

Report of External Evaluation and Review

Turanga Ararau

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 23 September 2014

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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:	Turanga Ararau
Type:	Private training establishment (PTE)
Main Location:	Te Whare Wananga Ko Matatuahu, 134 Kahutia Street, Gisborne
Secondary delivery sites:	Ruapani Forestry Training Centre, 385 Childers Road, Gisborne Tairāwhiti Farm Cadet Greenlakes Station, 478 Ruakaka Road, Tiniroto
First registered:	14 November 1991
Courses currently delivered:	<ul style="list-style-type: none">• National Certificates in Business Administration and Computing (up to Level 3)• National Certificates in Agriculture (up to Level 4)• National Certificate in Cadet Forces (Foundation skills) (Level 2)• National Certificates in Forestry (up to Level 4)• National Certificate in Māori (Level 2)• National Certificate in Recreation and Sport (Level 2)• Te Tiwhike I te Reo Māori (Kaupae Tuawha) (Level 4)

- National Certificate in Aquaculture (up to Level 4)
- National Certificate in Health Disability and Aged Support (Foundation Skills) (Level 2)
- NCEA with Vocational Pathways (Levels 1 and 2)

Code of Practice signatory: Not applicable

Number of students: Domestic: 120-180

- Māori: 90-95 per cent
- International: nil

Number of staff: 41 full-time – 17 tutoring and support staff
Five part-time – two tutoring and support staff

Scope of active accreditation: The full accreditation for Turanga Ararau is available at:
<http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=964616001>

Distinctive characteristics: Turanga Ararau is a wholly Māori¹-owned tertiary provider mandated to support the education of Māori, primarily youth, at tertiary level. It offers entry and advanced-level programmes and uses specific targeted funding sources for Foundation, Youth Guarantee and Training for Work entry-level programmes. Turanga Ararau also offers a national qualification in Caregiving through Training For Work.

On average, the programmes offered by Turanga Ararau attract over 90 per cent Māori students, with approximately 60 per cent of enrolments being under 25 years of age. The programmes have a strong industry focus, where much of the learning occurs during work placements.

Recent significant changes: Recent changes include:

- The termination of funding for the Foundation-Focused Training Opportunities (FFTO)

¹ Rongowhakaata, Ngai Tamanuhiri and Te Aitanga a Mahaki are the three iwi that own and govern Turanga Ararau.

programme, resulting in the loss of 54 EFTS (equivalent full-time students)

- Transitioning from Youth Training to the Youth Guarantee fund
- An increase in work places from 30 to 40 under the Training For Work programme
- Exit from the Modern Apprenticeship programme.

Previous quality assurance history:

Turanga Ararau was previously quality assured by NZQA external evaluation and review (EER) in September 2010, where it received statements of Highly Confident in educational performance and Highly Confident in capability in self-assessment. The three focus areas (governance, management and strategy, Straight to Work Forestry, and Te Ao Māori) were each rated as 'Excellent' for educational performance and 'Excellent' for capability in self-assessment.

Turanga Ararau was also moderated by the industry training organisations, Primary ITO and EMQUAL in 2013, and Skills Active and Careerforce in 2014. Results of all samples submitted were accepted by the moderators as being at the national standard without amendment required.

Between 2012 and 2013, and prior to a review by NZQA's Tertiary Assessment and Moderation team of national external moderation results (NEMR) review in 2013, Turanga Ararau had identified issues within the PTE about the quality of its internal moderation processes. Turanga Ararau also identified a need to train staff in moderation as many of the staff at the time had only just begun working at the PTE. Through these activities, Turanga Ararau established a quality assurance moderation team with the specific intent of monitoring and improving the quality of internal moderation practices within the PTE, as well as supporting staff professional development relating to internal moderation.

In the NZQA NEMR review, NZQA suggested that

the internal assessment and moderation processes used by Turanga Ararau required improvement. Turanga Ararau was required to develop an action plan for improvement, which NZQA accepted in April 2014. A follow-up visit by Tertiary Assessment and Moderation is expected in 2014.

