

Report of External Evaluation and Review

Te Wānanga Whare Tāpere o Takitimu

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 16 December 2014

Contents

Purpose of this Report.....	3
Introduction	3
1. Te Wānanga Whare Tāpere o Takitimu	3
2. Scope of external evaluation and review	5
3. Conduct of external evaluation and review.....	6
Summary of Results	7
Findings	9
Recommendations	17
Appendix	18

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Final Report

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:	Te Wānanga Whare Tāpere o Takitimu (Takitimu)
Type:	Private training establishment (PTE)
Location:	706 Albert Street, Hastings
Delivery sites:	As above
First registered:	1 July 1991
Code of Practice signatory:	Not applicable
Number of students:	<ul style="list-style-type: none">• Domestic: 64 students• New Zealand Māori: 93 per cent• Pasifika: 7 per cent• Other: 3 per cent (some students have dual affiliations)
Number of staff:	Four full-time equivalents, nine part-time contract specialist staff
Scope of active accreditation:	Takitimu did not offer any unit standard assessments for 2013, but for 2014 will be offering training within the following domains: Business and Management, Dance, Drama, Māori Performing Arts, Music, Performing Arts Technology and Te Reo Māori. Takitimu currently has an application with NZQA to increase its scope for consent to assess. For the full Takitimu accreditation see: http://www.nzqa.govt.nz/providers/nqf-

accreditations.do?providerId=984751001

Distinctive characteristics: In 2013, Takitimu celebrated 30 years of delivering programmes specialising in Māori performing arts. Programmes currently offered include:

- Two-year Diploma in Māori Performing Arts (Level 6)
- Diploma In Māori Art (Advanced) (Level 7)

Takitimu has a self-sustaining theatre production company called The Kahurangi Māori Dance Theatre (Kahurangi). Kahurangi is nationally and internationally recognised. The relationship Takitimu has with Kahurangi enables graduates to be employed and/or to participate in a theatre and performance programme in schools throughout New Zealand. Kahurangi travels extensively overseas in Malaysia, India, Canada and the United States. Together with Takitimu, it provides pōwhiri for visiting dignitaries at Parliament in Wellington. Takitimu students in year two of the diploma take part in a six-week practicum, applying their skills as members of the Kahurangi touring group. In addition to the PTE, Takitimu operates a kōhanga reo and kura kaupapa on site. The kura extends up to year 8. Takitimu has applied to the Ministry of Education for whare kura (secondary school) status.

Recent significant changes: Both the chief executive and financial controller (husband and wife) have suffered ill health this year and their roles have been temporarily filled by their two daughters, both of whom are long-term employees of Takitimu and keen to successfully continue the 30-year legacy of the PTE.

Takitimu has strengthened relationships with other tertiary education organisations (TEOs) and schools. It delivers te reo, tikanga and performing arts programmes to two secondary schools and is in negotiation to offer similar components to trade training TEOs.

Takitimu has recently submitted an application for consent to assess for a significant number of domains, which will broaden its delivery scope, increase its programme offerings and strategically

	strengthen its position to meet the Targeted Review of Qualifications (TRoQ) changes.
Previous quality assurance history:	At the previous NZQA external evaluation and review (EER) in November 2010, the evaluation team was highly confident in the educational performance of Takitimu and confident in its capability in self-assessment.
Other:	In March this year, the Tertiary Education Commission (TEC) notified Takitimu that the TEC would not be funding Takitimu for 2015. Takitimu has submitted a proposal plan to TEC seeking a funding reinstatement. Takitimu is currently awaiting the outcome of this proposal.

2. Scope of external evaluation and review

The scope for the EER included the following focus area:

- Diploma in Māori Performing Arts (Level 6)

The diploma, a two-year programme, has the largest number of students (33). In addition, there are 21 students enrolled on the Taikura version of the diploma. (Taikura students are aged 55 and over and complete the programme part-time over four years.) The programme includes a six-week practical component where students perform in schools as members of Kahurangi (the Takitimu theatre production company). Ten students are enrolled in the only other programme on offer, the Diploma in Māori Art (Advanced) (Level 7).

