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# External Evaluation and Review Report

Te Rūnanga o Tūranganui ā Kiwa,  
trading as Tūranga Ararau

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 19 September 2018

# About Tūranga Ararau

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*Tūranga Ararau is an iwi-based education provider offering a range of Māori cultural and employment entry-level qualifications for learners who have previously not done well in mainstream education.*

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Type of organisation:	Private training establishment (PTE)
Location:	Gisborne and surrounding areas
Code of Practice signatory:	No
Number of students:	Domestic: around 130 equivalent full-time students. (This can vary due to the short-term nature of some provision.) Nearly all learners are Māori and associated with the iwi of Tūranganui-a-Kiwa.
Number of staff:	Around 50 full-time equivalents
TEO profile:	<a href="#">Tūranga Ararau</a>
Last EER outcome (2014):	<ul style="list-style-type: none"><li>• Highly Confident in educational performance</li><li>• Highly Confident in capability in self-assessment</li></ul>
Scope of evaluation:	<p>This is an all-of-organisation external evaluation and review (EER). Three areas of delivery were selected as focus areas:</p> <ul style="list-style-type: none"><li>• Youth Guarantee provision (hospitality strand)</li><li>• Student Achievement Component provision (outdoor experience programme)</li><li>• Māori and Pasifika Trades Training (agriculture provision)</li></ul>
MoE number:	9646
NZQA reference:	C29483
Dates of EER visit:	2-4 July 2018

# Summary of Results

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*Tūranga Ararau is highly competent in the provision of training and education to Māori and others within its rōhē (local area). Key contributing factors are the high level of pastoral support, the quality of teaching, strong organisational skills, combined with knowledge of tertiary education processes.*

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## **Highly Confident in educational performance**

- Tūranga Ararau is focused on ensuring high qualification completion rates. Across all provision, the overall 2017 qualification completion rate was 83 per cent. Tūranga Ararau also monitors other outcomes, including employment after study and progression to higher learning. In 2017, 84 per cent of learners progressed to work or higher study.

## **Highly Confident in capability in self-assessment**

- Students highly value the learning opportunities offered. Consistently positive aspects were: tikanga Māori delivery; strengths-based teaching; activity-based learning; an inclusive environment; and the quality and extent of pastoral support. Tūranga Ararau monitors student views and aspirations, and uses this information to strengthen provision.
- Iwi and external stakeholders strongly endorse the PTE's current provision.
- Educational processes are robust, including the planning, delivery and assessment of learning outcomes.
- Governance and management support is effective in ensuring quality outcomes for learners.
- All funding and regulatory requirements are being met. There are no significant gaps or weaknesses.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do learners achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>In 2017, the course completion rate for the Youth Guarantee hospitality strand was 99 per cent, and the qualification completion rate was 94 per cent. These are above contract requirements and reflect Youth Guarantee provision at Tūranga Ararau more broadly. Trend information shows similar levels of positive outcomes since the last EER (2014 to 2016).</p> <p>In 2017, the completion rate for the Student Achievement Component outdoor experience programme was 92 per cent, and the qualification completion rate was 85 per cent. These are above contract requirements and reflect Tūranga Ararau Student Achievement Component provision more broadly. In 2017, the Māori and Pasifika Trades Training programme was applied to NZQF<sup>2</sup> level 3 agricultural provision. Results for the Agricultural Livestock Breeding programme for 2017 show course completions at 91 per cent and qualification completions at 88 per cent.</p> <p>The overall qualification completion rate for 2017 was 83 per cent. Tūranga Ararau also monitors other outcomes such as employment after study and progression to higher learning. In 2017, 84 per cent of learners progressed to work or higher study. (Refer to Appendix 1 for further information on learner achievement.<sup>3</sup>)</p>
Conclusion:	Turanga Ararau performs very well in terms of its course and qualification completions. It also demonstrates great success in enabling progression to further study and relevant employment.

