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External Evaluation and Review Report

Ringa Atawhai Matauranga Limited

Date of report: 7 July 2021

About Ringa Atawhai Matauranga Limited

Ringa Atawhai is a marae-based, Tai Tokerau-centric Māori organisation established in 2015 to create opportunities and educational experiences for whānau, iwi, community and the wider health and disability sector.

Type of organisation:	Private training establishment
Location:	10a Porowini Avenue, Morningside, Whangarei
Code of Practice signatory:	No
Number of students:	Domestic 2020: 256 (154.5 equivalent full-time students)
Number of staff:	Four full-time equivalents, eight part-time
TEO profile:	Ringa Atawhai Matauranga Limited Supported by the local hapū, Ringa Atawhai was described by a stakeholder as ‘emblematic of the dream for the land of Kākā Porowini [where the PTE is located] to be a centre for rangatahi Māori and isolated Māori whānau to find more opportunities’. The chief executive of Ringa Atawhai Mātauranga has a 60 per cent shareholding interest in the PTE but is not a director. Ringa Atawhai is starting a transition towards new management, with the current chief executive finishing at the beginning of 2022. Planning for this is currently underway.
Last EER outcome:	Ngā hua o te Whare Ako: Pounamu Whakairo Te Whakairinga Kōrero: Pounamu Whakairo
Scope of evaluation:	<ul style="list-style-type: none">• Health and Social Wellbeing programmes. The new incoming programme covers health and wellbeing, and this focus area will give insights into the systems that will support this programme, as well as currently supporting existing programmes.• New Zealand Certificate in Tikanga a Rongoā (Level 3). This programme is delivered over

multiple sites and has had the highest enrolments. This programme was also suggested by the provider as a focus area because it is the basis for many of the PTE's external relationships.

MoE number: 8025
NZQA reference: C45320
Dates of EER visit: 23 and 24 March 2021

Summary of Results

Ngā hua o te Whare Ako: Kaupapa are generally strong and imbue performance across most levels of the organisation; there are few gaps or weaknesses, which have some impact but are mostly managed effectively.

Ngā Whakairinga Kōrero: Kaupapa are used inconsistently to understand organisational performance and bring about worthwhile improvements; there is little evidence of improved outcomes; some gaps or weaknesses in self-reflective practice which have not been managed effectively; self-reflective practice is not part of a coherent approach across the organisation.

He Pounamu Whakairo – Ngā hua o te Whare Ako

- Organisational leadership is supported by extensive industry experience, knowledge and commitment to the kaupapa. As the organisation moves to new management, the board will need to ensure fair distribution and documentation, the seamless transition of key responsibilities within the new structure, as well as systematic and consistent oversight of the quality of programmes.

He Pounamu Hukihuki – Ngā Whakairinga Kōrero

- Ringa Atawhai is managed by a motivated, connected, experienced and knowledgeable management team which is committed to the development and growth of descendants in the wider Tai Tokerau region. This is apparent in the activities and decisions undertaken by the governance and management of the organisation, including the responsiveness to COVID-19.
- Ringa Atawhai has strong and purposeful relationships, which align to the direction of the organisation and aspirations of key stakeholders.
- Overall, completion rates have improved year on year. Qualification completion rates of the focus areas fall short (2018-2020) of the overall (75.6 per cent) average, with Health and Wellbeing sitting at a 63 per cent average, and Rongoā at 72 per cent average. Stronger and regular analysis, interpretation and use of performance data will assist Ringa Atawhai understanding of achievement to inform quality improvements throughout the programmes.

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- Programmes are well designed and regularly reviewed to meet community needs and the learning needs of ākonga. These are supported by appropriate learning resources.
 - Ringa Atawhai kaiako, descending from the rohe, are motivated by strong connections, skills and knowledge about the subjects they teach, the industry and their learner groups. However, stronger academic oversight will strengthen organisational understanding of the quality of teaching and learning, and alignment to the academic expectations of the organisation.
 - Ākonga are appropriately supported with relevant practical and theoretical knowledge, including literacy and numeracy support as required.
 - Teaching matches the learning needs of the ākonga, and the learning experience is authentic, transformative and mana-enhancing. This could be improved with tighter monitoring and alignment of teaching against approved programme expectations.
 - The overall outcomes of the programmes have a positive impact on the wider Tai Tokerau Māori communities, leading to integrated health services and an improved health workforce within district health boards, as well as life-changing experiences.
 - Assessment practice could be improved by a systematic and coordinated moderation system that verifies both practical and theoretical assessments, collates feedback, and engages all kaiako to ensure consistency of marking.

