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MANA TOHU MĀTAURANGA O AOTEAROA

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# External Evaluation and Review Report

Maniapoto Training Agency

Date of report: 15 June 2021

# About Maniapoto Training Agency

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*Maniapoto Training Agency is a small private training provider based in Te Kuiti, focused on supporting youth to reengage in training and education and achieve success for themselves, their whānau and their community.*

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Type of organisation:	Private training provider
Location:	51 Taupiri Street, Te Kuiti
Code of Practice signatory:	No
Number of students:	Domestic: 52 EFTS <sup>1</sup> (Māori (71 per cent), European (27 per cent), Pasifika (1 per cent)) International: nil
Number of staff:	Seven full-time equivalents
TEO profile:	<a href="#">Maniapoto Training Agency</a>
Last EER outcome:	Highly Confident in educational performance Highly Confident in capability in self-assessment
Scope of this evaluation:	New Zealand Certificate in Primary Industry Skills (Level 2)
MoE number:	8875
NZQA reference:	C45361
Dates of EER visit:	29 and 30 March 2021

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<sup>1</sup> Equivalent full-time students

# Summary of results

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*Maniapoto Training Agency (MTA) achieves positive outcomes for young people in their community who have had variable success in the compulsory education system. The programmes are well designed to meet the important needs of learners. Governance and management have systems that support effective self-assessment for the organisation's size and context.*

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## **Highly confident in educational performance**

- Students are gaining skills, knowledge and experience relevant to their context. As a result, students are growing in confidence, building employability skills, developing a sense of purpose, and learning to contribute positively to their whānau and community.

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

- Programmes are well designed and delivered by trained and experienced tutors who work well with rangatahi. The learning experience is holistic; students and teaching staff work together as a whānau; pastoral care is holistic; and values are embedded to support the growth and development of cultural identity.
- Assessment is supported by internal moderation that is ongoing, collegial and leads to improvements.
- Governance and management is effective and resources are directed to teaching and learning. There is a clear and unwavering commitment to the strategic purpose of the organisation which has been the foundation of MTA for 40 years. Compliance management has been variable in the past; however, issues have been addressed.
- Self-assessment is ongoing, systematic, relational, informed by data and relevant to context.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do learners achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students at MTA are gaining skills that are relevant to them and their context, including life skills, employability skills (including, teamwork, confidence, communication, respect for others), and practical skills experienced in a real-world context. For some learners, achievement has culminated in the completion of unit standards, credits that lead towards completing a qualification, and fully completing their level 1 or level 2 qualification. These achievements are significant for students who have left the compulsory education system with few or no qualifications.</p> <p>In context, these achievements are significant for many of the students – who are young and Māori and have not succeeded in the school system – their whānau and the wider community. Stakeholders, including parents, affirmed the value of the skills and knowledge and noted in particular that the students were happy, engaged and had purpose as a result of time spent at MTA.</p> <p>Tertiary Education Commission (TEC) data for the organisation showed that overall completion rates were over 70 per cent in 2018 and 2019.</p>
Conclusion:	<p>Students' success is holistic and comprehensively meets the needs of students living in rural and isolated communities. Students gain relevant skills, knowledge and qualifications relevant to their context.</p>

<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

## 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:	MTA has a strong understanding of the valued outcomes for students and stakeholders – gathered through destination data – and an intimate understanding of the community the organisation has served for the past 40 years. Management, governance and tutors are part of the small communities they serve; engagement is therefore ongoing and responsive.
Conclusion:	Students are engaged in learning, are happy, thinking positively about next steps and are contributing to their community – outcomes highly valued by students and whānau.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The approach to teaching and learning at MTA is relational and whānau-based, which means the programme is structured around what best supports the learner. Enrolments are rolling, enabling students to join at any time throughout the year and work at their own pace. One-on-one support is provided; peer learning and group learning (across programmes) is encouraged; the timing of theory and practical activities is designed to keep students engaged throughout the day; and students can engage with any of the programme tutors (foundation, forestry or farming) for learning support. MTA has developed a full-year programme as it better meets the needs of their students.<sup>3</sup></p> <p>The programme is also designed to support students' cultural identity through pepeha, karakia, mihi and expressions of manaakitanga, whanaungatanga and koha through, for example, the preparation and sharing of kai with others. Students attested</p>

<sup>3</sup> The qualification value is up to 60 credits but run over one year. The Ngāti Maniapoto Marae Pact Trust subsidises the cost of the programme.