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

<sup>2</sup> New Zealand Qualifications Framework

<sup>3</sup> In addition to course and qualification outcomes, learners and stakeholders also report a range of other wellbeing outcomes achieved as a result of study at Tūranga Ararau. These matters are discussed under 1.2.

## 1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students highly value the learning opportunities offered. Consistently positive aspects were: tikanga Māori delivery; strengths-based teaching; activity-based curriculum delivery; an inclusive environment; extensive pastoral support; and appropriate acknowledgement of broader social needs. Students described Tūranga Ararau as ‘a whānau environment’ and ‘very caring’. The PTE also provides additional support, such as transport, food and equipment, as required.</p> <p>Iwi stakeholders strongly endorsed the current provision of Tūranga Ararau. Iwi said the PTE was fulfilling their mission to provide greater opportunities to rangatahi (youth) of the region, and noted the availability of Tūranga Ararau facilities for wider iwi endeavours. The PTE maintains links with the iwi health provider to ensure holistic support for the learners. Learning is also linked to wider iwi wellbeing programmes; for example, hospitality provision is linked to servicing kaumatua (elder) meetings.</p> <p>Secondary school stakeholders (three schools) expressed strong support for the services offered by Tūranga Ararau.</p> <p>The PTE has linkages with employers to help the students gain employment.</p>
Conclusion:	Tūranga Ararau is exceptional in meeting the needs of learners and wider stakeholders, such as whanau, iwi and schools, all of whom confirmed the educational and social value that Turanga Ararau’s training adds.

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of student and other relevant stakeholders?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Staff report to the general manager on programme outcomes each month. Tūranga Ararau also formally reviews its mix of provision annually, to ensure programmes are up-to-date and relevant. A small number of new programmes are introduced periodically, and older programmes are rested or retired as students' needs change. The review process is formal and there is a clear schedule for programme development.</p> <p>The majority of programmes reviewed contain learning modules that Tūranga Ararau has purchased from expert providers (typically the relevant industry training organisation, or, for more generic programmes, a specialist private content developer). This approach ensures a strong match of learning content with the needs of industry.<sup>4</sup></p> <p>Tūranga Ararau has established an academic committee to guide overall programme development and assessment practices. This strengthens the organisation's oversight of delivery.</p> <p>The evaluation team looked at evidence relating to teaching inputs, including course planning/schedules, teaching hours, assessment approaches, and moderation outcomes. Tūranga Ararau is competent in these areas and there are no issues of concern.</p>
Conclusion:	Tūranga Ararau's programmes are regularly and fully reviewed to confirm that they remain of high quality and fit-for-purpose. The PTE provides consistent educational oversight, with no evidence of gaps or weaknesses identified in the EER.

<sup>4</sup> In the case of agriculture, Tūranga Ararau has developed its own learning and assessment materials. Moderation outcomes show no issues from the relevant industry training organisation.

## 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>All students are interviewed prior to enrolment (generally in their homes with whānau). This allows Tūranga Ararau to gauge the individual learner's needs. In addition, Tūranga Ararau undertakes literacy and numeracy testing and establishes individual learning plans. A match of unit standards already achieved through schooling or other education is undertaken to ensure that Tūranga Ararau is able to offer potential learners a complete qualification.</p> <p>Tūranga Ararau typically works with learners who have not been successful in mainstream education. In this context, Tūranga Ararau orientates its provision towards ensuring its learners are able to experience educational success. To achieve this, Tūranga Ararau has a range of support interventions and a high level of pastoral support made possible by factors such as strong community relationships; maintaining low teacher-student ratios (often less than 1:12); recruiting tutors with industry skills from within the iwi groupings and community; and not charging fees for Student Achievement Component-level provision.<sup>5</sup></p> <p>Tūranga Ararau enables learners to progress from NZQF level 1 and 2 programmes to levels 3 and 4 (i.e. from generic learning skills to trade entry).</p> <p>Tūranga Ararau has on-site accommodation for learners at a training farm. A skilled educator provides on-site support to learners while they live there.</p>
Conclusion:	Tūranga Ararau's support for its students begins with appropriate entry assessments and continues throughout their course of studies with careful monitoring, underpinned by its strong degree of community engagement.

