

Report of External Evaluation and Review

Tūranga Ararau

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 7 September 2010

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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:	Gisborne
Type:	Private training establishment
First registered:	1991
Number of students:	174 students plus 37 enrolled on apprenticeships with the Modern Apprenticeship programme
Number of staff:	47 including 44 Māori
Scope of active accreditation:	NQF accreditation from a wide range of subfields and domains at levels 1-5 was obtained in the period 1996-2005. The subfields and domains that Tūranga Ararau uses for its current courses include seafood, te reo Māori, performing arts, tikanga ā iwi, forestry, wood processing, horticulture, agriculture, sport, fitness and recreation, hau ora, generic computing, business management and administration, communication skills, and core generics.
Sites:	In addition to the main site, Tūranga Ararau has three other delivery sites in the Gisborne region. The Ruapani Forestry Centre is based in Childers Road and the farming sites are at Puketapu in Manutuke, and the other at Waingake.
Distinctive characteristics:	Tūranga Ararau is the tertiary education and training provider for Te Rūnanga-ō-Tūranganui-ā-Kiwa, which represents the interests of Rongowhakaata, Ngāi Tāmanuhiri, and Te Aitanga-ā-Māhaki.
Recent significant changes:	NA

Previous quality assurance history:	The organisation was previously quality assured by NZQA in 2006 against QA Standard One, the quality assurance standard then in force, and met all requirements.
Other:	<p>Tūranga Ararau offers a diverse range of programmes through its own accreditation and in collaboration with other providers and a diverse range of funders and industry training organisations.</p> <p>It utilises its own accreditation and that of collaborative partners to offer courses from levels 1-7 on site, providing diverse learning pathways to students.</p> <p>Tūranga Ararau provides unique opportunities for learning and research for students as seen in its on-site commercial marine farm studying paua growth.</p>

2. Scope of external evaluation and review

The agreed scope of the external evaluation and review of Tūranga Ararau included the following mandatory focus area:

- Governance, management, and strategy

The programme focus areas included:

- Forestry including the Straight to Work programme (a vocational Training programme offered in collaboration with Work and Income New Zealand (WINZ) and the Forestry Industry Training and Education Council)
- Te Ao Māori (a life skills youth programme offered over a long period through Tūranga Ararau).

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 document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/for-providers/docs/eer-policy-conduct.pdf>

Prior to the EER visit, Tūranga Ararau provided the evaluation team with a comprehensive self-assessment summary.

One lead evaluator, a second lead evaluator, and an NZQA observer visited Tūranga Ararau on site in Gisborne for two days. While on site the evaluation team interviewed representatives of governance (Te Rūnanga-ō-Tūranganui-ā-Kiwa) and the kāhui kaumātua,

the manager and representatives of the management team, tutors, forestry industry contractors, and students. A range of documents was reviewed.

Tūranga Ararau has had an opportunity to comment on the accuracy of this report, and 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 **Tūranga Ararau**.

Key reasons include the following.

- Highly effective leadership is focussed on learner achievement. Tūranga Ararau management works closely with its governing body, Te Rūnanga-ō-Tūranganui-ā-Kiwa, to set the strategic direction and goals for the organisation. The manager and management team are tasked with achieving these goals within a specified timeframe. The goals, which include outcomes, are reported against monthly.
- Tūranga Ararau sets its educational outcomes beyond those of its various funder requirements and therefore consistently meets or exceeds the contracted outcomes. The organisation has monitored and analysed its progress over a number of years. Numerous examples were provided of students who had enrolled with little or no previous educational success and who had progressed through Tūranga Ararau programmes to employment in well-situated positions. These outcomes benefit the student, whānau, iwi, community, and industry.
- The organisation has established processes. It purposefully monitors its interactions with stakeholders to ensure it remains aware of their diverse needs, and actively works towards meeting those needs. This close attention to identifying and meeting stakeholder needs ensures the programmes continue to be relevant and of value to the stakeholders. Ample stakeholder feedback supports this conclusion.
- Students and trainees reported that their improved well-being and enhanced personal development added value to the skills and abilities achieved through the programmes.

