evaluator visited the PTE's head office and main delivery site in Opotiki over two days. The evaluators also visited TWA's Te Wānanga o Aotearoa raranga site in Opotiki. The evaluators met with and interviewed the chair of the WMTB board of trustees, its chief executive officer, senior management of TWA, tutors, past and present students, as well as administrators, student support and several stakeholders.

Documents and information sighted included, but were not limited to: self-assessment information; student information; evaluations and feedback; results and achievement data; student resources, teaching and assessment materials; programme plans and reviews; internal and external moderation reports; governance and management documents (including the strategic plans); quality management system policies and WMTB's website.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Whakatōhea Maori Trust Board Education and Training Unit trading as Te Wheke Atawhai Ltd.**

Established in 1952, the Whakatōhea Maori Trust Board (WMTB) has been an integral part of the Opotiki area for over 60 years. Te Wheke Atawhai Ltd (TWA) is WMTB's education, health and social services deliverer. The level of educational achievement at TWA is generally strong, with good results. Students acquire valuable vocational skills and qualifications, mostly at levels 1-3 on the New Zealand Qualifications Framework, which enhances their ability to gain employment or progress on to further education.

TWA also provides a learning environment that supports the growth and development of its students. This is important as many TWA students are at risk of long-term unemployment or have been disengaged from the workforce for extended periods of time and have low self-esteem. The evaluation team saw several examples where ex-students are now employed in local cafes and restaurants or have moved on to further education at local polytechnics.

TWA, through its arrangement with Te Wānanga o Aotearoa also provides an avenue for local whānau, hapū and iwi to maintain cultural continuance in the art of raranga (weaving). Notably, the raranga programmes provide a catalyst for local Whakatōhea descendants to learn their Whakatōheatanga (Whakatōhea tribal knowledge and ways of being), providing value for Māori communities in the Eastern Bay of Plenty. TWA has achieved strong education results in its raranga programmes and is one of the top performers in this discipline for Te Wānanga o Aotearoa. Internally, there are some inconsistencies of results between TWA delivery sites. However, these are not major and the raranga programmes achieve excellent results as a whole. Additionally, students from the TWA raranga programmes have received awards and won competitions for their art work.

Moreover, the evaluation team saw good evidence that TWA is meeting many of the most important needs of learners and key stakeholders. The evaluation team heard from management, staff, students and stakeholders of the good progress and development that TWA has made since its 2010 restructure.

The evaluators saw good evidence of effective processes that contribute to learning and other important outcomes. Nevertheless, TWA continue to face the challenge of achieving and maintaining the 60 per cent positive labour market outcome threshold for its Foundation Focused Training Opportunities (FFTO) programmes. The evaluators saw evidence that TWA is making a concerted effort to meet this TEC requirement. However, the difficulties of meeting this requirement are exacerbated by the area having limited labour market opportunities, coupled with students who require a lot of support to re-engage into sustainable employment.

Notably, the evaluation team did not see any serious areas of weakness in TWA's processes, and those areas with room for improvement are being managed effectively. Students interviewed by the evaluation team, supported by the evidence of course outcomes, affirmed that they have acquired useful skills and knowledge. Students enjoy the TWA learning environment and feel that the tutors care about their education and make the courses interesting and relevant. This was endorsed by samples of formal feedback by students and the feedback analyses provided.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Whakatōhea Maori Trust Board Education and Training Unit trading as Te Wheke Atawhai Ltd.**

TWA has effective self-assessment processes that evaluate the majority of its programmes and activities on an ongoing basis. The quality and validity of self-assessment information is largely good, although TWA would benefit from further engagement with external stakeholders and representatives of local employers. This could provide possible avenues for students to gain employment and assist in meeting contractual requirements for its FETO programmes.