<sup>5</sup> 1.2 outlines the positive student and community perceptions of this support.

## 1.5 How effective are governance and management in support educational achievement?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Tūranga Ararau is governed by an iwi grouping. The iwi cluster has set a clear mission and vision for its educational arm. An annual plan and budget is developed to achieve this. The educational general manager reports monthly to the chief executive of the iwi against the plan. This is an effective means of ensuring iwi aspirations are included within operational activities.</p> <p>At an operational level, Tūranga Ararau has a group of senior staff to ensure the quality of provision. These staff have a broad range of skills and demonstrated experience and competencies within tertiary education. This grouping oversees the quality management system, which is used to guide operations.</p> <p>Tūranga Ararau has also established an academic committee to oversee programme matters such as approvals, consistency reviews, and internal and external moderation. These staff also train tutors in teaching practices such as moderation requirements. This is an effective approach to monitoring and reflecting on quality assurance matters.</p> <p>Tūranga Ararau has also established the position of staff mentor, with a senior tutor now focused predominantly on ensuring good practice across the tutors. The scale of operations allows this. Overall, staff said they feel valued and supported in their work at Tūranga Ararau.</p> <p>Tūranga Ararau has sufficient resources in place for the programmes on offer. This includes a range of venues and vehicles, and two training farms.</p>
Conclusion:	Tūranga Ararau governance and management team is highly effective in leading the organisation, ensuring the supply of all necessary resources and enabling high quality learning outcomes.



## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Tūranga Ararau identifies its most important compliance accountabilities as student welfare (health and safety), employment management, and complying with tertiary education regulations.</p> <p>Health and safety includes a strong focus on student welfare as many courses on offer present hazards (quad bike use, chainsaw use, hot ovens, etc). Because of this, Tūranga Ararau has developed a range of strict policies and procedures to minimise risk. This includes the delivery of safety modules and theory education before students use hazardous equipment. The general manager says there have been no significant incidents.<sup>6</sup> Another iwi entity provides health and wellbeing support to the learners. An external entity is also used to provide drug and alcohol education, and counselling and support as required.</p> <p>All staff have employment contracts and job descriptions; there are no employment matters of concern. There is scope to extend professional development planning, to ensure staff are kept abreast of developments in the sector.</p> <p>At the time of the on-site visit, Tūranga Ararau was compliant with educational regulations. A 2017 Tertiary Education Commission audit had found a discrepancy between funding allocations and student 'learning credits' being awarded in one programme area which Tūranga Ararau had subsequently rectified.</p>
Conclusion:	Tūranga Ararau is generally strong in managing its important accountability requirements. There are few gaps or weaknesses, and the few issues that have arisen have been resolved promptly.

<sup>6</sup> No significant health and safety incidents have been recorded since the last EER in 2014.

# Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

## 2.1 Focus area: Youth Guarantee provision (hospitality strand)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>This programme re-engages learners in the education sector. Learners have a high level of respect towards the key tutors, and value the opportunity to participate in this provision. They experience a level of acceptance and safety that is positive to their wellbeing.</p> <p>The programme links learners with marae and kaumātua (elders) which helps give learners a sense of achievement through practical learning experiences.</p> <p>Individual learning plans are used to support the learners. Pastoral support includes the provision of transport, meals and wider support with whānau matters.</p>
Conclusion:	Self-reflection is comprehensive and of exceptional quality. Tūranga Ararau has fully understood the government intent with Youth Guarantee provision, and its high outcomes reflect this exemplary performance.

## 2.2 Focus area: Student Achievement Component provision (outdoor experience programme)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	Stakeholders said that this focus area, in particular the ‘dual pathways’ <sup>7</sup> opportunity, is contributing to a national strategy to increase the police workforce. The preparation programme works positively toward this objective. Outdoor education is a

<sup>7</sup> Dual pathways refers to a learner being enrolled with a school and a tertiary education provider simultaneously.