Collectively, these activities and achievements demonstrate the planned, purposeful, and effective direction of Tūranga Ararau, which results in positive outcomes for the learners and the wider community.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Tūranga Ararau**.

Key reasons include the following.

- Governance and management share a common goal of building iwi capacity, driven by a clear understanding of the strategic plan and the effective implementation of the plan. The manager and staff engage nationally, proactively keeping up to date and informed to respond quickly to changes that might impact learner achievement. Examples include participation and committee membership in peak bodies such as the Maritime and Seafood Educators Association Aotearoa (MSEAA), the Eastland Wood Council Health and Safety Committee, the Advisory Group for the Diploma

Review with the Forestry Industry Training and Education Council (FITEC), and the Aquaculture Advisory Group with the Seafood Industry Training Organisation.

- Engagement, commitment, and response to stakeholder feedback ensure that Tūranga Ararau is continually monitoring ongoing, effective self-assessment activities. Management has made a concerted effort to instil self-assessment as a business-as-usual activity and examples to demonstrate this were provided to the evaluation team. As an iwi-owned PTE, Tūranga Ararau provided numerous examples of how its strategic planning and self-assessment activities meet with iwi and community and industry needs.
- The size of the organisation, its robust policies and processes, and its collective whānau approach enable staff to act and react quickly to change and challenges to the PTE.

Taken together, these practices reflect an organisation with a clear commitment to effective self-assessment as a means of driving educational performance and improvement.

TEO response

Tūranga Ararau has confirmed the factual accuracy of this report.

Findings¹

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 **Excellent**.

Tūranga Ararau consistently meets or exceeds its outcomes and has done so over a number of years. It has set targets and achieved outcomes beyond those agreed in the contracted funders key performance indicators. Monthly reporting by staff monitors progress, thereby allowing for interventions if required to meet these targets.

The kaupapa of Tūranga Ararau is to engage learners in a meaningful educational experience, to increase personal confidence, and experience educational achievement leading to increased knowledge and skills and further training or employment. Numerous examples were provided of students who had enrolled with little or no previous educational success and who had progressed through Tūranga Ararau programmes to employment in well-situated positions. These outcomes benefit the student, whānau, iwi, community, and industry.

Tūranga Ararau provides a diverse range of courses through a variety of funders, including the Tertiary Education Commission (TEC), and places significant emphasis on meeting the key performance indicators (KPIs) of its contractual agreements. The TEC employment outcomes or further training KPI for targeted programmes is 60 per cent and Tūranga Ararau is averaging 83 per cent, with the Te Ao Māori programme reporting 85 per cent. In addition, TEC expects an average of 20 achieved credits as its education outcome and Tūranga Ararau is averaging 33 achieved credits. TEC student achievement component course KPIs expect 70 per cent course completion and 55 per cent qualification achievement from these course completions. Tūranga Ararau averaged 89 per cent course completion, with 79 per cent of those students achieving the qualification. Straight to Work forestry trainees funded by WINZ and FITEC reported 80 per cent outcomes into forestry employment and an additional 10 per cent into related employment. This has led to the offer of additional contracts from WINZ and FITEC.

As a result of feedback from learners, the organisation reviewed the Te Ao Māori course to include unit standards that would lead to the National Certificate in Education Achievement (NCEA). A focussed monitoring system before and during the course ensures that learners are given every opportunity to achieve the qualification. Learners spoke with pride of the progress they were making towards this achievement. Graduate successes were also shared with the evaluation team.

Tūranga Ararau has strengthened its existing self-assessment activities by focussing attention on gaining stakeholder feedback and learning from its analyses in endeavouring to

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

meet stakeholder outcome needs. Staff professional development and a reviewed tutor manual have led to improved assessment and moderation which management has noted has been reflected in improved delivery practice and educational achievement.

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**.

Tūranga Ararau has identified each of its diverse stakeholder groups and the value of the training to each. It has also identified how it will make the most of the training opportunities to maximise learner achievement and outcomes. All stakeholder groups interviewed by the evaluation team commented on the added value the education and training programmes provided.

Examples of this value to the focus area programmes include a student from the Te Ao Māori programme (level 2), currently in year three of the teacher education degree (level 7). This programme, offered on site by Te Wānanga o Raukawa, is clearly a positive example of education and personal progress valued by the student, and on graduation is also of value to the community and iwi. This typified the numerous examples shared with the evaluation team.

