



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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External Evaluation and Review Report

Te Rūnanga o Tūranganui ā Kiwa,
trading as Tūranga Ararau

Date of report: 1 February 2023

About Tūranga Ararau

Tūranga Ararau, as the iwi education provider of Te Runanga o Tūrangānui a Kiwa, provides learning and employment programmes. The organisation offers the skills, knowledge and qualifications necessary for the iwi of Rongowhakaata, Ngāi Tāmanuhiri and Te Aitanga a Māhaki to manage, control and advance their cultural and economic resources.

Type of organisation:	Private training establishment (PTE)
Location:	Gisborne and surrounding areas
Code of Practice signatory:	No
Number of students:	Domestic: approximately 90 equivalent full-time students. Nearly all learners are Māori and associated with the iwi of Tūrangānui-a-Kiwa.
Number of staff:	44 full-time equivalents, 12 part-time (17 full-time tutors, four part-time tutors)
TEO profile:	Tūranga Ararau
Last EER outcome:	Highly Confident in educational performance Highly Confident in capability in self-assessment
Scope of evaluation:	This is an all-of-organisation external evaluation and review (EER). Two areas of delivery were selected as focus areas: <ul style="list-style-type: none">• Youth Guarantee provision (Levels 1 and 2)• New Zealand Certificate in Agriculture (Vehicles, Machinery and Infrastructure) (Level 3) (ID: 120179) Leads to the award of the New Zealand Certificate in New Zealand Certificate in Primary Industry Operational Skills (Level 3) with optional strands in Specialist Equipment, and Infrastructure [Ref: 2215]
MoE number:	9646
NZQA reference:	C51081
Dates of EER visit:	28 and 29 June 2022

Summary of results

Ngā hua o te Whare Ako me Ngā Whakairinga Kōrero: Kaupapa are generally strong, imbue performance across most levels of the organisation, and inform effective self-reflective practice on organisational performance. There is good evidence of improved outcomes, and there are few gaps or weaknesses which have some impact but are mostly managed. Self-reflective practice is generally a part of a reasonably coherent approach across the organisation.

He Pounamu Kahurangi – Ngā hua o te Whare Ako

- Tūranga Ararau is focused on ensuring high qualification completion and progression to higher learning or employment.
- The reflective culture of Tūranga Ararau, the ongoing internal communication and strong relationships with external stakeholders provides an environment for regular review of programmes and the organisation. This ensures the PTE continues to appropriately meet the needs of key parties, while also aligning to external requirements.

He Pounamu Kahurangi – Ngā Whakairinga Kōrero

- Barriers to learning are minimised and resources are used effectively to enhance the learning, beyond the expectations of the programme.
- Assessment is suitable to industry needs and learner outcomes. Rigorous processes ensure valid, fair practice including supervision and support that is beyond the requirements of the programme.
- Relationships between tauira, kaiako and kaimahi are purposeful and contribute to the outcomes and success of the whare ako. Tūranga Ararau also maintains relationships with graduates and monitors their progression. Learning and achievement enhances tauira wellbeing, abilities and attributes, and provides pathways to higher learning and/or employment.
- The needs and aspirations of tauira, kaiako, kaimahi, whānau, hapū, iwi and communities are identified and responded to.
- The whare ako regularly reviews its organisational kaupapa to ensure ongoing relevance to tauira,

whānau, hapū, iwi and where relevant, hapori Māori, communities and stakeholders.

- Te reo and tikanga Māori is valued and enabled at all levels of organisation.
- Learning environments are planned and responsive to required changes such as during the COVID-19 lockdown. Barriers to learning are minimised to improve access to the programmes across the rohe.
- The organisation and learning is supported by a cohesive work and learning environment that promotes information sharing and growth of staff, who are intrinsically connected to the rohe and iwi.

He Pātai Arotake¹

2.1 Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?