	<p>to having frequent opportunities to provide feedback and seek clarity and explanation from tutors.</p> <p>Assessment is open-book, and practical assessments are captured on video to support moderation evidence. Moderation is practised internally, valued as a learning and quality assurance process, and used to make improvements. External moderation results also validate quality assessment. NZQA has raised issues around processes for unit standard version control.</p>
Conclusion:	The programmes at MTA are well designed and delivered, with the needs of students at the forefront. Attention is given to quality through peer teaching, whānau-based learning, ongoing student feedback, and regular peer moderation post-assessment.

#### 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>Students at MTA are engaged and involved in their learning. Academic and pastoral care is integrated and holistic, as shown in the wrap-around support provided to students and whānau as part of the broader social services offered by the Ngāti Maniapoto Marae Pact Trust. Students' goals and aspirations are documented during the enrolment and induction process, and are monitored with the tutors throughout their time at MTA.</p> <p>Student progress is monitored weekly and individualised support is put in place as needed, which includes individual tuition with senior staff. Literacy and numeracy assessment takes place and is used by tutors to target and tailor their support.</p> <p>The geographic context of the area is rural and isolated; therefore students travel up to three hours a day to attend in transport provided by MTA. The day therefore is structured with the students' wellbeing in mind, which includes karakia, shared kai, theory activities in the morning and practical activities on an operational farm in the afternoon before they are returned home. The extended duration of the programme also means students are not pushed to complete the programme in six months and failed if they cannot cope; rather, it is designed to run at a pace</p>

	that meets their needs and provides the best opportunity for them to succeed.
Conclusion:	Programme design and delivery, integrated and holistic pastoral care, and embedded approaches to strengthening cultural identity are all longstanding and effective approaches that support student involvement and engagement in learning at MTA.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The governance and management team are highly engaged in the success of the students. Organisational purpose is clear: ‘to focus on the wellbeing of whānau and community’, therefore supporting rangatahi to achieve success is critical to the organisation’s overall purpose.</p> <p>Resources are invested in tutor training and development; pastoral and academic support for students; vans for transportation, and kai to achieve their purpose. Community relationships are strong and leveraged to support rangatahi.</p> <p>The organisation’s approach to self-assessment is ongoing, systematic, relational and highly relevant to the context of MTA. Issues are discussed and resolved in real time, supported by up-to-date achievement data. Reporting occurs in teams and with management through discussion and formal reporting, through to the governance board, and ultimately to the communities MTA serves through annual reports.</p> <p>The TEC issue (refer 1.6) has been resolved and the Ngāti Maniapoto Marae Pact Trust is investing its own funds into ensuring MTA remains viable and sustainable until longer-term decisions are made for the future education of Ngāti Maniapoto as part of ongoing Treaty settlements discussions.</p>
Conclusion:	Governance and management of MTA is highly effective. Governance is engaged and involved in MTA; decision-making is well informed and strategic, managing both the short-term interests of the business and the long-term interests of the community.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Compliance management is currently working well. Key staff are responsible for certain compliance activities which are overseen by the general manager.</p> <p>Past compliance management, however, has been variable, in particular compliance with TEC funding rules. The result has had an impact on the organisation which for the meantime is being managed with the students and the community wellbeing at the forefront.</p> <p>The current funding system does not serve the educational and pastoral needs of students living in the community, which is challenged by access (rural and isolated) and less than optimal social and economic conditions.<sup>4</sup></p>
Conclusion:	Compliance management has been variable in the past, and the resulting decisions made have had an adverse impact on the organisation.

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<sup>4</sup> High rates of unemployment, low educational achievement, combined with the high presence of gang activity, drugs and alcohol.

## Focus areas

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

### 2.1 Focus area: New Zealand Certificate in Primary Industry Skills (Level 2)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 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. These 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 fraud<sup>5</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>5</sup> 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 452(1)(t) of the Education Act 1989 and approved by the NZQA Board and the Minister of Education.*

*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.*

*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.*

*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](http://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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