Past graduates of the Te Ao Māori course spoke of the valued celebration of achieving the NCEA qualification by being chosen to represent the organisation at international events such as the World Indigenous Peoples Conference on Education and cultural exchanges in Canada and Tahiti.

The value of the Straight to Work course to the forestry industry is employment for the trainee, an increased standard of living for their families, and a skilled industry workforce. Learners shared with the evaluation team how the course has increased their confidence, enabling them to seek employment in the industry with additional aspirations of later enrolling on the forestry management course. Forestry contractors interviewed by the evaluation team reported that they had already approached Tūranga Ararau to negotiate the employment of trainees on course completion. They spoke of the integrity of the course and the tutors in providing a quality programme. The tutors also work closely with the industry to maintain industry health and safety standards, such as being drug-free in the field and monitoring improved risk assessment management. Tūranga Ararau tutors have strong industry networks which support the trainees with practical components of the programme. Likewise, trainees and graduates of the forestry management course interviewed by the evaluation team also endorsed the value of the training provided by Tūranga Ararau.

Tūranga Ararau tracks the destinations of its graduates in the short term and is working on managing this for the longer term. It is negotiating a collaborative plan with FITEC, especially for the nationwide forestry programme.

All learners participate in noho marae with the Te Ao Māori students, first as manuhiri and then as tangata whenua as they host the rest of the Tūranga Ararau. The number of Māori learners exceeds 80 per cent of the total, and the value to the iwi of Tūranganui-ā-Kiwa is provision of employment opportunities to learners, involvement in iwi capacity-building, and building increased knowledge of tikanga and te reo Māori.

The evaluation team notes that this attention to stakeholder requirements and relationship building is a strength, likely resulting in positive outcomes and robust self-assessment strategies for the organisation.

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**.

Tūranga Ararau has identified its diverse stakeholders' needs and the outcomes they require. It has also identified how it will meet these needs, the improvements that have been made, and the improvements that may still be required, continually looking at ways to improve. All stakeholder groups interviewed by the evaluation team commented on how the education and training programmes met their needs.

All learners are interviewed and learning and career plans established. Clear information and advice is provided about the course requirements and available learning pathways. Where required, literacy and numeracy diagnostic tests enable the provider to identify the additional support that may be required to minimise barriers to learning. Learners commented on the safe, whānau environment provided, with mentoring and “buddy” support.

Tūranga Ararau seeks formal and informal feedback from its stakeholders. The Te Ao Māori programme was reviewed to enable students to achieve qualifications such as the National Certificate in Education Achievement (NCEA). Previously, the programme offered only the National Certificate in Employment Skills. Te Ao Māori students appreciate the unit standard tracking which shows clearly which unit standards are still required to complete qualifications such as NCEA. This is an improvement which was implemented following learner feedback; it meets learner needs and provides added value to the course.

The Straight to Work course originated from industry feedback which said that a previous forestry course was no longer meeting industry needs. Straight to Work trainees commented on the programme meeting their needs, as endorsed by the high employment rate of graduates. The consistent success of the students shows that the organisation is meeting learner, iwi, community, and industry needs.

As previously reported, this attention to stakeholder needs and the concerted efforts to address these needs is a strength resulting in relevant training with positive outcomes informed by the organisation's robust self-assessment strategies.

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**.

Tūranga Ararau is committed to employing skilled and qualified staff empathetic to learner needs and aspirations. “Buddy teaching” is encouraged to support staff who can benefit from the support and guidance of a skilled tutor. Professional development is vigorously encouraged and is exemplified by the large numbers of staff who have completed tutor training, as well as by the embedded literacy and numeracy training and personal higher education qualifications. The result is positive feedback from the learners, who speak highly of the commitment of tutors to provide quality training and who care about learners’ personal and educational progress and success.

The programmes are flexible to meet different learner needs, for example activity-based afternoons for the Te Ao Māori learners and field-based, practical components for the forestry trainees. Guest speakers with additional expertise are also invited to speak to learners.