Self-assessment at TWA is purposeful and effective. Findings are used to make useful improvements. Although TWA has been through a period of transition, the organisation has taken appropriate steps to incorporate self-assessment practices into its everyday practices. Additionally, TWA has developed a long-term Whakatōhea education strategy and has also developed a short-term, five-year strategic plan. This has been supplemented by an internal review in 2011 of the education and training unit. Several recommendations from the review have been enacted. For example, TWA facilities were highlighted as needed updating. TWA is currently in the process of upgrading several of its amenities. Also, a more inclusive management approach was recommended. The evaluators saw evidence of an inclusive management structure currently in place and this was confirmed at staff interviews.

Students receive timely, accurate and supportive feedback on their progress from TWA staff. The organisation closely monitors learner progress and acts immediately if a learner is not progressing as expected. TWA has sound assessment tools, and a robust moderation process is used to confirm that assessment outcomes are valid.

TWA may find benefit from further external benchmarking with similar providers to provide comparisons of their rates of achievement and skills development. The continuance of the implementation of the 2011 recommendations, combined with present practices, gives the evaluation team confidence in TWA's self-assessment capability.

Findings¹

1.1 How well do learners achieve?

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**.

Students at TWA acquire valuable vocational skills and qualifications, mostly at levels 1-3 on the New Zealand Qualifications Framework. Students also discover pathways to maintenance of cultural knowledge and practices, supplemented by qualifications gain at levels 4, 5 and 6. Management told the evaluators that TWA also provides education that allows students to grow and develop their soft skills. Management commented that students often arrive at the organisation with little hope and have been unemployed for some time. After attending TWA, tutors see an increase in students' self-confidence and ability to see a pathway forward, with some going on to further study and employment. This was confirmed by past and present student interviews.

TWA has excellent credit gain in its FFTO programmes, with generally solid occupancy rates. However, TWA has experienced difficulty in meeting the contractual arrangements for labour market outcomes for these programmes on an ongoing basis. The following table outlines FFTO results for TWA showing outcomes (OC).

Year	+ve OC	-ve OC	Occupancy	Ave credit gain per student
2009	55%	45%	108%	42
2010	58%	42%	99%	39
2011	54%	46%	85%	34
2012*	53%	47%	76%	49
*Unofficial results				

The TEC targets for FFTO are: occupancy, 80 per cent; credit gain, 20; positive labour market outcome, 60 per cent. Although TWA has consistently had strong results by exceeding the credit requirements for FFTO, TWA has not met the

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

required threshold of a 60 per cent positive labour market outcome. This is significant for FFTO programmes, as the main focus is progressing students into employment or further education. Unofficial results also show that TWA is below the required 80 per cent occupancy for 2012, a worsening trend since 2009. TWA cites issues with seasonal work (in particular kiwifruit) creating attendance and occupancy fluctuations. TWA also cited decreasing referrals from WINZ or referrals not appropriate for the course.

The evaluators saw evidence of TWA's support for students to succeed; this is exemplified by 57 national certificates awarded to TWA students in 2012. In some instances, students were awarded two qualifications, a very positive result. The following table outlines qualifications awarded over the last three years for FFTO programmes.

Year	Certificates awarded	% of students
2010	37	61%
2011	35	63%
2012	57	101%*
*Students can obtain two or more certificates		

TWA management highlighted to the evaluation team that the labour market in the Opotiki region is extremely limited at present, with a depressed local economy due to the PSA virus affecting kiwifruit farms (a major contributor to the Eastern Bay of Plenty economy). This has resulted in fewer vacancies available for prospective employees. A consistent labour market outcome rate of over 53 per cent, while not meeting TEC requirements, is successful in terms of over half the students on the programme finding employment or moving on to further education in an economically depressed area.

In regard to Te Wānanga o Aotearoa raranga programmes, TWA is meeting and exceeding all its contractual arrangements. Te Wānanga o Aotearoa requires tertiary education organisations to meet a retention rate of 80 per cent, unit completion of 75 per cent, and graduation and course completion of 65 per cent. Across all TWA sites results have been as below.