The scope also included the mandatory focus area of:

- Governance, management and strategy.

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.

Two evaluators conducted the EER over two days at the Takitimu Hasting site.

During the EER visit, discussions were held with governance and management representatives, teaching staff, external stakeholders, graduates and students. These conversations were complemented by the Takitimu self-assessment information submitted before the EER and a range of documentation presented during the EER. These included a PowerPoint presentation of the 30-year history and milestones of Takitimu, student achievement progress reports, Takitimu business plan, TEC investment plan, video evidence of student performance, staff teaching plans, staff meeting minutes, tutor monthly reports and the proposal to the TEC for funding reinstatement for 2015.

Summary of Results

Statement of confidence on educational performance

NZQA is **Not Yet Confident** in the educational performance of **Te Wānanga Whare Tāpere o Takitimu**.

- In 2013, qualification completions plummeted from 100 to 16 per cent due in the main to a significant exit of students in the second half of their final year. Course completions fell well below the PTE medians for 2012 and 2013. This was a marked contrast to the previous years of 2011 and 2012 where Takitimu exceeded the qualification completions educational performance indicator agreed with the TEC. Takitimu also exceeded the PTE and institutes of technology and polytechnics median for this indicator for this period. As a result of the fall in qualification completions, the TEC notified Takitimu earlier this year that it will not be funding Takitimu in 2015.
- Management and teaching staff are acknowledged, experienced exponents and teachers of te reo Māori, music and Māori performing arts, as evidenced by their involvement as advisors and participants on local and national performing arts, reo Māori strategies and music bodies. However, staff acknowledged that the 2013 results reminded them that they cannot be complacent based on earlier years' results.
- Anecdotal evidence was provided that graduates secure employment in the Takitimu international and national troupes, as tutors of kapa haka in the local schools, tutors of the Takitimu programmes, tutors or advisors to national kapa haka teams, and employment in local kōhanga reo and kura kaupapa Māori. Takitimu is not collating, documenting and analysing this rich information to provide evidence of the value of the training outcomes to the community, employers and graduates.
- Students and stakeholders value outcomes beyond qualification completions, such as the noticeable growth in personal development, te reo Māori ability, performing arts skills and an increased confidence in performance. These comments have been recorded in their positive evaluations and testimonials about the programme and staff.

The evaluators agree with Takitimu that the 2013 qualification results were poor. Staff agree that mid-year enrolments, which then lead to a break over the Christmas period, have an adverse impact on retention. Takitimu has built on strong industry and community networks and relationships. It has extended these relationships to deliver te reo Māori, tikanga and Māori performing arts programmes to secondary school students in partnership with local schools, marae and trade training TEOs. This should boost recruitment so that mid-year enrolments are not required. In addition, self-assessment strategies around pastoral care and student achievement monitoring have been strengthened. The previous years' results were

Final Report

very good, including those prior to the last NZQA EER, and these achievements are acknowledged. In addition, the value of the other outcomes achieved and attested to by the students, graduates and stakeholders have also been taken into consideration.

Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **Te Wānanga Whare Tāpere o Takitimu**.

- Achievement results for 2013 were poor. As a result of the dramatic fall in achievement results, Takitimu recruited an external contractor with considerable experience in human resources management, performance monitoring and internal policy and procedure development to manage a self-review, analyse the findings and formulate an action plan to address recognised declines in taura retention and course success.
- A number of actions have been identified to prevent a repeat of the 2013 achievement results. These actions include management (reviewed quality assurance processes and practices), teaching (delivery, assessment moderation, monitoring of achievement), student support (monitoring progress and retention, pastoral care), administration (completion of forms and templates, graduation destinations). The action plan was agreed in July and therefore it is in the early period of implementation, too early to see the effectiveness of these actions or the impact on achievement.
- Early this year, the TEC notified Takitimu that it will not be funding Takitimu in 2015. Takitimu has submitted a proposal to the TEC seeking a funding reinstatement. The proposal includes the outcome of the internal review and proposed actions. Takitimu is currently awaiting the outcome of this proposal.