Other:

Turanga Ararau has established a range of strategic relationships, including with a number of secondary schools. The response has been a demand for the Secondary Tertiary Alignment Resource (STAR) and Gateway programmes.²

2. Scope of external evaluation and review

The scope of the EER included three focus areas. These were the mandatory focus area of governance, management and strategy, and the Youth Guarantee and the Caregiving programmes.

The Youth Guarantee programme was chosen as a focus area to explore how well Turanga Ararau supports the high numbers of youth learners enrolled. The Caregiving programme was chosen to highlight the ability of Turanga Ararau to develop new programmes as well as to assess how the programme was satisfying the growing demand for key workers in the health and disability industries.

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 two evaluators who visited Turanga Ararau at its main teaching site in Gisborne.

The evaluation involved engagement with:

- Four Te Rūnanga-o-Tūranganui-a-Kiwa (Rūnanga) trustees
- Rūnanga chief executive officer

² The STAR funding is used to facilitate secondary students' transition to further education, training and employment by providing or purchasing tertiary-type courses.

- General manager of Turanga Ararau
- Fifteen staff members, consisting of the quality assurance moderation team, programme managers and tutoring staff
- Eight students from the Youth Guarantee programme
- Six students from the Caregiving programme
- Sixteen individual stakeholders, comprising representatives from whānau, an ex-graduate, external programme advisors, agency representatives, employers and representatives of industry associations.

In addition to documents provided for the EER scoping, the EER team sighted and was provided with strategic and business plans, management and operational policies, quality management system documents, moderation review results³, self-assessment documents, and monitoring and programme review data (including results data and stakeholder and learner feedback surveys).

³ Moderation review results from relevant industry training organisations and industry bodies were provided after the EER.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Turanga Ararau**.

Key reasons include the following:

- Effective and supportive relationships between governance and management demonstrate good leadership, clear strategic intent and operational activities that ensure key strategic priorities set by Te Rūnanga o Turanganui-a-Kiwa are being met. Activities include programmes that are targeted to address iwi development plans and improve beneficiary capability and capacity.
- Turanga Ararau has exceeded contracted targets for the Youth Training-funded programmes since the last EER.
- Although the Caregiving programme has had variable results for 2010-2012, the redesign of the programme with industry support and the employment of a new and motivated tutor has seen a dramatic increase in qualification completions (above 80 per cent for full-time learners and above 65 per cent for part-time) and course-related employment outcomes (above 50 per cent for all learners). Initial results for the 2014 cohort indicate that they will surpass the 2013 outcomes.
- The development of foundational-level primary industry programmes illustrates a good understanding of stakeholder demographics and their development aspirations.
- Strong relationships have been established with key industry stakeholders that provide Turanga Ararau with in-depth information on stakeholder needs, industry matters, programme support and learner employment opportunities.

Statement of confidence on capability in self-assessment

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

Key reasons include the following:

- There is vigilant monitoring and oversight of programme outcomes, funder compliance requirements and learner progression data by senior management.
- Comprehensive annual programme reviews include both qualitative and quantitative data and suggested strategies and processes to address issues identified.

- Clear use of benchmarking of performance against stated targets and ongoing analyses of learner achievement highlight the purposeful use of data to inform improvement decisions.
- The involvement of staff in the practice of good moderation through internal and external training improves moderation proficiency and ensures that moderation is an active and regular whole-of-staff activity. In addition, regular review oversight by management demonstrates a commitment and intent to raise standards.
- The active engagement of key stakeholders through satisfaction surveys, evaluation reviews and stakeholder hui provide valuable feedback to ensure that stakeholder needs are accurately identified and measures are put in place to meet those needs.
- The provision of appropriate professional development for staff ensures teaching standards are high. Professional development includes study towards approved national adult teaching qualifications.
- The establishment of the quality assurance moderation team with the specific task of assuring quality in all programmes is an example of practice flowing from self-assessment. The team is well led by an experienced academic manager and has a designated quality assurance analyst. The implementation of an embedded literacy and numeracy strategy to address concerns in this area is one initiative that the team has developed and is closely monitoring and evaluating.