Year	Retention	Completion	Graduation(qualification completion)
2011	88%	82%	76%
2012	92%	85%	77%

Although there have been some inconsistencies from site to site, all sites have met their contractual requirements, combining to provide strong results. Significantly, raranga students felt they were learning a craft that has been in their whānau and want to pass this knowledge on to their children, providing cultural continuance.

TWA could do further benchmarking against other providers of this course to set appropriate targets for 2014 and beyond. TWA also needs to consider the value of external benchmarking with similar providers to provide comparisons with their rates of achievement and skills development.

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 **Good**.

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

The evaluation team found that TWA generally gives very good value for those students who complete the programme they enrolled in. In particular, students develop self-confidence and a sense of self-worth. Tutors told of noticing dramatic changes in students' characters and motivation during their programme as a result of the teaching. Some students said they had limited achievement in the past but had successfully gained a qualification at TWA. Many students who had low self-esteem at the start of a programme have since flourished.

The evaluators interviewed a major local employer who spoke of how one of his staff members did a computer night course through TWA. The course improved the employee's confidence and willingness to help others. The employee was a low-level store manager but now takes on more roles and responsibilities as a result of the time spent at TWA. The employer said that another employee's self-esteem had also improved, and the employer noted improved behaviour and understanding of the workplace. This stakeholder is keen on further involvement with TWA and has employed other graduates from TWA.

TWA is one of the last remaining tertiary education organisations in the Opotiki region, and as such plays a vital role in the wider Opotiki community, providing a local site where people can obtain skills they can use to find work.

While there was clear value shown in terms of employment, in interviews with raranga students and tutors other worthwhile outcomes were mentioned. Students talked of how they:

- Increase their job prospects
- Learn basics of weaving
- Progress to owning their own business

- Pass on the weaving tradition to others in their family
- Move on to do the Te Wānanga o Aotearoa Bachelor of Māori Visual Arts degree, and/or an adult teaching course
- Research their own marae, talk to the old people, and take photographs for historical purposes.

The evaluators heard how students on the raranga programmes also support community-wide initiatives such as working with Coast Care (a local conservation group) to replant pingao in sand dunes.

TWA has conducted strategic planning and sought feedback from iwi, marae, whānau and hapū as key stakeholders to inform the TWA education strategy. However, the evaluators did not see evidence of seeking employer or wider community input into training needs or valued outcomes. Previously, TWA held formal stakeholder meetings but had poor attendance, so the assistant manager now catches up with stakeholders informally. In conversations with the evaluators, some stakeholders mentioned that they were keen to have further dialogue with TWA. TWA may want to investigate a more formal approach to the gathering of stakeholder feedback.

In hospitality stakeholder and ex-student interviews, the evaluators heard how students felt the skills gained were relevant to employment, and employers noted that graduates transitioned into work very well, having the job-specific technical skills pertinent to their businesses. Course content appears relevant from a community perspective, although some stakeholders saw a need for more training related to industries in areas such as aquaculture.

Feedback from graduates of computer courses and employers of these graduates was also positive in relation to the relevance of skills on the job, and increased confidence, motivation and self-esteem.

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**.

The evaluation team found that TWA has a good understanding of its students' needs and adjusts its programmes accordingly. The initial interview provides TWA with information about the student's personal goals, study goals, ways to overcome obstacles to the achievement of goals and the type of job being sought.

In FFTO programmes, students enter the programmes through a system of 'rolling entry', by which the students can enrol when they present themselves. This

ensures that the students are able to enter the courses quickly and do not have to wait until a cohort starts, which may only occur once a year.

The use of work experience on the hospitality course is not essential from a compliance perspective, but has been incorporated to add value for students and is a good example of how TWA tries to ensure its programmes match stakeholders' needs.