Management and staff are committed to turning this performance around. The internal review and the resulting analysis was thorough, identifying the critical issues to address. The actions planned are appropriate and likely to lead to improved results; however, until improved results are confirmed, the evaluation team concludes that it is not yet confident in the self-assessment capability of Takitimu.

Findings¹

1.1 How well do learners achieve?

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

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

Takitimu exceeded its agreed targets with the TEC and the overall PTE medians for course completions and qualification completions for 2011 and for qualification completions in 2012. There was a decrease in course completions for 2012. However, in 2013 there was a decrease again in course completions and a marked decrease in qualification completions. For a number of reasons, which are known to Takitimu staff, students who enrolled in July 2012 did not return after the Christmas break. At that point, students had achieved more than half the programme assessments. As expected, the numbers of students exiting early significantly affected qualification completions. A self-review of this period has identified the most likely reasons for these results. These include full-time employment (8 per cent), family issues (28 per cent), competitive fields of study in other Māori performing arts (22 per cent), relocation (15 per cent), competitive fields of study in non-Māori performing arts (27 per cent). In addition, the PTE celebrated its thirtieth year of operation, which culminated in a performing arts show that diverted some attention away from student achievement.

Table 1. Takitimu overall educational performance indicator data								
	% Course completions		% Qualification completions		% Progression to higher level		% Retention	
	Takitimu	PTE median	Takitimu	PTE median	Takitimu	PTE median	Takitimu	PTE median
2011	92	86	100	80	NA	NA	91	75
2012	77	85	100	82	NA	NA	97	75
2013	61	85	16	80	NA	NA	59	77
Takitimu exceeded its agreed targets with the TEC and the overall PTE medians for course completions and qualification completions for 2011, and for qualification completions in 2012. Over a three-year period, course completions averaged 77% and qualification completions 72%, which are still good achievements over time.								

Students, graduates and stakeholders maintain that the skills and attributes of the performing arts gained during study are still a feature of graduate outcomes closely linked to raised well-being and other personal attributes. 'Confidently communicating with others' and 'confidence to perform' were noted by students and graduates as positive outcomes of the programme. Takitimu anecdotally knows where its graduates have moved to, including employment with its Kahurangi

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

international and national troupes, as tutors of kapa haka in the local schools, tutors of the Takitimu programmes, tutors or advisors to kapa haka teams, and employment in local kōhanga reo and kura kaupapa Māori.

Following the 2013 results, Takitimu undertook a self-review, employing an external contractor with considerable experience in human resources management, performance monitoring and internal policy and procedure development. The intent of the self-review was to determine what had happened and to formulate an action plan to address reduced student retention and course success. The review identified a number of actions to prevent a repeat of the 2013 achievement results. Tutors all have their own systems for keeping progress results. However, Takitimu has found that it can improve this system by formulating a standard model, monitored monthly at staff meetings to ensure that all students are on track to meet targets. Any students identified as requiring additional support are discussed and monitored at weekly staff meetings.

The remedial actions include:

- Weekly staff meetings to discuss student progress. This includes re-negotiating the part-time staff contracts to reflect the need for additional meeting times
- Providing taura with breakfast for nutrition and also to informally discuss any taura concerns
- Strengthening newly formed relationships and memorandums of understanding with schools, TEOs and local marae to enhance recruitment strategies and future pathways
- Teaching staff actively engaging in continuous quality improvement, including meeting weekly to discuss teaching practice methodologies and collaborative strategies to deliver papers
- Formally documenting evidence to note trends and inform practice, i.e. destination data and feedback, completing staff appraisals and professional development plans, and moderation processes and outcomes.

Takitimu acknowledges that the 2013 student achievement results were very disappointing in terms of student course and qualification completions. The implementation in July this year of an action plan to mitigate this happening again is too soon to see its full effectiveness and impact. However, some actions already in place – such as increased pastoral care, weekly monitoring of student achievement and attendance, and teaching staff workshops on collaborative teaching to improve practice – are appropriate and likely to lead to improved results. While Takitimu provides outcomes beyond the achievement of the qualification, it is also paramount that students complete the programme to get maximum benefit from the outcomes.