Ngā hua o te Whare Ako:	He Pounamu Kahurangi
Ngā Whakairinga Kōrero	He Pounamu Kahurangi
Ngā Kitenga/ Findings and supporting evidence:	<p>Tūranga Ararau is the education provider of Te Rūnanga o Tūranganui a Kiwa, which represents the interests of the three main iwi of the Gisborne area: Rongowhakaata, Ngāi Tāmanuhiri and Te Aitanga a Māhaki. Tūranga Ararau focusses on providing learning and employment programmes, to enable the iwi to manage, control and advance their cultural and economic resources.</p> <p>Tūranga Ararau is focused on ensuring high qualification completion and progression into higher learning or employment, and achieved very strong course and qualification rates from 2018-21. In particular, the Youth Guarantee provision achieved well above the national sector average for that period (in 2019, the Youth Guarantee provision achieved 19 per cent higher than the national average, and in 2020, 13 per cent higher).</p> <p>The organisation has clear leadership and direction, with strong relationships with iwi that guide strategic decisions; and the PTE monitors success according to iwi aspirations. Furthermore, relationships with key stakeholders are well established and provide the whare ako with expert industry advice and guidance in practical skills and knowledge, which leads to employment for the learners. Industry and key stakeholders give input on the graduates' success and progress through community, rūnanga and consortium hui.</p> <p>There are positive and enduring relationships between taura and kaiako, demonstrated through respectful engagements and communication. The learning content is relevant and current, and is supported by quality materials, resources, tools,</p>

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

	<p>equipment and machinery. The learning environments are appropriately planned and inclusive, and are also responsive to required changes such as during the COVID-19 lockdown.</p> <p>Overall barriers to learning are minimised and learning environments enable all taura to thrive. Resources are also used effectively to enhance the learning, beyond the expectations of the programme. Examples include providing fee-free programmes resourced with the latest learning materials and machinery/equipment (i.e. the forestry strands); and high-quality and relevant learning environments such as the live-in, purposefully designed Ruapani Farm station.</p> <p>There is strong support available for academic, pastoral and personal needs. One-on-one support is also available, to assist taura who are falling behind on coursework. Theoretical learning is supported with practical application (i.e. farming and forestry skills), and delivery is adapted to suit the subject area (i.e. the farming calendar). Taura are appropriately prepared for the workforce, and connected to employers through open days and awards events.</p> <p>There is a strong reflective culture across the organisation, which ensures the projects, initiatives and programmes align to the aspirations set for the whare ako. Succession is planned and leadership responsibilities are shared among key staff. Moderation practice (internal, external, pre- and post-assessment) have positive outcomes, which are supported by a robust process that ensures staff are adequately trained and supported and receive feedback on their practice. Essential compliance matters are monitored regularly, and the complex requirements of regulators and iwi/community are tracked and are front of mind in all interactions and activities. A culture of accountability to taura and community is embedded across the organisation.</p> <p>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 taura needs change. The whare ako is financially alert and considered in all decisions affecting learning, and good business judgement is used to balance viability against need. The collection, use and analysis of data is apparent, providing key information and informing key decisions for the provider, as well as contributing</p>
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	<p>to regional and local developments in education in collaboration with key organisations and consortiums.</p> <p>Regular performance appraisal and kaimahi supervision – both formally and informally – provide insight into practice, as well as alignment to the personal and professional goals of staff. Staff are supported with professional development that contributes to their subject knowledge and teaching development. The wellbeing of staff and taurira is a priority for the whare ako, and this filters into delivery and staff-taurira interactions. Te reo and tikanga Māori are valued and enabled at all levels of the organisation.</p>
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Focus areas

2.1 Te Wā Arotahi 1 and 2

Ngā hua o te Whare Ako:	He Pounamu Kahurangi
Ngā Whakairinga Kōrero:	He Pounamu Kahurangi
Whakamārama:	<p>Two areas of delivery were selected as focus areas:</p> <ul style="list-style-type: none">• Youth Guarantee provision (Levels 1 and 2)• New Zealand Certificate in Agriculture (Vehicles, Machinery and Infrastructure) (Level 3) (ID: 120179) Leads to the award of the New Zealand Certificate in New Zealand Certificate in Primary Industry Operational Skills (Level 3) with optional strands in Specialist Equipment, and Infrastructure [Ref: 2215] <p>The Youth Guarantee programmes re-engage taura in the education sector and provide taura the opportunity to develop the foundation skills and knowledge they need to progress to higher levels of study and employment. Taura are able to experience learning opportunities such as in hospitality, horticulture, farming, forestry, sport and recreation, tourism and te reo Māori. The programmes lead to a number of qualifications such as NCEA with vocational pathway and the New Zealand Certificate in Foundation skills.</p> <p>The New Zealand Certificate in Primary Industry Operational Skills is a fees-free, 45-credit programme. It provides taura with a strong foundation in the farming industry. Taura receive both theoretical and practical experience, working and living on site at the Ruapani or Waingake stations.</p> <p>The outcomes for this focus area are included within the main body of this report.</p>

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.

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

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

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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. 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 fraud²*
- 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.*

² NZQA and the Tertiary Education Commission (TEC) 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 under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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