The hospitality tutor has good networks with external stakeholders in Opotiki and visits cafe owners to discuss their training needs. For example, originally the hospitality programme was set at level 1. The tutor sought feedback from different businesses, and coffee making was identified, so barista unit standards were added to the programme; the qualification has since moved to level 2. Although the stakeholder engagement was relatively informal, it was driven by the tutor and the feedback resulted in worthwhile improvements to the programme. The tutor will also add in her extra knowledge if she thinks it will improve students' chances of success in gaining employment. Students felt that to further their learning in culinary arts they would need to move to either Rotorua or Hamilton. In some cases, this was a barrier to engaging in further study. However, TWA encourages students to further their learning beyond the certificate course and provides those seeking further opportunities in the industry with a range of work and study options, both locally and regionally. Stakeholders also mentioned that having foundation learning locally and accessible was valuable.

Another example of TWA adjusting its delivery to suit the needs of its students is the way delivery of its raranga programme has been adapted. The local provision is noho (live-in) based on weekends twice a month, which differs from other Te Wānanga o Aotearoa deliverers. This is complemented by tutorials during the week to allow students to catch up on any areas of study.

TWA raranga tutors have a range of skills they can offer students, e.g. kete kai, piupiu, taniko, korowai. This is added value for the students as other institutions do not necessarily have tutors who can provide specialist skills in a range of weaving areas. This advantages TWA students. Raranga students commented that their tutors are knowledgeable, approachable, share knowledge and create good learning environments.

TWA utilises a variety of mechanisms to understand what students want and regularly invites feedback through written surveys and class discussions. Staff and students interviewed at this evaluation confirmed that this process was valued and contributed well to their overall progress.

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**.

The good achievement rates at TWA, positive feedback from the students and the stakeholders, the strong levels of student engagement and the good relationships between the students and the tutors gave the evaluation team confidence in the effective teaching at TWA. The tutors are experienced and qualified teachers and have subject expertise. The tutor on the hospitality programme, for example, has been involved in the industry for over 30 years and currently owns a cafe in Opotiki.

Staff members are enthusiastic and passionate about their curriculum and teaching and are well supported by management. Tutors and students relate well to each other and students spoke highly of TWA's tutorial staff. They liked the supportive environment at TWA and the accessibility of tutors. The students noted that staff members are responsive to the concerns or issues they raised. The strong rapport between students and staff was evident from discussions and evaluation survey outcomes.

There was clear organisation-wide commitment to improving teaching practice, and staff members are supported to do so. There are also clear and robust processes for staff appraisal and staff development. All staff members are formally performance-reviewed on a six-monthly basis. Appraisals are written, discussed and signed off. Professional development goals are identified at appraisals. Tutors said this was a useful process that kept them honest and striving for perfection. This view is supported with peer observations. Furthermore, to improve teaching practice, raranga tutors attend professional development opportunities at wānanga, e.g. national weaving hui.

The evaluation team also saw extensive evidence of regular feedback being gathered about each class and tutor, and the information is being used effectively to bring about improvements to content and delivery and ultimately to student outcomes.

Internal moderation is regularly conducted and reported back to tutors. TWA has met its external moderation requirements with both Service IQ (formally Hospitality Standards Institute) and NZQA. TWA has addressed former issues it has had with moderation at its 2009 NZQA audit. For raranga, tutors travel to Hamilton for their moderation as part of the wider Te Wānanga o Aotearoa quality assurance process. These processes provide confidence in the reliability and validity of TWA's academic results.

As mentioned earlier, rolling student enrolments are taken. Although this can be problematic, tutors have a range of strategies for managing the different knowledge levels of the students, e.g. bringing students together for practical work, keeping a

list of their progress, and awarding a certificate for every unit standard attained to help students to self-monitor their progress.

As with all Te Wānanga o Aotearoa students, raranga students are able to access their results and monitor their progress online. Raranga tutors keep track of how their students are progressing and benchmark against other deliverers.

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**.