He Pātai Arotake¹

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 Whakairo
Ngā Whakairinga Kōrero	He Pounamu Hukihuki
Ngā Kitenga/ Findings and supporting evidence:	<p>Ringa Atawhai is a Tai Tokerau-based provider which aims to predominantly serve the descendants of their encompassing iwi and hapū. The organisation is iwi-focussed, with plans for expansion and growth into certain areas of the North Island as directed by stakeholders. Current expansion matches the aspirations of governance and are realised in the programme provision in Waikato and Tuwharetoa.</p> <p>Ringa Atawhai maintains purposeful relationships that align to the strategic direction of the organisation and its provision. Staff have strong networks within the respective sectors, and external advice and expertise are accessible and sought as necessary. The evaluators heard and saw strong support and advocacy at political, marae and whānau levels for Ringa Atawhai, based on stakeholder aspirations to improve outcomes for their people of Whangārei and the greater Tai Tokerau region. Organisational expansion into wider geographical spaces has seen improved and formalised processes for formally engaging key stakeholders.</p> <p>Ringa Atawhai is guided by a kaupapa-driven board with a diverse and appropriate set of expertise in education, business and te ao Tai Tokerau, to contribute to relevant strategic discussions and decisions. The vision and values of the organisation are powered by a committed and passionate management team with in-depth organisational knowledge and experience, and astute planning and implementation priorities. Ringa Atawhai expects to move to new management by 2022.</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>Across the organisation, there is a clear commitment to the preservation of Te Tai Tokerautanga, as evidenced in the recruitment of staff and provision of programmes.</p> <p>The organisation is supported by an improved and fit-for-purpose data management system, with recently increased capability around collection and analysis of data. The current policies and procedures are under review; however, systemic usage of these is not yet apparent. The monitoring of risks and complaints could be strengthened with regular oversight of a systemically applied process that affords an opportunity to engage by all students and staff across all delivery sites.</p> <p>Ringa Atawhai is responsive to most compliance requirements for NZQA and maintains regular contact as necessary. A process exists whereby most important compliance responsibilities for NZQA are monitored by management and checked by governance. Improved and systematic processes around the observation of programme learning hours will ensure all approved hours are being met by the students.</p> <p>Overall performance data, and disaggregation of data at programme level, shows some graduates are gaining qualifications. Stronger and more in-depth analysis of data will help strengthen the organisation's understanding of the outcomes as normal self-assessment practice.</p> <p>The evaluators heard about the high-value contributions that the programmes and organisation make to individuals, whānau, hapū and iwi. Outcomes for taurira contribute to significant personal growth and development, and overall wellbeing and connection with whānau. The qualifications validate the skills and knowledge of existing kaimahi working in the health sector, and broaden knowledge and connections to te ao Māori. The Health and Wellbeing programmes contribute to pay parity and increases in responsibilities in the workplace, allowing for a more meaningful contribution to decision-making activities. In addition, taurira said they had more confidence, insight into Māori, and building of their own self-development. Regular and purposeful collection, collation and analysis of student feedback will help identify themes, and inform areas of focus and improvement.</p> <p>Teaching modules and learning hours for teaching are clearly outlined in contracts for kaiako to understand their obligations and expectations that align to programmes. Teaching and learning activities are monitored at management and</p>
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	<p>governance levels and inform education decisions relating to compliance, achievement and the programme. Formal and regular monitoring and reporting of the quality of teaching is not apparent, and would further inform support for kaimahi and better understanding of the consistency of the quality of teaching.</p> <p>Programmes are relevant to learners and meet stakeholder expectations, particularly that of local iwi. Programmes are regularly reviewed, with input from kaiako and taura. Reflection on review processes has led to improvements such as the incorporation of graduate profile outcomes, to better understand the matching of attained knowledge with the learning expectations of the programmes.</p> <p>Ringa Atawhai has strong support systems to assist the learning and pastoral needs of learners and kaiako. Academic and pastoral support is readily accessible to all learners, along with the awahi of kaumatua. Enrolment processes ensure taura are appropriately prepared for the programme and the level of learning.</p> <p>Barriers to learning are minimised and learning environments are planned and structured. Ringa Atawhai accommodates the learning needs of taura by customising teaching and learning activities, such as a portfolio as a record of evidence of learning outcomes. Ringa Atawhai also responded to learner needs throughout COVID-19 and managed learning expectations by moving to Zoom classes and creating a post box for assessments. Taura say kaiako provide a safe learning space.</p> <p>Programmes are delivered by experienced, skilled kaiako, with current and relevant knowledge in the subject area and in teaching. Regular internal professional development supports information-sharing, and kaiako contribute to programme developments to improve teaching and learning for students, as well as programme content. There is a lack of management oversight of teaching and learning through appraisal or observation of tutors, and it is therefore unclear how management has an understanding of the quality of teaching.</p> <p>Learning materials are fit for purpose. Appropriate external expertise is employed to support assessment judgements and programme delivery. Student progress is appropriately tracked and reported to taura and management. Active monitoring of</p>
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	<p>progress by kaiako ensures those falling behind have opportunities to catch up and keep in contact.</p> <p>There is varied understanding of moderation practice and purpose by the kaiako. It is not clear how assessor judgements, evidence and assessment tasks are consistently verified to support assessment practice. There is a lack of process to ensure consistency in marking and assessment practice across the programmes, particularly where there are multiple kaiako in one programme. Assessment could be better supported to ensure tasks appropriately match the expectations and level of the qualification. Equally, systematic collation and review of moderation feedback would support performance and development of the programme and kaiako.</p> <p>As the organisation moves to new management, Ringa Atawhai and the board will need to ensure fair distribution and documentation and seamless transition of key responsibilities within the new structure. The board will also need to ensure an active role in developing systematic and consistent oversight of the quality of programmes.</p>
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Focus areas