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 **Good**.

Graduates and stakeholders past and present attest to the value of the outcomes.

Takitimu has a performing arts company (Kahurangi) which performs nationally for schools and corporates and international cultural performing arts shows.

Kahurangi recruits graduates as full-time performers and includes current students to provide actual performance opportunities for students to highlight their skills.

Evaluations from schools performed at and by the student performers are collated and analysed to inform future performances. Evaluations are very positive, noting the skill and professionalism of the troupes. There were 185 school performances in 2013 and, to date, 190 performances are booked for 2014, providing numerous opportunities for students to apply their skills and abilities.

Local schools and kapa haka teams benefit from having skilled students and graduates as tutors. The performing arts industry also benefits, as personnel from Takitimu play key roles as active cultural and performing arts leaders, advisors or participants on national and local bodies (Te Waka Toi, Ratana celebrations, Hawkes Bay City Council, the Matatini National Māori Performing Arts competition and the Māori Music Awards). This continued presence attests to the acknowledged expertise of Takitimu management and teaching staff. Students and graduates continue to be invited to conduct cultural pōwhiri on behalf of Parliament for overseas dignitaries, which attests to the professionalism and standard of performance.

Takitimu fulfils a range of cultural obligations on behalf of local whānau, hapū and iwi. It contributes to the maintenance of cultural knowledge within Ngāti Kahungunu, actively promoting marae development through te reo Māori, tikanga and performing arts classes. The 18 pou whakairo (representing the 18 marae), installed in the Hastings civic centre in 2013 (a shared iwi and district council project) was initiated by the Takitimu chief executive. The taikura students (aged 55 plus) help to fulfil marae responsibilities of reo, whaikorero, karanga and waiata.

Takitimu anecdotally knows where many of its graduates are. However, this needs to more formally documented, and feedback sought from the graduates and employers to affirm the value of the training received and to inform the programme content and delivery. Employment opportunities in Kahurangi would number fewer than 10 annually, hence the importance of documenting where the other graduates are being employed. The value attested to by the students, graduates and stakeholders are also reasons for Takitimu to get back to the success of the years prior to 2013.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

The management and staff are current exponents of Māori performing arts and are active participants in the industry and in national performing arts bodies, and so are well aware of the needs and expectations of the industry. The continued bookings for their performance groups by schools and Parliament attest that these needs are well identified.

Significant student numbers exiting the programme at mid-point led Takitimu to review its methods for identifying and responding to student and stakeholder needs. At enrolment, students undertake assessment tests by each of the specialist tutors to ascertain their skill level and identify any support needs. Students appreciated the work experience opportunities provided by their engagement with Kahurangi, which can lead to longer-term employment.

Takitimu has strengthened its relationships, better identifying the needs of the community and iwi as management are participants in the strategic planning between the Hastings District Council, marae, the local institute of technology and schools. This is a positive advancement for iwi and community development, and in turn has extended the recruitment and pathway opportunities for Takitimu.

While Takitimu has worked hard to review its strategies to identify initial student needs, it acknowledges how important it is to continually monitor these needs to better ensure that students stay with the programme to completion.

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 **Adequate**.

Management and teaching staff are acknowledged, experienced exponents and teachers in te reo Māori, music and Māori performing arts, as evidenced by their involvement as advisors and participants on local and national performing arts, reo Māori strategies and music bodies. Achievement for 2013 was an acknowledged negative anomaly and a wake-up call to not be complacent about past successes and to be responsive to each cohort and the learning from self-review.

Following the 2013 results, management and staff reviewed the reasons for the outcomes and have identified a number of actions to prevent this happening again. In addition to those actions reported in 1.1, staff are working more collegially and sharing effective practice. For example, when students are on tour, the

Final Report

performance staff help the students keep up with their studies so they do not fall behind.

Feedback from students, stakeholders and the schools who contract the Kahurangi performances all have provided positive feedback. Testimonials from graduates also endorse the education and training derived from the programme. However, the number of students who exited early in 2013 signal that there are areas of concern to be addressed.

The extensive Takitimu networks ensure that moderation has always included external personnel acknowledged for their expertise. However, feedback has tended to be verbal and therefore not easily retrieved to reflect on assessment and moderation trends over time or to monitor whether issues raised are repeated or whether they have been addressed. Takitimu acknowledges this shortcoming in its processes and it is one of the actions to be implemented. The evaluation team noted that although staff appraisals and professional development are in place and are used to improve practice, the documenting of these processes is not consistent.

1.5 How well are learners guided and supported?

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 **Adequate**.

Student evaluations attest to satisfaction with the guidance and support received. When students enrol, they are assessed by each tutor according to their specific discipline, and individual learning plans are put in place. This includes the individual support students might require. The unexpected exit of students at the beginning of 2013 for a range of reasons was identified by staff as requiring strengthened guidance and support to retain students and improve achievement.

Following the internal review, pastoral care has been strengthened. A staff member has been allocated the pastoral care role to monitor student support and to work alongside tutors to support both the students and staff. Already there has been improvement in the monitoring and support for students, as one person is collating and acting on information from a number of part-time specialist staff. This including strengthened support when students are away performing in schools.

Management provides daily breakfast and uses this time to meet informally with students to ascertain whether there are any issues. Students really appreciate the opportunity to discuss any matters. This opportunity to meet informally was identified in the internal review and staff agree that they are able to respond very quickly to student concerns. This action is likely to allay student concerns and lead to improved retention and success.

1.6 How effective are governance and management in supporting educational achievement?

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

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

Takitimu has enjoyed 29 years of successful delivery. The results for 2013 are inconsistent with the results of preceding years. However, this anomaly does not detract from the seriousness of the 2013 results. Management has responded by recruiting an external reviewer to support staff to review and monitor remedial actions to improve performance. While this recruitment happened in March 2014, implementation of the actions began only in July and it is too soon to see their full effectiveness and impact, although early indications are that a number of interventions are resulting in better responsiveness to student concerns, improved pastoral and academic support, and closer monitoring of student attendance and achievement.

Takitimu has a clear strategy for the future. It has extremely strong local networks, including the schools across New Zealand that continue to contract Kahurangi, which provides the practical industry performance components of the programme. These networks extend to marae and community development through the district council/iwi/local institute of technology partnership, enhancing recruitment opportunities and training pathways.

Management and staff are acknowledged exponents and teachers of te reo Māori, music and Māori performing arts and are on local and national Māori performing arts bodies and so have a responsibility for ensuring successful delivery and achievement of their programmes. Careful review, monitoring and support are required to achieve the practical results and the high level of performance shown in the video performances of the students and graduates for assessment purposes and with Kahurangi, the Parliamentary pōwhiri, and the Māori Music Awards. Takitimu needs to transfer these strong practices to its self-assessment to demonstrate it is showing effective governance and management in supporting educational achievement.

Takitimu is assured that if students stay the length of the programme, they will likely be successful, as noted in past qualification completion results. The reasons provided for students leaving the 2013 programme early generally were employment, personal circumstances, and transferring to other training organisations. These pressures will continue for the current and future cohorts. The challenge for Takitimu is to work collaboratively and proactively improving practice and monitoring students to mitigate these pressures so students will remain and complete their programmes successfully.

As reported earlier, ill health has affected key governance and management staff. The staff succession planning and changes, review activities and improvements

have shown that governance and management has shifted focus back to achievement, and the soundness and potential effectiveness of the interventions.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: Diploma in Māori Performing Arts (Level 6)

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

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

Recommendations

NZQA recommends that Te Wānanga Whare Tāpere o Takitimu:

- Work with haste to implement the actions identified in the self-review to strengthen its management of delivery, assessment, moderation and support for students to provide an environment for success
- Continue to monitor the pastoral care of students; Takitimu has identified that external pressures have an impact on student retention and consequently success
- Collate and analyse information such as graduate destinations to input back into the programmes
- Ensure process documentation, including staff appraisal, professional development, internal and external moderations are consistently completed
- Continue to monitor that there is a consolidated and comprehensive effort by all involved to drive improvement.

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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