The evaluation team noted the strength of student support at TWA. A holistic approach is taken throughout the organisation, and the students gave very positive feedback about the support they receive. Interviews are held at regular intervals and further one-to-one sessions with the tutors are also held. Support at enrolment is provided to gauge literacy and numeracy issues, and the administrators will let students know about further support available. This is supplemented by the TEC online literacy tool. Students are referred to a numeracy and literacy support tutor who is available two days a week. TWA has seen real improvements in literacy as a result of her tuition. TWA recently adjusted her delivery based on student feedback, from one-to-one block sessions with students outside of the classroom to working alongside the student in the classroom context when appropriate.

At the outset, a significant amount of time is spent on goal-setting. Students on the hospitality course have a goals folder that sets out what students want to achieve from their time at TWA. This book is regularly updated throughout the course, with tutors monitoring the book. Tutors will make notes in the book, helping set monthly goals, broken into weekly goals. Tutors see the value of this as students learn new skills, gain confidence in achieving goals, and develop further confidence and motivation to set further career-related goals. This was confirmed in student interviews and students endorsed the positive effectiveness of the goals book.

Although relatively small, the training unit of TWA has dedicated two staff members to support student achievement. The student support roles resulted from the review of the training unit in 2011, which highlighted the need for a key role to support students as they were having issues with WINZ, plus support for drug and alcohol-related issues. They also support the process for seeking feedback to make informed decisions and improvements. The tasks of the student support position include:

- Completing student support reports, based on feedback from all students; if issues are raised, they will work with the person to resolve the issues
- Surveying students who have nearly finished their course, to identify issues that may have prevented them from achieving

- Facilitating the monthly student forum comprising representatives from each class
- Organising outings every month, conducting sports day (students have input into what they do, e.g. whakawhanaungatanga event) and outings for te reo Māori classes.

Students have regular input through a range of mechanisms. Examples of student feedback resulting in worthwhile improvements include a new kitchen for students only, heating and the upgrading of toilets.

Previously, TWA has supplied transport to enable students from outlying areas to attend courses where there is a demand that makes the service viable. Students on Te Wānanga o Aotearoa raranga courses are entitled to all the student benefits and support services afforded to all wānanga students, although in reality this is limited because of the distance to the regional campus in Gisborne (1.5 hours travelling time from Opotiki).

Raranga tutors keep attendance registers and enter attendance and assessment data into the Te Wānanga o Aotearoa student management system. Students are given retention plans, and for those who miss wānanga because of sickness, family issues or employment, the plans provide a remedial course of action to ensure success. The tutors will also try to keep students on track by finding other opportunities for them to complete their course work. During the noho and in tutorials, students are encouraged to bring their children with them if finding childcare is an issue. This was valued by the students evaluators interviewed.

TWA will provide one-to-one support if computer literacy is an issue and will also provide support for bookwork, academic writing and referencing. Past students will also provide support.

Students on the FFTO programmes receive certificates when they complete each unit, so they can monitor their own learning. Students are also encouraged to check their NZQA Record of Achievement online.

The evaluators saw robust procedures to address any issues students may have with course work, fellow students or with their tutors. Management is also receptive to changing or improving procedures if students highlight a need. For example, after a guest speaker visit, several students were upset with the content covered. As a result, the quality management system was changed to ensure stronger vetting of guest speakers and/or their speech content.

TWA will provide suitable clothes for trainees for employment interviews. For example, TWA recently supported an ex-student with clothing and transport assistance to a job opportunity. This student was successful and is now in full-time employment. TWA has embedded Māori practices in the organisation; for example, there are te reo Māori classes for an hour every Wednesday. Although optional, this supports the WMTB policy of making karakia, tikanga and te reo available to all students to help develop their Whakatōheatanga and their pride of being

Whakatōhea. Management noted that this has had a positive influence on 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 **Good**.