2.1 Te Wā Arotahi: Health and Social Wellbeing programmes

Ngā hua o te Whare Ako:	He Pounamu Whakairo
Ngā Whakairinga Kōrero:	He Pounamu Hukihuki
Whakamārama:	<p>Ringa Atawhai offers two New Zealand Certificate in Health and Social Wellbeing (Level 4) programmes: Social and Community Services and Mental Health and Addictions; and Primary Care Assistance. Each programme is worth an approximate 120 credits, delivered over 40 weeks from February to November. Each programme includes one noho marae (wānanga) per month, three opportunities per week to connect with the kaiako, and a substantive practicum component in the workplace. These programmes are delivered in Whangārei.</p>

2.2 Te Wā Arotahi: New Zealand Certificate in Tikanga a Rongoā (Level 3)

Ngā hua o te Whare Ako:	He Pounamu Whakairo
Ngā Whakairinga Kōrero:	He Pounamu Hukihuki
Whakamārama:	<p>Ringa Atawhai offers the New Zealand Certificate in Tikanga a Rongoā (Level 3). This programme is worth 60 credits and is delivered between February and June, making up approximately 600 hours of study time. This comprises: four three-day noho marae (wānanga), two opportunities per week to connect with the kaiako for tutorial support, and self-directed learning. This programme is delivered in Whangārei, Hokianga and Hamilton.</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.

NZQA recommends that Ringa Atawhai Maturanga Limited:

- Ensure consistent application and accessibility of policies and procedures across all programmes, staff, students and locations, including a risks/complaints register.
- Apply regular and in-depth analysis and interpretation of aggregated and disaggregated achievement data to understand performance, and to inform quality improvements.
- Regularly collate and analyse all feedback including stakeholders, students and moderation, to identify themes and understand the value of the contributions made by the programmes and organisation, and areas of improvement.
- Ensure regular and formalised oversight of teaching practice to understand and inform the overall quality and consistency of teaching and learning, staff development and growth, and alignment to programme expectations.
- Strengthen staff understanding of moderation purposes and processes to ensure an evidence-based process for validating theory and practical assessment judgements, and consistency of marking and expectations.

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.

NZQA requires Ringa Atawhai Maturanga Limited to:

- Strengthen monitoring of programme learning and self-directed learning hours to align with the approved programme delivery.

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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