Overall, the self-assessment activities of Turanga Ararau demonstrate that it is proactive in ensuring that the quality of programmes offered is of a high standard and that there are appropriate processes and systems in place to assure consistent positive outcomes.

Findings⁴

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**.

Achievement outcomes for learners studying at Turanga Ararau have remained consistently above Tertiary Education Commission (TEC) contracted measures since 2010. Table 1 and 2 show results that are indicative of strong learner credit achievement and occupancy levels. These results are significant for Turanga Ararau as many of its learners are second-chance learners with little or no formal educational qualifications. A number of learners interviewed said that for various reasons they disliked school and had refused to attend. However, since studying with Turanga Ararau they have managed to achieve NCEA credits at levels 1 and 2, and have begun setting realistic goals for employment, career pathways and higher-level study.⁵

	Positive outcomes ⁷ (employment/further training)	Positive outcome for Māori (employment/further training)	Average NZQF* credits achieved per learner	Occupancy
2010 Youth Training	77% (60)**	77%	33 cr. (20)	100% (75)
2011 Youth Training	72% (60)	70%	32 cr. (20)	91% (75)

*New Zealand Qualifications Framework
**Brackets indicate a TEC target/contract measure, where applicable.

⁴ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁵ In 2013, in the Youth Guarantee programme, 21 qualifications were achieved at NCEA level 1, and 19 qualifications were achieved at NCEA level 2.

⁶ Tables 1, 2 and 3 are based on learner data supplied by Turanga Ararau and the TEC's educational performance reports.

⁷ These figures are not part of the compliance regime for the programme and are collected by Turanga Ararau to support the relevance of the programme to learners and industry.

In Table 2, and despite the change from Youth Training to Youth Guarantee in 2012, the data shows that learner achievement results have remained above the TEC contracted measures. Turanga Ararau said that the new compliance measures set for the Youth Guarantee programme were achievable for the PTE as its model of teaching was similar in approach, where the focus has always been on learners gaining qualifications. The positive employment and further training-related outcomes for 2012-2013 are indicative of the qualifications achieved. Credit reports sighted for the 2014 cohort are showing similar positive results.

	Course completion	Qualification completion	Retention	Positive outcomes – employment/ further training	Positive outcomes for Māori – employment/ further training	Average NZQF* credits achieved per learner
2012 Youth Guarantee	68% (55)**	92% (40)	62% (50)	66%	64%	42 cr. (40)
2013 Youth Guarantee	65% (55)	51% (40)	89% (50)	69%	69%	71 cr. (40)

*New Zealand Qualifications Framework
 **Brackets indicate a TEC target/contract measure, where applicable.

In the Caregiving programme, Table 3 shows qualification completions have varied since 2010. However, in 2013 completions for full-time learners were above 80 per cent and above 65 per cent for learners studying part-time. The employment of a new tutor in 2013 has been identified by Turanga Ararau and learners as a major reason for learners gaining industry-related qualifications and acquiring skills that can be applied almost immediately on work placement, much to the approval of the employing organisation. The high course-related employment outcomes in Table 3 indicate that learners are progressing to the caregiving industry. Turanga Ararau said that these results show that the programme is now proving its worth and that positive industry feedback supports this. Initial results for the 2014 cohort indicate that they will surpass the 2013 outcomes given the greater exposure of programme participants to the caregiving industry. These sentiments were also expressed by local caregiving providers who participated in the EER.

Although the Caregiving programme has a relatively small cohort of learners, the results are significant because most of the learners are mature woman either returning to the workforce or with a new-found motivation to work towards a career as a professional caregiver primarily within the health and disability and elderly residential care sectors.

⁸ See footnote 6.

Table 3. Data for Caregiving FFTO and Training for Work, 2010-2013⁹					
	Enrolled	Qualification completion	Positive course-related employment outcomes	Positive other employment-related outcomes	Positive course and other employment-related outcomes for Māori
2010:FFTO*	12	0	42%	75%	80%
2011:FFTO	21	14%	24%	62%	63%
2011:TFW**	12	0%	17%	33%	29%
2012:FFTO	19	26%	26%	58%	45%
2012:TFW	2	0%	50%	50%	100%
2013:FFTO (Full-time)	10	83%	58%	25%	80%
2013:FFTO (Part-time)	6	67%	50%	17%	67%
2013:TFW	6	83%	67%	17%	100%
*Foundation-Focused Training Opportunities					
**Training for Work					

In addition to their achievement results, learners from both programmes were articulate in expressing other personal outcomes attained during their study. These included an increase in skills related to their chosen study¹⁰; an improved work ethic where learners' attendance rates were high; improved dress and hygiene standards – particularly relevant to the hospitality and Caregiving programmes; and an overall improvement in engagement in study. Learners from the Caregiving programme are assessed using the TEC literacy and numeracy assessment tool, and are supported through a strategy of embedding literacy and numeracy. Improvement in literacy and numeracy is one of the aims of the Caregiving programme. Learners attain their driving licences, and 15 learners gained the National Certificate in Health Disability and Aged Support (Foundation Skills) (Level 2).

Since the last EER in 2010, Turanga Ararau has maintained a high level of self-assessment activity across all programmes. A significant initiative for the organisation was the establishment of its quality assurance monitoring team led by the organisation's academic manager. The team has consciously developed initiatives to ensure that learners are achieving quality outputs and outcomes. After each unit standard is completed, it is moderated internally by the tutors and overseen by the quality assurance moderation team. Internal moderation reports sighted by the evaluation team show that the collective approach to reviewing programmes taken by Turanga Ararau provides opportunities for tutors to engage

⁹ See footnote 6.

¹⁰ These include farming, hospitality, te reo and tikanga Māori and care of the elderly.

with each other and discuss individual learner results and programme improvements.

In 2013, Turanga Ararau comprehensively reviewed the implications of the Youth Guarantee programme for learner achievement, and in 2014 implemented a more focused approach to monitoring data by not only tracking achievement but also by providing more scope for whānau to play an active role in the monitoring of their child's progress. Through greater whānau involvement, the PTE will be able to provide support from the outset, keep up to date with progress, and quickly address any issues that affect unit achievement and qualification completion. Similar activities occur in the Caregiving programme, although there is a lesser degree of whānau engagement compared with the youth programmes as most of the learners are mature students. Additionally, monitoring of learner outputs is provided by work placement supervisors who give regular reports to the tutor of how learners are progressing in the workplace during placement. These reports give the tutor a good indication of learner progress as well as any areas for improvement, which in turn enables the tutor to ascertain the effectiveness of the learning by the students.

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 feedback provided by the stakeholders associated with Turanga Ararau indicates that they all derive a high level of value from the outcomes achieved. At an iwi level, Te Rūnanga o Tūrangānui-a-Kiwa views Turanga Ararau as a critical asset for the three iwi owners. Board representatives from the iwi said that Turanga Ararau has built a credible reputation as an education provider and that they see the PTE as a major contributor to training their people in iwi industries.

In the 2013 Youth Guarantee programme, 31 per cent of the learner group that affiliated to the three iwi gained 19 qualifications, with nine achieving the National Certificate in Farming (Level 2). The programme leads to opportunities to enrol in the level 3 farming programme and other trade training programmes run by Turanga Ararau. In addition, the purchase of a beef and sheep station by Turanga Ararau for its farming programme provides on-the-job experience for learners who are seen by iwi as potential farm managers for some of the farm assets. Similarly for the forestry programme, the future iwi investors and owners of large mature forests are seeing Turanga Ararau as well-placed to train their people to help manage this resource. A self-assessment case study produced by NZQA in

conjunction with Ako Aotearoa noted that, ‘the relationship between Iwi and [the PTE] is also a key factor in the success of self-assessment’.¹¹

Learners said that through their time studying with Turanga Ararau they were able to set realistic goals for attaining NCEA credits and focusing on future career pathways. These include careers in farming, forestry, hospitality, sports management, further study, and opportunities to contribute to the cultural revival of whānau hapū and iwi in the reo and tikanga Māori programmes. Interviews with whānau indicate that they have observed dramatic changes in their child since being with Turanga Ararau. The changes include being more helpful at home, acting as a role model in the whānau and noticeable improvements in personal behaviour, which has had positive impacts on other whānau relationships.

In the Caregiving programme, key stakeholders, including iwi, Tairāwhiti District Health Board, Māori health providers and aged care providers were instrumental in supporting Turanga Ararau in the design and planning of the programme in 2010. Feedback from industry providers was positive, adding that there was a critical shortage of appropriately trained people in care of the elderly in the Gisborne region. They said the competency levels attained by graduates are of a very high standard and the likelihood of them gaining employment in the industry was high.

Turanga Ararau actively seeks formal and informal feedback from all its key stakeholders through learner and whānau satisfaction surveys, focus groups, employment placement reports and iwi meetings. Satisfaction surveys from learners in the Youth Guarantee programme indicate that 97 per cent were satisfied with the programme.

Management reports to iwi were sighted by the evaluation team, and provided comprehensive information about the operations of Turanga Ararau. An iwi chair told the team that the reports presented at iwi hui provided timely updates of the state of the PTE and an insight into how well those from the iwi were achieving in their studies. Through this degree of ongoing contact and engagement with stakeholders, Turanga Ararau is able to ensure that it has a good understanding of the needs of stakeholders and communicates how these needs are being met.

¹¹ Taken from the document: [Organisation self-assessment: Implementing effective practices](#) published on the NZQA website.

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**.

Turanga Ararau has a very clear understanding of the needs of its key stakeholders. A key directive set by its owners is, 'to provide the skills and knowledge to empower Iwi to manage, control and advance their cultural and economic resources'.¹² Records indicate that, annually, over 90 per cent of learners that enrol with Turanga Ararau are Māori, with over 60 per cent being under the age of 25 years. Many of these young people are from the three iwi that own Turanga Ararau. An example of initiatives to achieve the directive is the emphasis on entry-level education programmes targeting the large numbers of young people leaving school with no qualifications. Programmes have been developed with a focus on primary industries including agriculture, farming, forestry, horticulture, as well as service sector industries such as caregiving, business administration and customer service. These programmes provide opportunities to contribute to iwi development strategies brought about through the return of land, assets and monetary compensation from post-Treaty of Waitangi settlements.

Important examples of activities matching the needs of stakeholders include the farming programme using a fully functional beef and sheep farm where learners stay on the farm during the week and are fully immersed in the roles involved in a farm operation. Similarly with the forestry programme, Turanga Ararau has secured forestry contracts that will provide learners with the practical knowledge and skills required by the industry.

The Caregiving programme is vocationally focused and has been specifically designed to take advantage of the growing demand within the region for appropriately qualified staff in the residential care and health and disability sectors. The design of the programme, with its work placement component, is ideally suited to enable healthcare providers to gain a first-hand assessment of learners while on placement. Depending on the qualification achieved, employers are able to employ graduates almost immediately.

Turanga Ararau management maintains positive relationships with all its stakeholders and through these relationships is able to critically analyse their needs and design programmes to meet those needs. The regular monthly monitoring of programme outputs by the quality assurance moderation team, with oversight by management, provides critical information to assess how well learners are achieving against set targets. Within the youth programmes, Turanga Ararau has established programme design roles for designated staff. The role of these staff is

¹² Taken from the Turanga Ararau strategic direction document.

to research and analyse course qualification requirements, and to monitor the programmes to ensure they comply with those requirements. These staff members provide new staff with a thorough induction to the programme, comprising pre- and post-moderation processes, as well as professional development in literacy and numeracy.

Turanga Ararau reviews indicate that the PTE has used the TEC online assessment tool for literacy and numeracy, and the results show learner gains over time. Through its quality assurance moderation team, Turanga Ararau has designed and implemented a strategy to help the high number of learners with literacy and numeracy issues. The strategy involves the embedding of literacy in all programmes, and reports indicate that it is having some success. An example of the strategy being implemented was of a learner being given literacy and numeracy exercises using examples where he knew the practical aspects of the job but his theoretical knowledge was poor. These tasks included weighing and feeding stock, measuring appropriate fencing quantities of wire and batons, as well as planning fencing tasks. The hospitality, forestry and Caregiving programmes provided similar examples of how literacy and numeracy activities were being incorporated into learning by using programme tasks and adding exercises requiring the learner to make accurate calculations and provide clear records. Examples include administering medicines in the caregiving context and measuring and cutting logs to specified dimensions in the forestry context.

1.4 How effective is the teaching?

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

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

Overall teaching effectiveness at Turanga Ararau is good. All programme staff have the relevant industry and sector qualifications, including current licences and appropriate certificates for teaching technical skills such as forestry and farm maintenance. In addition, staff have a clear understanding of the whānau backgrounds and living environments of their learner groups. The staff are therefore very much aware of the learning difficulties of learners and are quick to identify those with specific barriers to learning, such as deficiencies in literacy and numeracy as well as diagnosed cases of dyslexia. This knowledge and understanding of learners by tutors enables them to structure the teaching in a way that uses the practical phases of programmes that learners find most enjoyable and transferring them to theory-based classroom work. Learners commented that they found this type of teaching much easier for them to understand because they could see the relationship between theory and practice.

In addition to specific subject qualifications, many of the staff have acquired the National Certificate in Adult Education and Training (Level 4) (NCAET) and/or the National Certificate in Adult Literacy and Numeracy Education (Educator) (Level 5)

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(NCALE) or are working towards NCALE. Turanga Ararau has been very focused in supporting its tutors to develop their skills in literacy and numeracy through courses and seminars on the subject. Senior management said that any professional development training must be aligned to an approved national qualification. Although the EER team considers the teaching to be effective at this time, the rating for this key evaluation question is 'good' rather than 'excellent' for educational performance. This is because approximately half of the teaching staff have only been employed by Turanga Ararau for fewer than three years because of changes to programmes and their criteria. If Turanga Ararau continues to persevere with its teaching strategy, its educational performance should continue to show consistent positive results.

In relation to self-assessment activities, Turanga Ararau has been very proactive in ensuring that the quality of teaching and programme development is of a high standard. In 2013, the NEMR review of Turanga Ararau by NZQA identified that the assessment and internal moderation processes employed by Turanga Ararau did not meet the required standard, and NZQA requested improvements. Turanga Ararau senior management told the EER team that they were aware that some of the literacy and numeracy samples submitted for the NEMR were marginal, and these issues were already being addressed by staff at the time of the review. A decision was made to involve a wider group of staff to manage moderation rather than leaving it to one person to take responsibility. The result was the formation of the quality assurance moderation team.

The embedded literacy and numeracy strategy is another example of the commitment made by Turanga Ararau to raising the literacy and numeracy standards of its learners. Learner assessment results for 2013 from the online assessment tool showed positive learner gains in literacy and numeracy. These were further evidenced by the 65 per cent course completion rates in the Youth Guarantee programme, where the emphasis is on achievement.

Aligned to strategy is the commitment by Turanga Ararau to provide appropriate resourcing and professional development for staff. This includes training through the Waikato Adult Literacy and Numeracy Centre. There is now a practice within Turanga Ararau of tutors being required to review and moderate their programme's assessment tasks at the completion of each unit standard.

Feedback from industry and health and disability professionals shows that there is strong support for the teaching at Turanga Ararau, with one stakeholder saying that the standard of graduates coming out of the Caregiving programme is due largely to the teaching of the new tutor.

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**.

In line with the values and principles that underpin the services provided by Turanga Ararau, such as manaakitanga and a commitment to strive for higher achievement, the evaluation team considers the guidance and support provided to learners by Turanga Ararau to be of a very high standard. Tutors are very much committed to the learners, where the approach is to build positive relationships with learners to identify their needs and aspirations and identify how best they can be supported. At the enrolment stage, in the youth programmes tutors visit prospective learners at home to include whānau in the discussion. The tutors are able to assure the learner and their whānau that they will support the learner if the learner is willing to commit to the study required. The commitment offered by Turanga Ararau also includes transport to and from study, providing meals, helping learners to resolve personal problems, and correcting any learning difficulties. Tutors have offered one-to-one sessions and, in some cases, after-hours tutoring for learners requiring extra tuition support. Tutors explained that part of the challenge was looking at various ways of explaining to learners some of the programme content in ways that the learner could best understand.

Turanga Ararau is very active in gathering monitoring data, including evaluative feedback that includes satisfaction data from post-course evaluations. Evaluation feedback from stakeholders and learners indicates that many of the learners attribute their success to the tutors' guidance and support. In addition, the tutoring staff, together with senior management and the quality assurance moderation team, hold regular staff meetings and programme reviews which provide opportunities for staff to provide programme updates and detail any issues of concern. These meetings are critical for ensuring staff are vigilant in their monitoring of learner progression.

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 2010 EER report noted that the governance and management of Turanga Ararau was highly effective and very clear about the PTE's strategic intent and their specific roles and responsibilities. The current evaluation team can concur with those findings and is confident that the strategic direction of Turanga Ararau as an education arm of the Rūnanga remains clear and purposeful. That strategic direction aims 'to provide and promote quality and responsive programmes and

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services focused on the unique needs of Iwi and regional economic and cultural development.¹³ There is credible evidence of a very good working relationship between the governance group, made up of trustee representatives from the Rūnanga and Turanga Ararau senior management. This was demonstrated to the evaluation team by the strong support and confidence expressed by governance during the EER. The general manager provides clear and comprehensive reports to governance and is visible by her presence at most general meetings of each of the three iwi owners, providing beneficiaries with the opportunity to hear and question the state of their PTE.

Operationally, Turanga Ararau is very aware of the social and economic realities of its region and in particular the aspirations of its iwi owners. The dominance of primary industries in the region has compelled Turanga Ararau to re-evaluate some of its programmes and make decisions around modifying existing ones and introducing new ones. Changes have included refocusing the farming programme to include a broader scope of agricultural opportunities, such as bee-keeping, which is a fast-growing industry in the region and a key focus for one of the iwi owners. The re-invigoration of the Caregiving programme after losing its original tutor required Turanga Ararau to strengthen its already established relationships with key stakeholders such as the local district health board as well as iwi Māori health providers who have been instrumental in supporting Turanga Ararau to redevelop the Caregiving programme. The positive feedback from iwi to Turanga Ararau as its preferred education provider, and feedback from residential care providers regarding the standard of the Caregiving graduates, gives validation to the decisions made by Turanga Ararau. These are supported by the strong course qualification results for 2010-2013.

Turanga Ararau has been prompt in effectively addressing issues of concern when they arise. In relation to the moderation issues raised by NZQA in its external moderation review, Turanga Ararau had already identified these prior to the review commencing. The establishment of the quality assurance moderation team has given rise to a marked increase in staff awareness of data analysis, has improved programme design, and overall has boosted quality assurance and standards. The resources allocated to staff professional development in moderation has resulted in programme moderation being a regular review activity for all programme staff. A sensitive issue currently being considered is succession planning. The general manager, who has been with Turanga Ararau since its establishment, is aware of the importance of ensuring there is succession in place, and told the EER team that the subject is in hand. The establishment and development of managerial leadership in Turanga Ararau is evident throughout the organisation, with team leaders being appointed, improved systemic processes being implemented (such as the literacy and numeracy strategy), and greater priority given to quality

¹³ Taken from the Turanga Ararau mission statement.

assurance. These activities demonstrate the strong leadership and managerial capabilities of Turanga Ararau management.

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: Youth Guarantee

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: Caregiving programme

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

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.

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/>.

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Final Report