	<p>useful curriculum area that leads learners towards this broader outcome.</p> <p>Pastoral services support attendance and provide opportunities to continually meet and experience experts in the field of work such as people in the services, police, and dog handlers.</p> <p>Tūranga Ararau has effectively used what it has learned from the pilot year of the programme (2017) to inform improvements and engage expert support with delivery and learning opportunities.</p>
Conclusion:	Student Achievement Component provision for Tūranga Ararau in the outdoor experience programme has effective planning and systems for delivery and support, informed by ongoing self-assessment, resulting in engaged learners.

### 2.3 Focus area: Māori and Pasifika Trades Training (agriculture provision)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Delivery of the programme takes place on a fully functional beef and sheep farm, providing learners with on-job learning. As noted, this includes hostel accommodation with full dining capabilities. This work experience is highly valued and sought after by industry stakeholders.</p> <p>This programme has the explicit support of iwi groupings who have the intention of growing capability from within their own people to manage and operate iwi primary sector assets.</p> <p>There is demonstrated industry involvement in the design and development of the programme. An example is the introduction of dog and horse handling programmes, particularly in a move away from farm bikes.</p> <p>Learning is structured into clear educational pathways, allowing opportunities to either progress to higher studies at Lincoln University or apply for a Primary ITO apprenticeship that leads to a level 5 qualification.</p> <p>There is close mentoring and pastoral care support, with embedded literacy and numeracy content throughout the programmes. This includes measuring stock weights in</p>

	preparation for sale-yard movements, making management decisions on stock numbers based on market forces, as well as planning ongoing farm maintenance that includes time and cost implications.
Conclusion:	Tūranga Ararau is meeting the expectations of the Māori and Pasifika Trades Training initiative through its on-farm training programme. There are no gaps arising, and high outcomes reflect this exemplary performance.

# Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that Tūranga Ararau

- Develop and implement a broader teaching workforce development plan.
- Ensure the academic committee actively monitors credit awards and funding claims; and that its 'terms of reference' is demonstrably implemented.

# Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

There are no requirements arising from the external evaluation and review.

# Appendix 1

## Tūranga Ararau – 2017 programme outcomes summary

<i>Programme</i>	<i>Course completion %</i>	<i>Qualification completion %</i>	<i>Higher study/ employment %</i>
NZ2212 Agriculture Livestock Breeding Level 4	89	75	100
NZ22125 Ag VMI Level 3	97	97	100
NZ2220 Agricultural Farm Systems Level 3	86	79	86
NZ2217 Agriculture PLP Level 3	80	80	100
NZ2214 Ag Livestock Animal Husbandry Level 3	95	88	100
NZ2218 Primary Industry Skills Level 2	95	89	70
NCEA VP Primary (Farming) Level 2	89	72	80
NZ2334 Forestry Operations Mensuration Level 3	93	88	100
NZ 2326 Harvesting Operations Quality Control	100	100	100
NZ2325 Forestry Foundation Skills Level 2	95	80	100
NCEA VP Primary (Forestry) Level 2	69	50	50
NC1710 Recreation and Sport Level 2	95	86	100
NC1594 Outdoor Recreation Level 3	92	85	90
NCEP4N VP (Hospitality) Level 2	99	94	94
NZ2435 Manaaki Marae Level 2	100	100	70
NCEP4N Sport and Recreation Level 2	68	67	67
NC1710 Recreation and Sport Level 2	100	100	100
NCEA 0928 Level 1	100	93	93
NC1470 Horticulture Level 1	91	88	88
NC0426 Te Reo Level 4	92	57	50
NC5213 Computing Level 3	69	50	50

# Appendix 2

## 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.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>8</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>8</sup> NZQA and the Tertiary Education Commission comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## 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](http://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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