The forestry industry training organisation, FITEC, has endorsed Tūranga Ararau as a preferred provider, engaging the organisation to manage a nationwide forestry training contract. This shows the confidence this standard-setting body has in the organisation.

External moderation reports by the relevant national standard-setting bodies identified that Tūranga Ararau consistently meets the national standard. The organisation delivers training across four sites. The robust processes in place for self-assessment, including moderation, ensure that there is a consistency of assessment across all sites. Tūranga Ararau has identified that the moderation process for the nationwide forestry contract is not working as effectively as their other moderation processes. This process will need to be managed differently and Tūranga Ararau is working with FITEC to resolve the issue.

Management has reviewed the existing self-assessment processes and has strengthened current practices as exemplified by the more focussed seeking of feedback from stakeholders, improved analyses, and resulting actions. Tutors are key drivers of this through the strong relationships fostered. Monthly staff meetings and reports show that staff report not only on how well or otherwise they are doing but also on how they know this. As previously mentioned, evidence was provided of changes to the programmes as a result of stakeholder feedback.

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 organisation has identified that guidance and support is important to assist learners to achieve their outcomes. Both the organisation and the learners identify the tutors as the best resource in guidance and support. Tutors quickly enrol learners into a supportive environment and utilise support services from Tūranga Ararau and the wider support service provision of service groups affiliated to the Rūnanga.

Tūranga Ararau fully utilises its literacy and numeracy support to help learners. Learners have ample opportunities to access literacy and numeracy support. Learners can enrol on the Whāia te Ara Tika course (a specific literacy and numeracy course). Teaching staff have received professional development in embedded literacy and numeracy to use in their delivery and are using the TEC learning progressions and assessment tool. Learners who require more specialised support are recommended to Whare Whai Mātauranga o Tūranga, a community literacy group based on site.

Tutors provide ongoing feedback to learners during the course which the learners appreciate. Graduations, which are financially supported by the organisation, include whānau and demonstrate to learners that their achievements are valued.

Learners make themselves breakfast and lunch provided by the organisation as part of the life skills component of the course. Transport is provided to and from training. These support processes minimise barriers to learning.

As previously mentioned, the numerous examples provided of graduate destinations show that the learning and career pathways made available by the organisation are being fully utilised by the learners. These successes are indicative of the value of the guidance and support received by learners.

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 **Excellent**.

The strength of the governance and management is in the strategic planning and its implementation. Driven by the kaupapa of iwi capacity-building – economically, educationally, and socially – management has ensured the courses are diverse and will help build this capacity. In addition, the strategic planning includes positioning for skills required in a post-Treaty of Waitangi settlements environment.

The manager has proactively engaged with stakeholders at a national level to be at the forefront of economic and educational developments and encourages the same with her staff. This is exemplified by the manager's involvement on the executive of the Maritime and Seafood Educators Association of Aotearoa (MSEAA) which is an education body of

seafood and related industries representing institutes of technology and polytechnics, PTEs, industry training organisations (such as Seafood ITO and Competenz), universities, and high schools utilising this forum to share ideas and expertise. Tūranga Ararau is also a member of the Chamber of Commerce and through Te Runanga o Turanganui a Kiwa links directly with the Tairawhiti Development Partnership.

The forestry tutors are members of the Eastland Wood Council Health and Safety Committee and are involved with the Advisory Group for the Diploma Review with FITEC. The aquaculture tutor is on the Aquaculture Advisory Group with Seafood ITO.

Management has actively sought collaborative relationships to provide additional choices for the learners including learning and career pathways. In addition to the courses already mentioned, their farm cadet scheme is supported by the Agriculture ITO, STAR and Gateway arrangements with schools, forestry management with an institute of technology, and the Modern Apprenticeship programme with local industries.

Management has also sought a succession strategy to ensure that current staff can access professional development to ensure they are appropriately qualified and skilled to take up management roles within the organisation.

The assured confidence in the strategic direction coupled with the reflective culture prevalent in the organisation gives confidence that Tūranga Ararau is committed to driving quality improvement through its strategic direction and self-assessment activities to support learner achievement.

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 **Excellent**.

2.2 Focus area: Straight to Work Forestry

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: Te Ao Māori

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.

Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this 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 TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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).

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/for-providers/keydocs/index.html>

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