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

TWA has a good understanding of its business. Its purpose and direction are clear and articulated throughout the organisation. TWA is aware that the success and sustainability of the organisation depends on meeting the needs of stakeholders. This is underlined by the reviews, reports and strategies that TWA has completed over the last three years. To exemplify this, in 2010 the parent body WMTB restructured, resulting in a new chief executive officer who set up the present structure, installing a new management team. This has resulted in a marked turnaround in the TWA managerial approach. The evaluation team saw good progress in accountability to stakeholders through an inclusive management style.

Furthermore, the TWA governance board members are also on the WMTB. This is a deliberate move to keep communication channels open between TWA and the full board and to ensure there is full knowledge as to what TWA is doing at the parent board level. The governance structures are now seen as more transparent and open.

The values are the same for both boards, and the chief executive officer of the trust board is also the managing director of TWA. The board comprises both internal and external members, such as an ex-mayor who is well known and connected in community. This is a deliberate inclusion to maintain connection with the community.

Also in 2010, WMTB conducted a survey to understand stakeholder needs, starting with surveying the well-being of Whakatōhea and including culture, education, haoura, economic development and the environment. From this the board developed a long-term strategy. TWA also undertook an education-specific survey and has developed a draft education strategy. The resulting strategy looks at lifelong learning from early childhood to kaumātua (elderly).

Furthermore, in 2011 TWA undertook an internal review of the education and training unit. TWA has taken concerted steps to address the major recommendations that were raised. This has had a positive effect on staff morale and allowed for the strengthening of TWA processes. For instance, the report directed that, 'WTU [education and training unit] improve staff morale through building an inclusive management approach'. In staff interviews, mention was made of how the management style has changed since the 2010 restructure and that management is more responsive, with staff feeling valued and having input into

the development of TWA. The report also highlighted the unsatisfactory condition of some facilities. TWA has recently upgraded some facilities and continues to do so. TWA is commended for the progress it has made on the implementation of these recommendations thus far.

The organisation has, over time, employed, developed and retained a competent, well-qualified and dedicated group of staff whom it supports effectively to improve educational achievement. There has also been a conscious effort by WMTB to employ, where possible, local staff with links to Whakatōhea. For example, of the total 102 WMTB staff members, the majority are of Whakatōhea descent. This has led to a high level of commitment by staff to the organisation and its learners as staff have a vested interest in its success.

Monitoring of performance within the organisation is regular, transparent and robust, and management practices are legal and ethical. The organisation enthusiastically encourages opportunities for reflection on its role and how to better meet stakeholder needs. For example, TWA staff meet each week to review their action plans, monitor achievements and set actions. TWA is also exploring future options for the organisation, looking at how to develop links with other arms of WMTB, e.g. the commercial arm, trade training and cadetship (farming), and looking at iwi relationships.

There are regular meetings between board and management. For example, the chief executive officer meets with managers weekly. There is a strategic development process that starts in February, is reviewed after six months, then put in place with annual plans which need to be presented to the board for approval by June. TWA meets with the parent body every two months. The parent body expects comprehensive reports from each subsidiary. The education manager reports to TWA board directors bi-monthly, and issues that need attention are raised and cited in reports.

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 **Good**.

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

After the 2010 restructure, TWA is on track to remaining well managed. However, the unit faces considerable challenges around sustainability due to the depressed labour market in the wider Opotiki area.

2.2 Focus area: National Certificate in Hospitality (Entry Skills) (Level 2)

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

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

This area achieves good qualification gain but has difficulty in meeting the contractual arrangements with the TEC/Ministry of Social Welfare around positive outcomes, directly as a result of the limited work opportunities in the Opotiki area.

2.3 Focus area: Toi Paemataua (Te Wānanga o Aotearoa) (Level 4)

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

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

A Te Wānanga o Aotearoa course, Toi Paemataua achieves good completion and graduation results and provides an avenue for cultural continuance in the art of raranga (weaving).

Recommendations

NZQA recommends that the Whakatōhea Maori Trust Board trading as Te Wheke Atawhai explore avenues for further meaningful engagement with external stakeholders from within the wider Opotiki district, in particular local employers.

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz