



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Te Pūrongo mō te Aromātai me te Arotake ā-Waho

Te Wānanga o Raukawa

E kore au e ngaro, he kākano i ruia mai i Rangitātea

Pounamu Kahurangi – Ngā Whare o Te Ako

Pounamu Kahurangi – Ngā Whakairinga Kōrero

Te rā o te pūrongo: te 15 o Kohitātea 2019

Mihi

Ka tae atu tō mātou waka ki Ōtaki, ka tū ki reira ka mihi atu ki Te Wānanga o Raukawa, ki a Te Āti Awa, ki a Ngāti Raukawa, me Ngāti Toa Rangatira, tēnā rā koutou. Ka tū tōku waka ki Te Ara a Tawhaki whakarongo ai ki te orokohanga o te wānanga nei me tōna kaupapa, kia kore au e ngaro he kākano i ruia mai i Rangiātea, ka mihi ake rā.

Ka noho tōku waka ki te taha o Ngā Purutanga Mauri, te tira kua menemene haere, ka tangi atu rā ki reira. Ka kōrero, ā, ka mārama ki te whāinga matua, kia tū motuhake te wānanga, ka mihi ake rā.

Ka huri te aro o tōku waka ki Te Mana Whakahaere, te tira kanohi kitea, i rongo i te nui o ngā whakaaro e whakaarongia ana e te tira, ka tū, ka mihi.

Ka noho ki te taha o te Tumuaki me tōna tira tautoko, i rangona, i pā mai te māia me te manawa nui ki te kaupapa, ka mihi, ka tika.

Ka rere tōku waka ki ngā pūkenga, ki ngā kaiāwhina, me ngā kaimahi o te wānanga nei, whakarongo kōrero ai, kei reira te ihu oneone e mahi ana i te tika, i te pono, i te aroha mō ngā uri whakaheke, ka noho, ka mihi.

Tae mai rā ngā ākonga, ngā iwi, me ngā hapū ki tōku waka whakahoki kōrero ai, ko rātou te tino kaupapa o te wānanga nei i kitea ai, ka noho pūmau rātou ki tō rātou ao – ka tū māori mai, ka mihi ake taku waka.

Nā reira, kei te wānanga o kawa, te wānanga o mana, tēnā rā koutou.

Te Wānanga o Raukawa

E tū mai ana Te Wānanga o Raukawa ki Ōtaki, ko te tikanga Māori kei tōna tūāpapa. I poua te Wānanga nei i te 1981 e ngā Kaitiaki o te Marae o Raukawa ki te āwhina i te whakatutuki o ngā wawata mātauranga a Whakatupuranga Rua Mano. He whānui ngā momo hōtaka e tāpaea ana i te taumata ki te tiwhikete, ahu atu ki te Paerua e tui ana i ngā kaupapa mātanga, i te akoako mō te iwi me te hapū, me te reo Māori.

Te Wānanga o Raukawa is a tikanga Māori education provider based in Ōtaki. The Wānanga was established in 1981 by the Raukawa Marae Trustees to assist the educational aspirations of Whakatupuranga Rua Mano. It offers a range of programmes at certificate to Master's level which integrate subject specialisations, iwi and hapū studies and te reo Māori.

Te momo:	He wānanga ā-ture e tautuhia ana i raro i te Ture Mātauranga 1989 e tohua ana e te whakaako me te mahi rangahau e mau pūmau ai, e koke ai, e hōrapa ai te mātauranga, e whakapakaritia ai te mātauranga mana motuhake, e āwhinatia ai anō te whakatinanatanga o te mātauranga e pā ana ki te āhuetanga Māori me te tikanga Māori.	Legislated wānanga defined under the Education Act 1989 as characterised by teaching and research that maintains, advances and disseminates knowledge and develops intellectual independence, and assists the application of knowledge regarding āhuetanga Māori (Māori traditions) and tikanga Māori (Māori custom).
Te Wāhi:	144 Tasman Road, Ōtaki	144 Tasman Road, Ōtaki
Kaihaina Tikanga Whanonga:	Kāo	No
Ākonga:	Nō Aotearoa: e 3,385 ākonga (2017); 1,632 ngā EFT (ko te ākonga pūmau te rite); e 84 ōrau he ākonga harangotengote; e 79 ōrau e tautuhi ana he Māori rātou Nō tāwāhi: Horekau ana	Domestic: 3,385 (2017) ākonga; 1,632 EFTS (equivalent full-time students); 84 per cent are part-time; 79 per cent identify as Māori International: nil
Ngā Kaimahi:	156 ko te kaimahi pūmau te rite, 18 he kaimahi harangotengote	156 full-time equivalents and 18 part-time staff

Ngā āhuatanga o te
whare ako:

I poua Te Wānanga o Raukawa i te tau 1981 e ētehi iwi e toru: e Te Āti Awa, e Ngāti Raukawa, me Ngāti Toa Rangatira (te kotahitanga o ART). I whānau mai i te whakatinanatanga o te kaupapa a Whakatupuranga Rua Mano: ko te koromakinga, ko te whakapakari ake i ngā tūmanako taha pāpori, taha ōhanga a ngā iwi e toru mā roto i te āwhina i a rātou ki te whakatutuki i ā rātou whāinga mātauranga.

E pūmau ana te titikaha o Te Wānanga o Raukawa ki 'te oranga tonutanga o te iwi Māori' e ārahina nei e ngā mātāpono e whai ake nei:

- Ko te tāngata tō mātou tōnuitanga: whakapakaritia, pupuritia
- He taonga nā tātou te reo: haukotia tōna matenga, whakarauoratia
- Ko te marae tō tātou kāinga matua: tiakina, manaakitia
- Te tino rangatiratanga.

E āia ana Te Wānanga o Raukawa e te kaupapa, he āhuatanga i hua mai i te haumāuiui o te āta whai kia pēnei i mua atu i tōna pounga i te tau 1981, mohoa nei.

E whakahaeretia ana te wānanga hei tā āna kaupapa 10, kua ngoto nei ki ngā āhuatanga katoa o te whakahaere.

Te Wānanga o Raukawa was established in 1981 by three iwi: Te Āti Awa, Ngāti Raukawa, and Ngāti Toa Rangatira (the ART confederation). Born out of the implementation of the Whakatupuranga Rua Mano: Generation 2000 project, the intention was to improve the social and economic prospects of the three iwi by helping them to achieve their educational goals.

Te Wānanga o Raukawa has dedicated itself to 'the long-term survival of Māori as a people' guided by the following principles:

- The people are our wealth: develop and retain
- The reo is our taonga: halt the decline and revive
- The marae is our principal home: maintain and respect
- Self-determination.

Te Wānanga o Raukawa is a kaupapa-driven institution, the result of consistent and deliberate actions leading up to and since its inception in 1981.

The wānanga operates according to its 10 kaupapa, which permeate all aspects of its operation.

	Mō ētehi atu pārongo tirohia te: https://www.wananga.com/	For more information view: https://www.wananga.com/
Ngā hua i mua:	Pounamu Whakairo – Ngā hua o te whare ako Pounamu Whakairo – Ngā whakairinga kōrero	Pounamu Whakairo – Ngā hua o te whare ako Pounamu Whakairo – Ngā whakairinga kōrero
Ngā Wāhi Arotahi:	I runga i te matapaki tahi ki Te Wānanga o Raukawa, i arotahi te ārohinga o te aromāitanga ki ngā kaupapa o te Whare Kōrero, mai i te tiwhikete ahu atu ki te Paerua. Nā ēnei wāhi arotahi i āhei ai a NZQA ki te aromātai hōhonu i ngā mahi me te āhua o te huritao-whaiaro i roto i te whare. Kō ngā kaupapa ko: <ul style="list-style-type: none"> • Poupou Huia Te Reo (Taumata 4) • Heke Reo (Taumata 5)/Poutuarongo Reo (Taumata 6-7) • Poutāhū (Taumata 8)/Tāhuhu Reo (Taumata 9) <p>E rua atu anō ngā kaupapa i kōwhiria kia whānui ai te arotakenga. Ko ēnei ko: Poutuarongo Whakaakoranga me Heke Kaitiakitanga Pūtaiao.</p>	In discussion with Te Wānanga o Raukawa, the scope of the evaluation focused on programmes in the Whare Kōrero, from certificate through to Master's. These focus areas enabled NZQA to evaluate in depth the performance and self-reflective practice within the whare. The programmes are: <ul style="list-style-type: none"> • Poupou Huia Te Reo (Level 4) • Heke Reo Māori (Level 5)/Poutuarongo Reo Māori (Level 6-7) • Poutāhū Te Reo Māori (Level 8)/Tāhuhu Te Reo Māori (Level 9) <p>Two other programmes were selected to provide breadth to the review. These were: Poutuarongo Whakaakoranga and Heke Kaitiakitanga Pūtaiao.</p>
Tau MoE:	9241	9241
Tohu NZQA:	C30250	C30250
Ngā rā i tae atu ai te EER:	Te 10-13, te 17 me te 18 o Mahuru 2018	10-13, 17 and 18 September 2018

Rāpopotonga o ngā kitenga

Kairangatira ana ngā kaupapa, ngoto ana ngā mahi a te whakahaere ki ngā taumata katoa, i arahina ai te tino whai tikanga me te tukupū o ngā mahi huritao-whaiaro. Whānui ana te rere o ngā whakapakaritanga i pai ake ai ngā putanga ki te ākongā. Hauwarea ana ngā āputa, e whakahaeretia ana ēnei.

Kaupapa are exemplary, imbue organisational performance at all levels, and inform highly effective, comprehensive self-reflective practice. Improvements are wide ranging and lead to improved outcomes for ākongā. Gaps are not significant and are being managed.

Pounamu Kahurangi – Ngā Hua o Te Whare

- E whakaatu ana Te Wānanga o Raukawa i te mahi kairangatira i te āhua o tana ānga me tana huritao-whaiaro i tāna i mahi ai hei te titiro a te karu kaupapa Māori i ngā taumata katoa o te whakahaere, i te whānuitanga atu anō o ngā kaupapa me ngā wāhi whakarato.

- Te Wānanga o Raukawa demonstrates exemplary practice in how it drives and self-assesses its performance through a kaupapa Māori lens at all levels of the organisation, and across all programmes and service areas.

Pounamu Kahurangi – Ngā Whakairinga Kōrero

- Mai i te aromātaītanga me te arotakenga (EER) o mua atu, he maha ngā panonitanga kua whāia e Te Wānanga o Raukawa e pai ake ai te wheako ako me ngā mahi whānui e mahia ana e te whakahaere. Kua rūnātia ngā wāhi i kitea te teitei rawa o te aromatawaitanga, ka mutu i te whaitanga i te ako hanumi, kua māmā ake te āhei atu ki te ako.
- E ngoto ana te kaupapa ki te whānuitanga atu o te whakahaere, e

- Since the last external evaluation and review (EER), Te Wānanga o Raukawa has made a number of changes that have improved the learning experience and overall organisational performance. Where over-assessing was occurring, this has been reduced, and the introduction of blended learning has made learning more accessible.
- Kaupapa is imbued across the organisation and exhibited across

<p>whakaaturia ana hoki e ngā kaihautū, e ngā kaiwhakahaere me ngā kaimahi.</p>	<p>leadership, management and staff.</p>
<ul style="list-style-type: none"> • E whai wāhi atu ana, e whai uara ana hoki ngā tāpaenga a ngā tauira kua puta ki te ao Māori me te ao Pākehā, me te whai painga o tēnei ki te rerenga auroa o te mātauranga Māori me te oranga tonutanga o ngāi Māori. 	<ul style="list-style-type: none"> • Graduates engage and make valued contributions in both te ao Māori and te ao Pākehā, contributing to the mātauranga Māori continuum and the survival of the Māori people.
<ul style="list-style-type: none"> • E kaingākaitia ana te mātairua, te hātepe whakaū kounga, hei whakaū i te kounga o ngā mahi aromatawai, i te kounga o ngā uruparenga ki te ākonga me te pono o te mahi a te ākonga. 	<ul style="list-style-type: none"> • Mātairua (moderation) is a valued quality assurance process which affirms quality assessment practices, quality feedback to ākonga, and the authenticity of ākonga work.
<ul style="list-style-type: none"> • Kua noho mai he pūnaha whai tikanga hei tautuhi, hei whakahaere, hei aroturuki i te tikanga tūtohu me te noho haepapa ki te ākonga, ki te iwi me te kāwanatanga hei kawenga kaitiaki taketake. 	<ul style="list-style-type: none"> • Effective systems are in place to identify, manage and monitor compliance and accountability to ākonga, iwi and government as a fundamental kaitiaki obligation.
<ul style="list-style-type: none"> • E pūmau ana te maimoatia, te whakaūhia me te whakarauoratia o te reo Māori i te whānuitanga atu o te wānanga. 	<ul style="list-style-type: none"> • The preservation, maintenance and revival of te reo Māori is inherent across the wānanga.

Ngā Pātai Arotake

Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea tō koutou mōhio e whakatutukihia ana?		
Ngā hua o te whare ako:	Pounamu Kahurangi	
Ngā whakairinga kōrero	Pounamu Kahurangi	
Ngā Kitenga:	<p>E āngaia ngā mahi me te huritao-whaiaro a Te Wānanga o Raukawa hei tā te karu kaupapa Māori i ngā taumata katoa o te whakahaere, i āna kaupapa katoa me āna wāhi whakarato katoa. Nā runga i te titiro ki tāna i whakatau ai, ki ngā kaupapa here me tāna i mahi ai mā roto i te kaupapa, hua mai ana ko te panonitanga i runga i te mātau mai i te EER o mua atu e whai hua ana ki ngā ākonga, tae atu ki:</p> <ul style="list-style-type: none"> • Te kōkahu atu i tētahi tauira mātauranga hou e aro whānui ai ngā haora me ngā uara waetohu mō ngā hōtaka paetahi katoa. Ko tā ngā kaimahi i konei he whakamārama i ngā putanga akoako me te arotake i ngā mahi aromatawai. I te 2017 ka oti te whakatinana i te tauira nei mō ngā tohu paerua katoa. • Te kōkahu atu i ētahi pepa me ētahi hōtaka tuihono tukupū, me te ako hanumi i roto i ngā hōtaka hei manaaki i te tokomaha o te 	<p>Te Wānanga o Raukawa drives its performance and self-reflective practice through a kaupapa Māori lens at all levels of the organisation and across all programmes and service areas. Viewing decision-making, policy and practice through kaupapa has resulted in well-informed changes since the last EER that are benefiting ākonga including:</p> <ul style="list-style-type: none"> • Introduction of a new academic model to standardise hours and credit values for all undergraduate programmes. This required staff to rationalise learning outcomes and review assessment tasks. In 2017 the rollout of this model was completed for all postgraduate degrees. • Introduction of fully online papers and programmes, and blended learning within programmes in response to the largely

	<p>ākonga harangotengote o te taupori.</p> <ul style="list-style-type: none"> • Te pounga o Te Hiringa i kaha ake ai te arotahitia o te tautoko taha aho wānanga ki te ākonga. • Te rite tonu o te kohi uruparenga i ngā tauira kua puta e mōhiotia ai te tāpaenga ki te whakakitenga a Te Wānanga o Raukawa. • Te pounga o Te Ara a Tawhaki, te whare akoako hou nui te taputapu tae atu ki tētahi whare whakarauika, ki tētahi whare pukapuka me tētahi taiwhanga ākonga. • Te whakapakari ake i ngā mahi huritao-whaiaro mā roto i te kaupapa e taunahatia ana i te whakatinanatanga o te mātaurua, o te arotakenga hōtaka, o te aroturuki i te hōtaka, o te whakahaerenga mahi me te hōtaka panonitanga matihiko. <p>E mārāma ana te kitea o te rangatiratanga i te whānuitanga atu o te whakahaere. Kua mārō te titikaha o Te Wānanga o Raukawa i tana whai tonu kia takoha atu ia ki te rerenga auroa o te mātauranga Māori, ki te oranga tonutanga me te noho ora anō o ngāi Māori. E hāngai ana te whakapuaki a ngā tānga pērā i Te Kawa o te Ako, te Ariā me te Māramatanga o te Wānanga,</p>	<p>part-time ākonga demographic.</p> <ul style="list-style-type: none"> • Establishment of Te Hiringa which has created more targeted academic support to ākonga. • Systematically gathering feedback from graduates to inform contribution to the vision of Te Wānanga o Raukawa. • Establishment of Te Ara a Tawhaki, a modern, well-equipped learning facility including an auditorium, library and ākonga space. • Strengthened self-reflective practice through kaupapa evidenced in its rollout of mātaurua, programme reviews, programme monitoring, performance management, and the digital business transformation project. <p>Rangatiratanga is evident across the organisation. Te Wānanga o Raukawa has been unrelenting in its resolve to contribute to the mātauranga Māori continuum and to the survival and wellbeing of Māori as a people. Documents such as Te Kawa o te Ako, the Theory and Understanding of Wānanga, and kaupapa tuku iho give direct expression to</p>
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	<p>me te kaupapa tuku iho, ki ngā mātāpono taketake ake a <i>Whakatupuranga Rua Mano – Generation 2000</i>¹ e kōrero tonuhia ana, mohoa nei. E whakamāramahia ana ngā waitohu mahi e pā ana ki te kaupapa me te tikanga i roto o Hei Whakamaunga Atu 2017-2018, ka mutu e aroturukitia ana, e pūrongohia ana ā-tau hei whakaatu i te kokenga.</p> <p>Ngā Purutanga Mauri – he kāhui kaumātua ahurei o te Kotahitanga o Te Āti Awa, o Ngāti Raukawa me Ngāti Toa Rangatira – e haere tonu ana tā rātou whakaū i te kounga ki ngā kaimahi me ngā ākonga o Te Wānanga o Raukawa mā roto i te kupu ārahi me te mahi tautoko. E tāpaea ana e te Tumuaki te pārongo ruarangi ki Te Mana Whakahaere e tirotirohia ana mā roto i te kaupapa, e tika ai te kotahi o te whakataua. He taunahatanga tūturu i tāpaea ki te tīma aromātai mō te aroturuki a ngā komiti-whāiti o te Kaunihera i ngā mahi tōmua e hāngai ana ki te kounga o te aho wānanga, ki ngā take mōrearea, ki ngā tikanga tūtohu, ki te hauora me te noho haumaruru, me te mahi a te Tumuaki.</p>	<p>the founding principles of <i>Whakatupuranga Rua Mano – Generation 2000</i>⁴ that are still present in discourse today. Kaupapa and tikanga performance indicators are outlined in Hei Whakamaunga Atu 2017-2018, and are monitored and reported annually to demonstrate progress.</p> <p>Ngā Purutanga Mauri – as a distinctive group of scholars of the Confederation of Te Āti Awa, Ngāti Raukawa and Ngāti Toa Rangatira – continue to provide quality assurance to Te Wānanga o Raukawa staff and ākonga through advice and support. Te Mana Whakahaere receives robust information viewed through kaupapa from the Tumuaki to inform sound consensus decision-making. There was convincing evidence presented to the evaluation team that Council sub-committees are monitoring priority activities relating to academic quality, risk management, compliance, health and safety and Tumuaki performance.</p>
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¹ Ko ngā mātāpono taketake ko: Ā mātou tāngata – Tō mātou tōnuitanga: whakapakaritia, pupuritia; Te Reo – Taonga: Haukotia te matenga, whakarauoratia; Marae – Tō tātou kāinga matua: tiakina, manaakitia; Tino Rangatiratanga – Te toro huarahi hou e koke ai ō tātou wawata.

⁴ The founding principles are: Our People – Our wealth: develop and retain; Te Reo – Taonga: Halt the decline and revive; Marae – Our principal home: maintain and respect; Self-determination – Discovering opportunities to advance our aspirations.

	<p>He whānui ngā hononga a Te Wānanga o Raukawa ki tana hāpori, ka mutu e honoa ana e te kaupapa, e te whakapapa, e ngā mea e rua rānei. He nui ngā momo tāpaenga a ētahi kaiāwhina (tūao) neke atu i te 100 ki te kaupapa i ia tau, ka mutu he wāhi nui tonu tēnei ki te tūāpapa me te angitūtanga o te whakahaere. Ko ngā kaiāwhina nei ko te kuia, te koroua, te pūkenga, te pūkenga matua, te tautōhito, te kaiārahi me te kaitiaki marae, e whakawātea ana i a rātou ki te haere ake ki ngā noho i ngā mutunga wiki me ngā rā o te wiki. I whakaū mai ngā kaiāwhina nei i tā rātou tautoko i Te Wānanga o Raukawa me te ara e takahia ana e te ākonganga.</p> <p>Ko te hononga hāpai-mana kei te iho o ngā mahi a te whakahaere e arotahi ana ki te angitū tahi a te katoa. Ko Te Hiringa, ko kura tautoko, te kaupapa panoni pakihi, ko Ngā Purapura, ko Whitireia, ko Te Ara a Tawhaki me ētahi atu mahi, ngā tauira o te manaakitanga e whakapuakitia ana ki ngā ākonganga e Te Wānanga o Raukawa. I ēnei tau tata nei, kua whakahaeretia anō e Te Wānanga ki tōna papa ētahi hui nui mā ngā tāngata whenua o te ao, ka mutu he whakapuakanga kaupapa kē atu ēnei.</p> <p>Ko ngā ākonganga e puta ana i Te Wānanga o Raukawa e tū māia ana ki te whai wāhi ake me te</p>	<p>Te Wānanga o Raukawa has extensive relationships in its community linked through kaupapa and/or whakapapa. Over 100 kaiāwhina (volunteers) contribute to the kaupapa every year in various ways which is an integral part of the foundation and success of the organisation. Kaiāwhina include kuia, koroua, teachers, lecturers, specialists, advisors and marae kaitiaki who make themselves available for noho on weekends and during the week. These kaiāwhina confirmed their support of Te Wānanga o Raukawa and the ākonganga journey.</p> <p>Mana-enhancing relationships are at the heart of organisational practices aimed at collaborative success. Te Hiringa, kura tautoko, the digital business transformation agenda, Ngā Purapura, Whitireia, Te Ara a Tāwhaki and other such endeavours are examples of the manaakitanga expressed to ākonganga by Te Wānanga o Raukawa. In recent years, Te Wānanga has also held indigenous conferences at its site as further expressions of kaupapa.</p> <p>Te Wānanga o Raukawa produces graduates who can confidently engage and make</p>
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	<p>tuku tāpaenga whai tikanga ki te ao Māori me te ao Pākehā. Mā roto i āna mahi huritao-whaiaro tonu, i tautuhia ai e te wānanga kua pakari ake te kōrero Māori a tētahi 55 ōrau o ngā tauira kua puta, ka mutu e 78 ōrau o ngā tauira kua puta e koromaki ana kia āta whai wāhi atu rātou ki ō rātou hapū me ō rātou iwi.² He maha ngā horopaki whai kiko e whakatinanahia ana e te hunga kua puta ō rātou pūkenga mātanga me ō rātou mātauranga, tae atu ki te kāinga, ki te marae me ngā horopaki mahi o roto i te Hei Whakamaunga Atu.</p> <p>He maha ngā huarahi e inea ai te angitūtanga o te ākonga, tae atu ki te whakatutuki pepa (te ara e tutuki ai te tohu), te tupu taha whaiaro, te ako i te reo, te noho mātau taha pāpori, taha hāpori, me te takoha anō ki ēnei. Kua whakapātaritia e te nuinga atu o ngā ākonga ako harangotengote (e 85 o ngā ākonga i whakauru atu i te 2017 he ākonga harangotengote, kia whakatairitea tēnei ki te 71 ōrau i te 2014) te whai take o ngā raraunga waitohu mahi tuku mātauranga o tēnei wā a te kāwantanga, hei ine i te mahi tuku mātauranga. Heoi anō, he pūnaha ā Te Wānanga o Raukawa hei whaiwhai haere i te mau tonu me ngā whakatutukinga a ia ākonga i</p>	<p>valued contributions in both te ao Māori and te ao Pākehā. Through its own self-reflective practice, the wānanga has identified that at least 55 per cent of graduates had increased their confidence to speak te reo Māori, and 78 per cent of graduates intend to be actively involved in their hapū and iwi.⁵ Graduates apply their specialisation skills and knowledge in a range of meaningful contexts including the home, marae and work contexts included in Hei Whakamaunga Atu.</p> <p>Ākonga success is measured in multiple ways which includes completion of papers (as the pathway to completing the qualification), personal growth, language acquisition, and social and community awareness and contribution. The large majority of part-time ākonga (85 per cent of enrolled ākonga in 2017 were part-time compared with 71 per cent in 2014) has challenged the usefulness of current government educational performance indicator data to measure educational performance. Te Wānanga o Raukawa, however, has systems in place to track retention and completions for every ākonga</p>
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² Ngā kitenga o te rangahau ākonga kua puta 2017; e 33 ōrau te taupānga uruparenga.

⁵ 2017 graduate survey results; response rate was 33 per cent.

	<p>ngā whare aho wānanga katoa, ka mutu e pūrongotia e ngā pūkenga ki Te Mana Whakahaere.</p> <p>E whakapono ana Te Wānanga o Raukawa e noho nui whakaharahara ana te whakatutukinga tohu (i te taumata rā ki te tohu mātauranga) ki te oranga tonutanga o te reo Māori. Nō reira, ko tāna ki te ākonga ko te tāpae huarahi ki te katoa e angitū ai rātou, i runga anō i te mōhio, ka roa ake te takahi a ētahi i te ara o te aho wānanga e angitū ai rātou. Mā te haumitanga a Te Wānanga o Raukawa i tētahi hōtaka panonitanga pakihi e pakari ake ai āna pūnaha, āna hātepe, e pai ake ai tana aroturuki me tana tātari i ngā ākonga me ngā mahi tuku mātauranga a te whakahaere i roto i tana whai tonu ki te whakapai ake i a ia.</p> <p>I tana ū tonu ki te āta whai tohu Paerua a te kaimahi aho wānanga, kia kaua e heke iho i tēnei, kei tōna 70 ōrau o ngā kaimahi aho wāhanga (te pūkenga, te pūkenga matua me te Kaihautū) kua whai, kua whakauru atu rānei ki te tohu Paerua. Ka nui te hua ka puta ki te ākonga i tēnei taumata o te tohu, ka whai hua anō ki te kokenga me te whāngaitanga o te Mātauranga Māori. E noho mai ana te ahunga rautaki me te tautoko i te auahatanga me te pakirehua mātauranga a te wānanga ki roto i te Whakatupu</p>	<p>in every academic whare which are reported from pūkenga through to Te Mana Whakahaere.</p> <p>Te Wānanga o Raukawa considers qualification completion (particularly at degree level) as being a significant contribution to the survival of te reo Māori. Therefore, its approach to ākonga is that everyone will have the opportunity to succeed, acknowledging that for some, the pathway to academic success may take longer. Investment in a new digital business transformation project will provide Te Wānanga o Raukawa with upgraded systems and processes to enhance its monitoring and analysis of ākonga and organisational performance as part of continuous improvement.</p> <p>The commitment to all academic staff holding a minimum of a Master's qualification has led to approximately 70 per cent of academic staff (pūkenga, pūkenga matua and Kaihautū) being qualified or enrolled in a Master's degree. This level of credentialing will benefit ākonga and also contribute to the advancement and dissemination of Mātauranga Māori. Strategic direction and support for innovation and knowledge inquiry as a wānanga sits within</p>
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	<p>Mātauranga. Ahakoa te takoha atu a ngā mahi aho wānanga a te ākongā me te pūkenga ki te koke tonu o te rerenga auroa o te Mātauranga, kua tāpae kōrero anō ngā kaimahi aho wānanga i ngā hui nui o te motu, puta atu ki tāwāhi.³</p> <p>Kua taumaha ake ngā mahi a ngā pūkenga i te whakawhitinga ki te tauira aho wānanga hou me te taiao ako hanumi. Nō reira kua noho tōmua mai te tautoko i te taha whakahaere me te aroturuki i ngā pīkaunga a ngā kaimahi.</p> <p>E tino uaratia ana te mātairua, te hātepe whakaū kōunga i roto i te whakahaere, me te tāpaehia o te taunahatanga e whakaū ana i ngā mahi aromatawai, i ngā uruparenga ki te ākongā me te pono o ngā mahi a te ākongā.</p> <p>E aro nuitia ana te tikanga tūtohu me te noho haepapa, he kawenga taketake nā te kaitiaki. Kua noho mai he pūnaha e pono ai te ū ki ngā tikanga tūtohu, e noho mai anō ai, e whakahaere tikahia ai te noho haepapa ki te kāwanatanga, ki te hapori me te iwi, tae atu ki te kopounga o nā tata nei o tētahi kaitātari kaute tarāwhare. E herea ana te mana whakahaere, ngā kaihautū, ngā</p>	<p>Whakatupu Mātauranga.⁶ While ākongā and pūkenga academic work contributes to the advancement of the Mātauranga continuum, academic staff have also presented at conferences nationally and internationally.</p> <p>Pūkenga workload during the transition to the new academic model and blended learning environment has increased. Management support and monitoring of staff workloads therefore is a priority.</p> <p>Mātairua (moderation) is a valued quality assurance process within the organisation, with evidence presented that validates quality assessment practices, quality feedback to ākongā, and authenticity of ākongā work.</p> <p>Compliance and accountability is taken seriously as a fundamental obligation as kaitiaki. Systems are in place to ensure compliance and that important accountability requirements to government, community and iwi are in place and managed well, including the recent appointment of an internal auditor. Governance, leadership, staff and ākongā</p>
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³ Kua whakatakotohia e Te Wānanga o Raukawa he kerēme i raro i te Tiriti ki te Karauna Te Whakatupu Mātauranga Claim WAI 2698 mō te kore e tautoko tika a te Karauna i te Whakatupu Mātauranga me te kaupapa here kura tuatoru e whakatoihara nei i te wānanga.

⁶ Te Wānanga o Raukawa has lodged a Treaty claim against the Crown Te Whakatupu Mātauranga Claim WAI 2698 about the Crown's failure to adequately support Whakatupu Mātauranga and tertiary education policy that has prejudicially impacted on the wānanga.

	<p>kaimahi me ngā ākonga kia ū tonu ki te kaupapa e mārama pūaho ana i roto i ngā kaupapa here me ngā tikanga a te whakahaere. Ko ngā take tikanga tūtohu i tautuhia, kua tiroirohia, wawe ana te whakatikaina.</p> <p>E noho tōmua mai ana te maimoatia me te whakarauoratia o te reo Māori. E herea ana te katoa ki te ako i te reo Māori i roto i ngā hōtaka katoa; e whakaakona ana ētahi hōtaka tiwhikete reo Māori hou, ka mutu e kaha ana te whāia o ēnei; kua rāhuitia hoki he wāhi mō te 'reo Māori anake' ki Te Whare Kōrero, hei manaaki i ngā uruparenga a ngā kaimahi me ngā ākonga. Waihoki, kua piki ake te whakamahi a ngā kaimahi i te reo Māori mai i te 2014, ka mutu e whakaatu ana ngā uruparenga a ngā ākonga kua puta, kei te māia ake ngā ākonga ki te whakamahi i te reo, he āhuetanga kua hua mai i tā rātou akoako. Ka nui hoki te tāpaenga a te wānanga ki te whakatupu i te hunga kōrero me te noho māori mai o tēnei āhua i roto o te hapori o Ōtaki.</p>	<p>are bound by a commitment to kaupapa which is explicit within organisational policies and practices. Compliance issues identified have been investigated and resolved promptly.</p> <p>The preservation, maintenance and revival of te reo Māori remains a priority. Te reo Māori continues to be a compulsory component within every programme; new te reo Māori certificate programmes have been offered which are in high demand; and a 'reo Māori only' zone has been established within the academic faculty of Te Whare Kōrero in response to staff and ākonga feedback. In addition, staff use of te reo Māori has increased since 2014 and graduate feedback is showing ākonga are more confident in using te reo as a result of their study. The wānanga has also made a significant contribution to growing the number of reo Māori speakers and to normalising the use of te reo Māori within the Ōtaki community.</p>
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Ngā Wāhi Arotahi

2.1 Te Wāhi Arotahi: Poupou Huia Te Reo (Taumata 4)

Ngā Hua o Te Whare Ako:	Pounamu Kahurangi	
Ngā Whakairinga Kōrero:	Pounamu Whakairo	
Ngā Kitenga:	<p>He hōtaka tuihono tukupū a Poupou Huia Te Reo, e 20 wiki te roa o te hōtaka reo Māori nei. Koinei tētehi o ngā hōtaka nunui e tāpaea ana e Te Wānanga o Raukawa, kei tōna 1,400 te hunga whakauru i te 2017 (tirohia te Tāpiritanga 1 mō ngā raraunga angitū o te ākonga).</p> <p>I te wātea tonu o te hōtaka, e taea ana te toro atu ki te ako i te wā me te wāhi e pai ai ki te ākonga, me te aha, noho wātea ana te reo Māori ki te whānuitanga atu o te ākonga. I te kounga o te hoahoatia o te hōtaka – tae atu ki ōna kōrero me ngā mahi aromatawai, me te tautokona anō e te pūkenga – e whakatītinahia ana te whai wāhi atu me te angitūtanga o te ākonga.</p> <p>I te pai o te whakawhanaungatanga i waenga i ngā kaimahi tonu, i waenga anō i ngā kaimahi me ngā ākonga, e tautokohia ana ngā putanga ki te ākonga. Ko ētahi huarahi whakapā atu ki te ākonga me te aroturuki i tā rātou koke tonu, ko te īmēra, ko te e-pātuhi me te waea. E tukuruatia ana tēnei whakapuakanga o te whanaungatanga i te taiao tuihono</p>	<p>Poupou Huia Te Reo is a fully online, 20-week te reo Māori programme. It is one of the larger programmes offered by Te Wānanga o Raukawa, with approximately 1,400 enrolments in 2017 (refer Appendix 1 for student success data).</p> <p>The ubiquitous nature of the programme allows anywhere, anytime learning, making te reo Māori accessible to a wide range of ākonga. The quality of the programme design – including learning content and assessment activities, and pūkenga support – contributes positively to ākonga engagement and success.</p> <p>Positive relationships between staff, and between the staff and ākonga, support ākonga outcomes. Ways to communicate with ākonga and monitor their progress include email, e-text and phone. This expression of whanaungatanga is also replicated in the online environment through forums allowing ākonga and staff to engage with and support each</p>

	<p>i ngā hui e āhei ai te ākongā ki te whakapāpā, ki te tautoko tētahi i tētahi, e whakatītinahia ai te angitūtanga o te ākongā.</p> <p>E whakapono ngā ākongā me ngā tauira kua puta i te hōtaka, e kairangatira ana te kounga o te reo Māori o ngā kaimahi. I kōrero hoki ngā ākongā mō te kohara nui me te teitei o te taumata whakaako e whakatauiratia ana e ngā pūkenga me te taha whakahaere, mō te reo Māori. I kaha kōrero hoki rātou mō te māori noa o te rongō a te ngākau, mō te kitea me te rongō a te taringa i te kaupapa, me te tautoko a tēnei i tā rātou i ako ai. E kauanuanutia ana ngā kaimahi e ngā ākongā i te āhua tonu o tā rātou tautoko me tā rātou tiaki i te ākongā, ina kimi āwhina rātou. E kaha mārama ana ngā kaimahi ki ngā uara, ki ngā tikanga me te kaupapa o te whakahaere, me te whakatinanahia o tēnei i ā rātou mahi ki te ākongā.</p> <p>E rangona ana ngā painga o te reo Māori, ki te reo Māori anō i te maha atu o te horopaki, tae atu ki, engari kāore e whāiti mai ki, te kāinga, te mahi ki te whānau nui tonu, e whai kiko ai, e whai painga ai te tahuri atu me te whakatinana. I rongō te tīma aromātai mō ētahi horopaki whānui e whakamahia ana i te hōtaka ka taea te whakatinana tōtika ki roto i te kāinga me ā rātou mahi o ia rā ki te whānau.</p> <p>E rite tonu ana te kimi whakaaro i ngā ākongā hei āwhina i te whakapai ake i ngā mahi. Ko tētahi o ngā whakapainga nei ko</p>	<p>other and contribute to ākongā success.</p> <p>The quality of te reo Māori spoken by staff is considered excellent by ākongā and graduates of the programme. Ākongā commented on the high level of passion and teaching practice modelled by pūkenga and management for te reo Māori. They emphasised that the kaupapa is felt, seen and heard as normal practice and this supports their learning. Staff are revered by ākongā for the support and duty of care they provide when they need help. Staff have a strong understanding of the organisation's values, tikanga and kaupapa, and apply this in their practices with ākongā.</p> <p>The contribution of and to te reo Māori is felt in many contexts, including but not limited to, the home, work and with extended family, where engagement and application is both meaningful and purposeful. The evaluation team heard about a range of contexts used in the programme that ākongā could implement directly in the home and their daily activities with whānau.</p> <p>Ākongā feedback is sought regularly to assist improvements. One such</p>
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	<p>te whanaketanga o te Poupou Huia te Reo - Te Hōkairangi (Taumata 5) ka whai mai i te Poupou Huia te Reo - Te Hōkainuku (Taumata 4). I whakatūria te hōtaka hei urupare ki ngā kōrero i hoki mai i ngā ākonga mō te tautoko i ngā huarahi ka whāia e te ākonga.</p> <p>Ka pai tonu te whakaaroaro ki ētahi huarahi kē mō te kohi uruparenga i ngā ākonga mō ētahi āhua o te hōtaka, me te whakaakona o te hōtaka, hei tautoko i te taha whakahaere me te tutuki tonu o ngā mahi a te ākonga.</p> <p>I te nukutanga ki te whakaakoranga matihiko, kua tuwhera mai he hurahi e hōparatia ai, e whanaketia ai he mahi aromatawai hou, me ētahi rauemi e hāngai ana mō te taiao tuihono, hei tauira te hopunga kōrero me te kairoro ā-tuihono. E pai ana, e mātau ana te taha hautū ki te tautoko i ngā kaimahi mō te āhua ki te ako ā-matihiko, ki te whakaako, ki te reo, ki te tikanga me te Mātauranga Māori. I rongo anō te tīma aromātai mō ētahi kaimahi e tino hira ana ngā mahi a tā rātou aropā ākonga. Ka pai tonu te hōpara haere i ngā wāhanga 'mahipapai' nei ka whakaatu ai ki ētahi atu kaimahi o te wānanga. Ko te āhua o te whakaako ā-tuihono, te hoahoa i ngā kōrero o te hōtaka me te mātairua, ētahi wāhi hei whanake tonu mā ngā kaimahi.</p> <p>Kua tāpaea e te tauira o te ako ā-tuihono ētahi mātauranga, ētahi māramatanga nunui e whai painga</p>	<p>improvement is the development of Poupou Huia te Reo - Te Hōkairangi (Level 5) which follows from Poupou Huia te Reo - Te Hōkainuku (Level 4). The programme was introduced to respond to ākonga feedback around support for ākonga pathways.</p> <p>There is an opportunity to consider different ways of getting feedback from ākonga on aspects of the programme and delivery to support management and the continued achievement of learners.</p> <p>The move to digital delivery has provided opportunities to explore and develop new assessment tasks and resource material that suit the online environment, for example oral language recordings and online quizzes. There is sound and competent leadership to support staff in e-learning, teaching, te reo, tikanga and mātauranga Māori. The evaluation team also heard of staff members whose cohort of ākonga are excelling. These areas of 'best practice' could be investigated further and shared with other wānanga staff. Online pedagogy, content design and moderation are areas of continued development by staff.</p> <p>The online learning model has provided significant knowledge and understanding which has</p>
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	<p>ana ki te whanaketanga o te ako hanumi, i te whānuitanga atu o ngā hōtaka katoa.</p> <p>Mā te Murau⁷, e taea ana e te pūkenga te whaiwhai haere te auau me te roa o te whai a te ākonga ki te toro ā-tuihono i ngā kōrero o te hōtaka. Mā konei e whakamanawatia ai te hunga whakaako me te taha whakahaere e tutuki ana ngā haora ako. Ka whakaotia mai e te ākonga ētahi ataata, ētahi mahi aromatawai ā-rongo, ā-tuhi hei āwhina i te mōhio ponotia nā te ākonga ake te mahi.</p>	<p>contributed to the development of a blended learning approach across all programmes.</p> <p>Through Murau⁸, teaching staff are able to track how often and for how long individual ākonga are online accessing the content. This provides teaching staff and management assurance that learning hours are being met. Ākonga complete a range of video, audio and written assessments that assist with ensuring authentic ākonga work.</p>
Whakataau:	<p>E whai painga ana ngā tāpaenga a Poupou Huia te Reo me āna kaimahi ki te rere tonu o te mātauranga Māori, ki te oranga tonutanga me te noho ora o ngāi Māori, ka mutu he whāinga matua ēnei nā Te Wānanga o Raukawa. E pai ana, e mātau ana te taha hautū, e kaingākauria ana e ngā kaimahi te reo Māori, te angitūtanga o te ākonga me te kaupapa o Te Wānanga o Raukawa.</p> <p>E whai kiko ana ngā mātauranga, ngā pūmanawa me ngā māramatanga e ako ana ngā ākonga, me te whai hua o tā rātou whakatinana i ēnei mea i ngā mahi o ia rā. Kei te kaha anō ngā taunahatanga o te putanga e</p>	<p>Poupou Huia te Reo and its staff are contributing positively to the mātauranga Māori continuum and to the survival and wellbeing of Māori as a people, which are primary aims of Te Wānanga o Raukawa. There is sound and competent leadership and staff members are passionate about te reo Māori, ākonga success and the kaupapa of Te Wānanga o Raukawa.</p> <p>Ākonga are gaining meaningful knowledge, skills and understandings they are applying to their everyday lives in meaningful ways. There is also strong evidence of valued outcomes for graduates,</p>

⁷ Ko te Moodle te 'Mūrau', koinei te pae whakaako, te pae ako ā-tuihono e tautokohia ana e Te Wānanga o Raukawa e whakamahia ana e ngā akoranga katoa hei tautoko i te ako, i te whakapāpātanga a te ākonga ki ō rātou pūkenga, ki tā rātou aropā. I whanaketia te Mūrau hei tautoko i te taiao ako hanumi hei taunaki i te wheako ako a te ākonga.

⁸ Moodle referred to as 'Mūrau' is the centrally supported online teaching and learning platform of Te Wānanga o Raukawa used by undergraduate courses to support ākonga learning and engagement with their pūkenga and peers. Mūrau was developed to support a blended learning environment to enrich the ākonga learning experience.

	<p>uaratia ana ki te ākonga kua puta, ki te whānau, ki te hapori me te kaituku mahi. Ka pai tonu te whakaaroaro ki ētahi huarahi kē mō te kōhi i ngā whakaaro o ngā ākonga, e pai ake ai te hoahoa hōtaka me ōna kōrero anō, haere ake nei.</p>	<p>whānau, community and employers. There is potential to consider new and different ways of collecting ākonga feedback that will usefully contribute to programme design and content going forward.</p>
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2.2 Wāhi Arotahi: Heke Reo Māori/Poutuarongo Reo Māori (Taumata 5-7)

Ngā hua o te whare ako:	Pounamu Kahurangi	
Ngā whakairinga korero	Pounamu Whakairo	
Ngā Kitenga:	<p>Ko te Poutuarongo Te Reo he Tohu Paetahi mō te reo Māori ka toru tau e whāia ana. Kia eke te tau tuatahi e akoako ana, e āhei ana te ākonga kia puta ki te Heke (Tītohu ki te reo Māori). I te 2017, e 58 ngā ākonga i whakauru ki te tohu (tirohia te Tāpiritanga 1 mō ngā raraunga angitū o te ākonga).</p> <p>Hūnuku ai, takahi ai te ākonga i te nuku o te whenua kia tae ai ia ki te hōtaka nei, te tohu o te kaingākauria o te akoranga. E whakaponohia ana e ngā ākonga me te hunga kua puta, te kairangatira o te kōunga o te reo Māori o ngā kaimahi me ngā kaimahi tautoko tarāwaho.</p> <p>E matatau ana ngā kaimahi ki te reo Māori, e kohara ana, e kaingākau ana ki te reo me te mātauranga Māori. E whakatauiratia ana tēnei i tā rātou whai tonu kia pakari ake rātou i roto i tēnei mahi. I</p>	<p>Poutuarongo Reo Māori is a three-year Bachelor's degree in te reo Māori. After the first year of study, ākonga can graduate with the Heke Reo (Diploma in te reo Māori). In 2017, there were 58 ākonga enrolled in the degree (refer Appendix 1 for student success data).</p> <p>Ākonga relocate and travel long distances to attend this programme, signifying their high regard for the course. The quality of te reo Māori by staff and external support staff is considered excellent by ākonga and graduates.</p> <p>Staff are proficient in te reo Māori, passionate and fully invested in te reo and mātauranga Māori. This is exemplified in their ongoing professional development in this area. The need for staff to</p>

	<p>tautuhia te hiahiatia o te whai tonu a ngā kaimahi ki te whakapakari i te taha whakaako me te reo Māori i tētahi huritao-whaiaro o nā tata nei, me te mahi tahi a ngā kaimahi ki a Whakatupu Mātauranga ki te waihanga i ā rātou mahere whakapakari taha ngaio. Kua tautuhia-whaiarotia hoki e Te Wānanga o Raukawa te hiahia kia whakapakaritia e ngā kaimahi te taha ki te pārongo hangarau i tana nukutanga i nā tata nei ki te ako hanumi. E wātea ana tēnei momo whakangungutanga ki ngā pūkenga. Ko te whakamanawatanga me te whai tikanga o te hononga mahi ngātahi i waenga i ngā kaimahi whakaako ki te tautoko i te angitūtanga o te ākonga, kei te pūtake o te whakaakoranga kounga.</p> <p>I rongo kōrero ngā kaiarotake i ngā ākonga me ētahi atu o te hunga whai pānga, mō te piki ake o te mātauranga me te māramatanga o te ākonga kua puta ki te reo, ki te tikanga me te mātauranga Māori, me ētahi atu pūmanawa anō, ētahi atu uara, me te pāpātanga o ēnei ki ō rātou wairua, ki ō rātou tuakiritanga, ki tō rātou mana anō, i te roanga atu o te akoranga. Kua whakatinanahia hoki ēnei māramatanga, ēnei pūmanawa me ēnei uaratanga i ngā horopaki e hāngai ana pērā i te whānau, i te mahi, i te iwi me te hapū. I kite taunahatanga te tīma arotake me te rongo kōrero anō i ngā ākonga kua puta mō te</p>	<p>continue to upskill in areas such as teaching and te reo Māori was identified in a recent self-review, and staff work with Whakatupu Mātauranga to create their professional development plans. Te Wānanga o Raukawa has also self-identified a need for staff to upskill in information technology due to its recent move to a blended learning approach. This training is available to pūkenga. Quality teaching is underpinned by positive and purposeful working relationships between the teaching staff in support of ākonga success.</p> <p>Evaluators heard from ākonga and other stakeholders that graduates increase their knowledge and understanding of te reo, tikanga and mātauranga Māori as well as other skills and values that impact their wairua, tuakiri and mana over the course of study. These understandings, skills and values are then meaningfully applied in relevant contexts including with whānau, mahi, iwi and hapū. The evaluation team saw evidence and heard from graduates about the contribution the course has made for them and their</p>
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	<p>whai painga o te akoranga ki a rātou tonu, ki ngā ara whai mahi, ko te nuinga o ngā ara nei kei te takiwā ki te ao mātauranga Māori.</p> <p>E whakahaungia ana te ākonga ki te whakatupu me te atawhai i te hononga a te tuakana, teina ki ētahi atu ākonga i roto, i waho anō o te akomanga. Hei tauira, tākaro tahi ai ngā ākonga i te tīma poitūkohu, me tā rātou tautoko tētahi i tētahi ki te kōrero Māori. E ai ki tētahi atu ākonga, e kaha ake ana te tautokona ōna i Te Wānanga o Raukawa tēnā i tana whare wānanga o mua atu.</p> <p>E rite tonu ana te kimihia o te uruparenga i ngā ākonga hei āwhina i te whakapai ake i ngā mahi, hei whakamōhio hoki i ngā panonitanga. Ko tētahi o ngā whakapainga nei ko te heke iho o te tapeke o ngā aromatawaitanga mō te akoranga nā runga i te whaiwhai ake i ngā uruparenga a ngā ākonga. Kua māmā ake ki te ākonga me te pūkenga te whakahaere i te akoranga me te hāngai anō o tēnei ki te momo akoranga.</p> <p>E poua ana ngā hātepe mātairua kia ngoto tonu ki roto, ki te whānuitanga atu anō o te whare me te hōtaka. E whanakehia tonuhia ana e ētahi kaimahi hou tā rātou noho mārama ki te hātepe mātairua. Heoi anō, e tino pai ana ngā tohu kei te tiketike te kounga o te hōtaka, ka mutu e tutuki ana ngā hiahia o te ākonga.</p>	<p>employment opportunities which are mainly in Māori educational settings.</p> <p>Ākonga are encouraged to develop and nurture tuakana, teina relationships with other ākonga both in and outside the classroom. For example, ākonga play in the same basketball team and support each other to speak Māori. Another ākonga commented that they felt better supported at Te Wānanga o Raukawa than at their previous university.</p> <p>Feedback from ākonga is sought on a regular basis to assist improvements and inform changes. One such improvement is the decrease in total assessments for the course as a result of being responsive to ākonga feedback. This makes the course more manageable for ākonga and pūkenga and applicable to the course type.</p> <p>Mātairua processes are being fully embedded in and across the whare and the programme. Some new staff are still developing their understanding of the mātairua process. However, overall the signs are very positive that the programme is of high quality and is meeting the needs of ākonga.</p>
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	<p>E whai painga ana te rerenga auroa o te mātauranga Māori i ngā akoranga o Te Heke Reo me te Poutuarongo Reo, ki te oranga tonutanga me te noho ora anō o ngāi Māori, ētahi whāinga matua o Te Wānanga o Raukawa. Ko tētahi tauira o te whakapuakitia o tēnei i kitea i tētahi mahi huritao-whaiaro e tautuhi ana i te korekore o te wāhi e kōrerohia ai ko te reo Māori anahe kia rumakina tonuhia ai te ākonga ki te reo. Hua mai ana i tēnei ko te nuku i Te Whare Kōrero ki te whare o Whitireia, e matomato ai te tupu o te reo Māori, e rūmakina ai te ākonga me te kaimahi ki te reo. Ka pai tonu te arotake tonu i ngā pūnaha uruparenga ākonga me te hōpara anō i ētahi atu ara kohikohi uruparenga whai take.</p>	<p>The Heke Reo Māori and Poutuarongo Reo Māori course contributes positively to the mātauranga Māori continuum and to the survival and wellbeing of Māori as a people, which are primary aims of Te Wānanga o Raukawa. One example of this expression was noted in a self-reflection activity which identified a lack of Māori-only speaking areas for ākonga to stay immersed in te reo. This resulted in Te Whare Kōrero moving to the Whitireia building where te reo Māori can flourish and ākonga and staff can stay immersed. Ākonga feedback systems are worthy of ongoing review and exploring new ways of gathering meaningful feedback.</p>
Whakataau:	<p>E pai ana, e mātau ana te taha hautū me ngā kaimahi o te Heke Reo me te Poutuarongo, e kohara nui ana rātou ki te reo, ki ngā tikanga me te Mātauranga Māori, ki te ekenga anō o ā rātou ākonga, otirā o te wānanga. E whai mātauranga ana, e whai māramatanga ana ngā ākonga me te hunga kua puta ki te ao Māori me tā rātou whakatinana i ēnei ki te whānau, ki te hapū, ki te iwi, ki te hapori me ngā kaituku mahi.</p> <p>E kohia auautia ana te reo o te ākonga, e whakatinanahia ana tāna i kī ai. Ka kaha kē atu te tautokona o te wānanga i ngā whakaaro o ngā ākonga o tēnei</p>	<p>Heke Reo Māori and Poutuarongo Reo Māori have sound and competent leadership and staff who are passionate about te reo, tikanga and mātauranga Māori, and the achievement of their ākonga and the Wānanga. Ākonga and graduates gain knowledge and understanding of te ao Māori that they apply in their lives and contribute to whānau, hapū, iwi, community and employers.</p> <p>Ākonga voice is gathered on a regular basis and acted on. Current ākonga have suggestions for improvements</p>

	<p>wā mō te whakapai ake i ngā mahi.</p> <p>E whakamanawa ana te akoranga nei i te rerenga auroa o te mātauranga Māori me te oranga tonutanga, te noho ora o ngāi Māori, ētahi whāinga matua a Te Wānanga o Raukawa.</p>	<p>that could support the Wānanga further.</p> <p>This course is contributing positively to the mātauranga Māori continuum and to the survival and wellbeing of Māori as a people, which are primary aims of Te Wānanga o Raukawa.</p>
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2.3 Te Wāhi Arotahi: Poutāhū/Tāhuhu Te Reo (taumata 8 and 9)

Ngā hua o te whare ako:	Pounamu Kahurangi	
Ngā whakairinga kōrero	Pounamu Whakairo	
Ngā Kitenga:	<p>He tītohu paerua, he Tohu Paerua te Poutāhū/Tāhuhu Te Reo ki te reo Māori. I te 2017 e 27 ngā ākonga i whakauru ki te tītohu paerua, tokowhā i whakauru atu ki te Tāhuhu. E whakaakona ana ngā hōtaka nei i te taiao rumaki ki te reo Māori (tirohia te Tāpiritanga 1 mō ngā raraunga angitū o te ākonga).</p> <p>E kaha ana, e pai ana te hononga i waenga i ngā ākonga me ngā kaimahi, me te tautoko o tēnei i te putanga pai ki te ākonga. I kōrero ngā ākonga mō tō rātou kauanuanu ki ngā pūkenga i te kounga tonu o ō rātou pūmanawa, o ō rātou mātauranga me ā rātou mahi. E kitea tonuhia ana te pūkenga, e wātea ana ki ngā ākonga, e pūmau ana ki te whai kia angitū te ākonga.</p> <p>I kaha tonu ngā taunahatanga mō te āhua o te kohikohi haere i te reo o ngā ākonga hei huritao,</p>	<p>Poutāhū/Tāhuhu Te Reo Māori is a postgraduate diploma and Master's degree in te reo Māori. In 2017 there were 27 ākonga enrolled on the postgraduate diploma and four ākonga enrolled on the Tāhuhu. The programmes are delivered in a te reo Māori immersion environment (refer Appendix 1 for student success data).</p> <p>There are strong and positive relationships between ākonga and staff, supporting positive ākonga outcomes. Ākonga spoke of the high regard they held for pūkenga due to the quality of their skills, knowledge and ability. Pūkenga were also visible and accessible to ākonga and committed to ensuring ākonga success.</p> <p>Evidence of how the voices of ākonga are gathered to reflect</p>

	<p>hei tautoko i te whakapai ake i ngā mahi. Heoi anō, ka pai tonu te arotake tonu, te whakaaroaro tonu ki huarahi kē mō te kohi i ngā uruparenga a ngā ākonga mō ētahi wāhanga o te hōtaka, me te āhua o te whakaako. Ko ngā tono me ngā wawata o te hapū, o te iwi me te kaituku mahi – e rite tonu nei tā rātou tonu i ā rātou tāngata ki te wānanga ki te whai i te mātauranga me te ako pūmanawa whai tikanga – e tautokona ana e te taha whakahaere.</p> <p>E whanaketia ana, e whakapakaritia ana e ngā ākonga tō rātou pai ki te kōrero, ki te whakaako me te ako i te reo Māori. Ka ako anō rātou i ētahi atu mātauranga, i ētahi atu pūmanawa, tae atu ki te kauanuanu ki a rātou tonu, ki ētahi atu, ki te ārahi me tautoko i ētahi atu, ki te ako hei tā te Māori ako, me te whai mātauranga, te whakatinana hoki i te tikanga Māori i ētahi momo horopaki maha.</p> <p>E inea ana, e aroturukihia ana ngā whakatutukinga a ngā ākonga i te hōtaka e te pūkenga me te taha whakahaere, e tautokona ai te angitūtanga o te ākonga. E tutuki ana i ngā ākonga ngā akoranga, otirā ngā hōtaka. Kāore e rite tonu ana te whakatutukihia i roto i te wā kua tohua, heoi, e whānui ana te whakatutukihia i roto i te wā e whakaaehia ana. Ka whai hua tonu ki Te Wānanga o Raukawa te kohikohi me te tātari i ngā raraunga taka atu a te ākonga, e</p>	<p>and support improvements was generally strong. There is, however, room to review and consider other ways of gathering feedback from ākonga on aspects of the programme and delivery. The requests and aspirations of hapū, iwi and employers – who often send their people to the wānanga for study and to gain valuable skills – are supported by management.</p> <p>Ākonga develop and improve their abilities to speak, teach and learn te reo Māori. They also gain a range of additional knowledge and skills, including the ability to respect self and others, to lead and support others, to learn in a Māori way, and gain knowledge of and apply tikanga Māori in a variety of contexts.</p> <p>Ākonga achievement is measured and monitored in the programme by pūkenga and management as a way of supporting ākonga success. Ākonga complete the courses and ultimately the programmes. While this does not always happen in the earliest timeframe possible, overall all ākonga complete within an acceptable timeframe. Te Wānanga o Raukawa would benefit from gathering and analysing ākonga withdrawal</p>
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	<p>kaha ake ai tā rātou noho mārama me tā rātou tautoko i te ākonga ki te whakatutuki tohu.</p> <p>Kua takoto mai he ara i te nukutanga ki te whakaako matihiko e whakamōrahitia ai te whakamahi tika i te hangarau ki te whakaako me te ako. E hōparatia ana e ngā kaimahi ētahi huarahi auaha hei whakamahi i te hangarau ki te whakaako hōtaka, ka mutu e whanaketia ana e ngā kaimahi tō rātou momo whakaako ā-matihiko me ētahi whakaaro hoahoa kōrero hei tautoko i te momo whakaako, te momo tautoko o tēnei wā e paingia ana e ngā ākonga e piki ake ai te angitūtanga.</p> <p>Kua noho kē mai he pūnaha matua, he tautoko mō te huritao, te arotake me te aromatawai-whaiaro. E whakamahia ana te mātairua hei tautoko i te kounga o ngā mahi whakaako me ngā mahi aromatawai. Heoi, ka pai tonu te whanake a Te Wānanga o Raukawa i tētahi pūnaha e auau ai te arotake me tautoko i te whanakehia tonuhia o ngā mahi whakaako i waenga i ngā kaimahi o ngā hōtaka.</p> <p>I mātua whai te hoahoatanga o te hōtaka kia tautokona ngā mahi ako ki te nui o te haora e tika ana, e hāngai ana ki ngā tūmanako o ngā ākonga, e tautokona ai te angitūtanga o te taura. E whakaaritia ana ngā haora ako i ngā mahere whakaako i ngā noho me ngā mahi ako e hiahiatia ana ki te whakaoti me te whakatutuki i</p>	<p>data to better understand and support ākonga to complete their qualification.</p> <p>The move to digital delivery has provided opportunities to maximise the appropriate use of technology in the teaching and learning. Staff are exploring innovative ways to use technology in programme delivery, and staff are developing their online pedagogy and content design ideas to support currency of provision and support preferred ākonga styles for increased success.</p> <p>Key reflection, review and self-assessment systems and support exist. Matairua (moderation) is used to support quality teaching practice and assessment. There is potential for Te Wānanga o Raukawa to develop a system for regularly reviewing and supporting the ongoing development of teaching practices among programme staff.</p> <p>The programme design has ensured that learning activities are supported by appropriate learning hours relevant to the expectations of students to support taura success. The learning hours are reflected in the noho delivery plans and learning activities required to meet and achieve assessment outcomes. The evaluators</p>
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	<p>ngā putanga aromatawai. I rongō ngā kaiaromātai mō te neke atu o ngā haora e whakapaua ana e ngā ākonga i tērā e hiahiatia ana, e tonoa ana, nā runga i te taumata o te kaingākauria me te koharata o te ako i 'tō rātou reo'. E hāngai ana ngā haora me ngā mahi hei mahi ki tēnei taumata o te tohu.</p>	<p>heard that students frequently do more hours than is expected or required due to the levels of interest and passion for the acquisition of 'their reo'. The hours associated with delivery and the tasks required are appropriate to this level of qualification.</p>
Whakataua:	<p>E kaha ana, e papai ana ngā tāpaenga a ngā hōtaka ki te oranga tonutanga o ngāi Māori. Kei te rahi te rauemi, e whakatupuhia ana he ākonga pakari ka puta me ētahi pūmanawa, ētahi mātauranga, me te whakatinanahia o ēnei i ētahi horopaki whai tikanga, me ētahi āhuatanga whai take. E haere tahi ana anō te tikanga me te hāpai-mana i ngā hōtaka.</p> <p>Ka pai tonu te whakaaroaro ki ōna anō wāhi iti hei whakapakari ake, ina koa te whanake i ētahi huarahi kē hei kohikohi i ngā uruparenga a ngā ākonga mō te whakapai ake i ngā mahi.</p>	<p>The programmes are making strong and positive contributions to the survival of Māori as a people. The programme is well resourced and delivering capable graduates with a variety of skills and knowledge that are being applied in meaningful contexts in meaningful ways. The programmes operate with tikanga and in mana-enhancing ways.</p> <p>There are some minor areas of potential improvement for consideration, particularly the development of more varied methods for gathering ākonga feedback for improvements.</p>

2.4 Wāhi Arotahi: Poutuarongo Whakaakoranga/Tohu Paetahi ka Whakaakona ki te Reo Māori

Ngā hua o te whare ako:	Pounamu Whakairo	
Ngā whakairinga korero	Pounamu Whakairo	
Ngā Kitenga:	<p>He tohu kaiwhakaako a Poutuarongo Whakaakoranga e whakaakona ana ki te reo Māori, ka toru tau tēnei e whāia ana. Ka whai pūmanawa te hunga ka puta ki te whakaako i ngā kura reo Māori, ka whai māramatanga anō ki te hira o te whaiaro me te wāhi mā roto i te akoako mō te iwi me te hapū (tirohia te Tāpiritanga 1 mō ngā raraunga angitū o te ākongā).</p> <p>Mai anō i kaha ai, i whai tikanga ai ngā hononga a te hōtaka ki ngā kura me te hunga o te ao mātauranga e whai wāhi ana ki te hōtaka me ngā whakaakoranga. I kitea anō i ngā taunahatanga te kaha o te whakapuakitia o te whanaungatanga i ngā taumata maha, i te arotakenga nunui i whakahaeretia mō te hōtaka hei whakatinana i te 2018.</p> <p>Tuwhera ana te ngākau o ngā pūkenga whai wheako nō nā noa nei i noho ai hei kaiwhakaako ki ngā panonitanga ki te tauira aho wānanga o te wānanga whānui, me te whai huarahi ki te arotake tukupū, ki te whakapai ake i ngā kōrero, i ngā putanga me ngā aromatawaitanga. I tino whānui te whakapāpā haere ki ngā ākongā o tēnei wā, o mua anō, ki ngā tumuaki kura me ngā kaiako hāpai me te whakapā anō</p>	<p>Poutuarongo Whakaakoranga is a three-year teaching degree programme taught through the medium of te reo Māori. Graduates gain skills to teach in Māori medium kura, as well as an understanding of the importance of self and place through iwi and hapū studies (refer Appendix 1 for student success data).</p> <p>The programme has always had strong and purposeful relationships with kura and educationalists who contribute to the programme and its delivery. Strong expressions of whanaungatanga at many levels were also evidenced in the significant review that the programme underwent for implementation in 2018.</p> <p>Experienced pūkenga who are recent practitioners welcomed the wānanga-wide change to the academic model, and the opportunity to comprehensively review and refine programme content, outcomes and assessments. Extensive consultation included past and present ākongā, kura principals and kaiako hāpai and critical peer engagement. This review,</p>

	<p>ki ngā aropā. Ko tā tēnei arotakenga, ko te kaupapa a Te Wānanga o Raukawa nei kei tōna tūāpapa, he arotake anō i ngā haora ako me ngā uruparenga mai i ngā mātairua tarāwaho me ngā pūrongo a ngā kaiaroturuki.</p> <p>I taka te arotakenga i te wā tika, inā rā, ko te toronga ohia anō i whakaritea mā Matatū Aotearoa i tū i te Hereturikōkā 2018. Ko te hua o te toronga ohia, e whakahaua ana Te Wānanga o Raukawa e Matatū Aotearoa kia whakamārama, kia tautuhi i te āhua ake o te hononga atu ki ngā Paerewa Whakaputa Pouako, me te āta whai kia mārama, kia rōnaki te ako a te ākonga mai i te taha ariā ki ngā mahi whakaako mō tēnā, me tēnā pepa. Me mātua tutuki pai tēnei e taea ai rātou te ohia anō e Matatū Aotearoa, otirā te whakaako tonu.</p> <p>I te wā e haere ana tēnei arotakenga, e tutuki tonu ana i ngā pūkenga ngā hiahia o ngā ākonga. I whakaū hoki ngā ākonga i te mātau, i te ngākau atawhai o ngā pūkenga, e paingia ana ā rātou uruparenga ki ngā mahi kua whakaritea, e uaratia ana hoki ngā rerekētanga o ā rātou taera ako. E haere tonu ana te tāpae mātauranga kē a ngā kaiāwhina me ngā pūkenga manuhiri. Hei tā ngā ākonga anō, ka nui te whai hua o ngā akoranga whāiti a ngā kaiāwhina mō ngā taputapu pārongo hangarau me ngā rauemi. I mōhio anō ngā</p>	<p>underpinned by Te Wānanga o Raukawa kaupapa, also included a review of learning hours and feedback from external mātairua and monitors' reports.</p> <p>The review was timely as the scheduled Education Council re-approval visit took place in August 2018. As a result of the approval visit, Te Wānanga o Raukawa is required by the Education Council to describe and identify how courses explicitly link to the Graduating Teacher Standards, and also to ensure coherence and continuity in ākonga learning from theory to practice for each paper. This requirement must be met satisfactorily to enable re-approval by the Education Council and therefore ongoing delivery.</p> <p>While this review was taking place, pūkenga continued to meet ākonga needs. Ākonga affirmed that pūkenga were knowledgeable and caring practitioners, their feedback to assignments appreciated, and their differences in teaching styles valued. Kaiāwhina and guest lecturers continue to provide additional expertise. The kaiāwhina workshops on information technology equipment and resources was commented on by ākonga as extremely useful. The workshops also informed</p>
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	<p>pūkenga me ngā kaiwhakahaere o te hōtaka mō ngā taputapu me ngā rauemi e whakamahia ana i ngā akoranga, e rite ai te hōtaka mō ngā rā ki tua, e rite anō ai ko ngā ākonga.</p> <p>I te mea ko te reo Māori te reo whakaako, kua whakaakona e ngā pūkenga ngā kōrero reo Māori o te tohu⁹ mā roto i te horopaki o te reo o te Marautanga, tētahi atu painga o te hōtaka.</p> <p>Hei tāpiri atu ki ngā hiahia me ngā whakahau a te pae o Matatū Aotearoa, ko ētahi o ngā uruparenga matua a te hunga whai pānga e whakaarohia ana e Te Wānanga o Raukawa ko te:</p> <ul style="list-style-type: none"> • arotake i te ara pai e whakamihia ai ngā mahi a ngā kaiāwhina, e pīkau ana hoki ētahi i ngā utu o ā rātou manaakitanga tūao mai • whakapai ake i ngā mahere mō ngā whakaakoranga-iti me te whakamātau i te whakaako i ngā kura, kia mōrahi ai te wā a te ākonga ki ngā kura • whakauru atu i te reo matatini matihiko ki te hōtaka whakaako e mātua rite ai te hunga ka puta ki te whai haere i ngā mahi o te kura e whakamahia ana e āna 	<p>pūkenga and programme management about the equipment and resources being used in classrooms, future proofing the programme and preparing ākonga.</p> <p>As the medium of delivery is te reo Māori, the pūkenga now deliver the reo content of the degree¹⁰ contextualised through the reo of the Marautanga, a further strength of the programme.</p> <p>In addition to the requirement and recommendations made by the Education Council panel, key feedback from stakeholders being considered by Te Wānanga o Raukawa includes:</p> <ul style="list-style-type: none"> • reviewing how best to acknowledge the contribution of kaiāwhina, as many make their voluntary contributions at personal cost • improving planning of micro-teaching and practicum sessions to maximise the time ākonga are in kura • building digital literacy into the teaching programme to ensure graduates are prepared to engage with kura whose ākonga are using digital technology.
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⁹ I whakaakona ngā kōrero reo Māori o te hōtaka i te noho rumaki e aromatawaitia ana e tētahi atu whare.

¹⁰ Previously the te reo Māori content of the programme was delivered through immersion noho delivered and assessed by another whare.

	<p>ākonga te hangarau matihiko.</p> <p>Whakanuia ana e te hōtaka te tokowhā i puta ngā ihu i te 2015, 10 i te 2016, 17 i te 2017. Kua whāia haeretia te wāhi e haere ai te ākonga kua puta ināianei, engari kāore i mārama mehemea i whaiwhai haere ana Te Wānanga o Raukawa i ngā uruparenga a ngā kaituku mahi me te hapori i muri o te putanga o te ihu, e mōhiotia ai te kaha rite o te ākonga me tāna i tāpae ai taha ahurea e whakaūngia anō ai te uara o te hunga kua puta.</p> <p>I kite te tīma aromatawai ka pai tonu te whakakaha ake i te aratakinga me te tautoko a te taha whakahaere kia tūturu ai te whakatinanahia me te kati i ngā mahi kua whakaritea (hei tauira, ngā rauemi hangarau pārongo, whakawhitiwhiti, ngā uruparenga i ngā pūrongo mātairua, pūrongo aroturuki, ngā uruparenga a te hunga whai pānga, te pūrongo a Matatū Aotearoa). E tino hira ana te whakawātea ake i ētahi atu rauemi hei tautoko i ngā pūkenga, ki te whaiwhai ake i ngā whakahau me ngā hiahia o Matatū Aotearoa, e taea ai te hōtaka te ohia anō i mua i te paunga o te tau. Ka haere tonu te whakarākeihia o te hōtaka i ngā panonitanga nei, e whai painga ai ko ngā kaimahi, ko ngā ākonga me te hunga whai pānga i te tau aho wānanga hou.</p>	<p>The programme celebrated four graduates in 2015, 10 in 2016 and 17 in 2017. Graduate destinations are now being tracked but it was not clear if Te Wānanga o Raukawa is following up with employer and community feedback post-graduation to ascertain strengths of graduate preparedness and cultural contribution which would further affirm the value of graduates.</p> <p>The evaluation team found that managerial oversight and support could be strengthened to ensure all proposed actions are actioned and closed (for example, information and communications technology resources, moderator and monitor report responses, stakeholder feedback, Education Council report). It is critical that additional resources be made available to support pūkenga, to address the recommendations and requirements of the Education Council enabling programme re-approval before the end of the year. These changes will continue to enhance the programme, benefitting staff, ākonga and stakeholders in the new academic year.</p>
Whakataau:	E mārama ana te hihiringa o ngā pūkenga ki te tautoko i ngā ākonga kia puta ai rātou hei	Pūkenga are clearly energised to support ākonga to be

	<p>pouako whai tikanga e mōhio ana ki te manaaki i te tangata, me te kawē atu i te tirohanga a te Māori ki te ao ki te akomanga. E oke ana rātou ki te tāpae hōtaka e rite ana ki ēnei rangi nei, ka hāngai tonu hoki i ngā rā ki tua.</p> <p>Mā te aroturuki i te whakatinanahia o te hōtaka kura arotakea, mā te whaiwhai ake i ngā hiahia o Matatū Aotearoa me ngā pūrongo tarāwaho mō te mātaurua me te aroturuki, me te whakahoki whakaaro ki ngā kura whai pānga, ka kaha kē atu te eke o ngā mahi me ngā mahi huritao-whaiaro.</p>	<p>effective, caring teachers who bring a Māori worldview to practice in the classroom. They are keen to provide a programme that is current and has ongoing relevance.</p> <p>Monitoring the implementation of the reviewed programme, addressing the Education Council requirement and external mātaurua and monitor reports, and responding to kura stakeholders will strengthen both performance and self-reflective practice.</p>
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2.5 Wāhi Arotahi: Heke Kaitiakitanga Pūtaiao (Taumata 5)

Ngā hua o te whare ako:	Pounamu Kahurangi	
Ngā whakairinga korero	Pounamu Kahurangi	
Ngā Kitenga:	<p>Ko te Heke Kaitiakitanga Pūtaiao he pepa 120 ōna waetohu ka haere mō te katoa o te tau. E āhei ana ngā ākonga ka whakaoti i te Heke Kaitiakitanga Pūtaiao ki te whakauru atu i te tau 2 o te tohu (tirohia te Tāpiritanga 1 mō ngā raraunga angitū o ngā ākonga).</p> <p>Ko te whāinga i te Heke Kaitiakitanga Pūtaiao ko te whakaoho i te ngākau o te ākonga ki te whakahaerenga taiao me te ukaukatanga. Kei te rawe te whakahaeretia o te hōtaka, me te kaha o ngā taunahatanga mō te whai tikanga o te whakatakoto mahere, mō te aroturuki, mō te</p>	<p>Heke Kaitiakitanga Pūtaiao is a 120-credit, full-year programme. Ākonga who complete the Heke Kaitiakitanga Pūtaiao can enrol on year 2 of the degree (refer Appendix 1 for student success data).</p> <p>The aim of the Heke Kaitiakitanga Pūtaiao is to provide ākonga with an insight into Māori environmental management and sustainability. The programme is well managed, with strong evidence of effective planning, monitoring, reporting and</p>

	<p>whakatakoto pūrongo me te whakamahi i ētahi raraunga whānui hei whakapai ake i ngā mahi. Hei tauira, i whanaketia e te tīma o te hōtaka ā rātou ake rautaki me ā rātou ake mahere hei tautuhi, hei aroturuki i ngā tutukinga ki ētahi mahi tōmua matua. E whakaatu ana ngā mōhiotanga me ngā matapakinga nei i te pono o te ngākau ki te whakatupu tonu i te hōtaka, ki te tautoko i ngā ākongā kia puta ai te ihu i te tohu, me te tautoko i ngā kaiwhakaako.</p> <p>He tautōhito ngā pūkenga me ngā pūkenga matua, he rangahau tonu i ngā mahi whakahaere taiao a ngā hapū, a ngā iwi i roto i te hāpori (pērā i te whai wāhi atu ki te whakarauora ake i ngā manga me ngā wairepo), ka mutu ka nui tō rātou kauanuanutia e te ākongā, e te hunga kua puta me te hunga whai pānga. E rongō ana ngā kaimahi i te nui o te tautoko a te taha whakahaere i a rātou i tā rātou āhei ki te whai tonu i te mātauranga me te hangore anō o ngā whakaritenga mahi, inā rā, he pānga tō te tokoiti o ngā ākongā e whakauru atu ana ki te āhei o te whakahaere ki te kopou kaimahi pūmau.</p> <p>Kei te rawe te whakariterite i ngā noho, ka mutu ahakoa te whai tikanga o te Mūrau hei taputapu toha pārongo, e tauhou tonu ana ki ētahi ākongā, nō reira e tupu tonu ana te whai painga ki a rātou. Kei te rawe te nui o te rauemi ki ngā hōtaka, me te whānui o ngā tānga aho wānanga hei pānui hei tautoko i te akoako,</p>	<p>using a range of data to inform improvements. For example, the programme team developed their own rautaki (strategies) and mahere (plans) to identify and monitor achievement towards key priorities. These insights and discussions show a genuine desire to grow the programme, support ākongā to achieve through to the degree, and support teaching staff.</p> <p>The pūkenga and pūkenga matua are established practitioners and active researchers in hapū and iwi environmental management in the community (including involvement in restoration work in local streams and wetlands), and are highly regarded by ākongā, graduates and stakeholders. Staff feel well supported by management with further study and flexible working arrangements, noting that the low enrolments impact on the organisation being able to engage full-time permanent staff.</p> <p>Noho are well organised and Murau (Moodle), while an effective tool for sharing information, was still new to some ākongā and therefore their effective use is still developing. The programmes are well resourced with a range of academic reading material to support study, and practical kits to support</p>
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	<p>he kete taha wheako anō hei tautoko i ngā mahi o waho i ngā noho. I arotakea ngā haora ako inā tata nei, kua whakahāngaitia ki ngā mahi akoako e aroturukihia ana mā roto o Murau me ngā noho.</p> <p>Kua whakahoungia ngā aromatawaitanga kia pai ai te whai a ngā ākonga i te taha tuhituhi me te taha wheako ki te whakaatu i tā rātou i ako ai, e hiahiatia ana anō hoki ina akoako i te taumata 5. Ko ētahi whakapuakanga auaha o te manaaki ko tētahi kawenata (kua whakawhitihia ki te Tiriti e here ana i te pūkenga me te ākonga ki ā rātou kawenga ki te whakariterite me te taetae atu ki ngā noho me te aromatawai i te wā tika (te tāpae me te māka).</p> <p>E whai take ana ngā hononga me te whai painga anō ki te angitūtanga o te ākonga. E whai wāhi atu ana ētahi o ngā kaiāwhina ki ngā noho a te hōtaka me te tāpiri uara anō o tēnei ki te wheako ako a te ākonga. E auau ana te whakapā atu a ngā pūkenga ki ngā ākonga me te tere anō o te whakautu i ngā pātai a te ākonga.</p> <p>E whānui ana te tautuhia o te angitūtanga e ngā kaimahi o te hōtaka, tae atu ki te angitūtanga taha aho wānanga e arotahi ana ki te whakaoti i ngā pepa (te ara arotau e tutuki ai te tohu); te angitūtanga taha whaiaro (te whakapakari i tā rātou tū tangata, te whakamanawa i a rātou, te whakapakari i ō rātou pūmanawa, ō rātou mātauranga mō rātou anō,</p>	<p>outdoor activities during noho. Learning hours have recently been reviewed and aligned with learning activities which are monitored through Murau and at noho.</p> <p>Assessments have been redeveloped to allow ākonga both written and practical opportunities to demonstrate the learning gained and required at level 5 study. Innovative expressions of manaaki include a kawenata (replaced by a Tiriti (Treaty) document) that commit pūkenga and ākonga to their responsibilities around noho preparation and attendance and timely assessments (submission and marking).</p> <p>Relationships are purposeful and contribute to ākonga success. A number of kaiāwhina contribute to the noho programme which adds value to the ākonga learning experience. Pūkenga are in regular contact with ākonga and respond promptly to ākonga inquiries.</p> <p>Success is defined broadly by programme staff and includes academic success with a particular focus on completing papers (as the logical pathway to completing the qualification); personal success (increasing their pride, confidence, skills and knowledge about themselves, their marae, hapū and iwi, and</p>
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	<p>mō te marae, te hapū, te iwi, me ngā take taiao e hāngai ana); me te angitū o te whānau – te para huarahi mā ngā ākonga ki te whakahoki takoha atu ki te hapori me te taiao. Ka piki mai te nuinga o ngā ākonga ki te hōtaka i runga i te hiahia hoki ki ō rātou hau kāinga ka whakapai ake ai i te taiao mō ngā whakatipuranga ki tua. Ka rawe ngā kōrero a te hunga kua puta i te Heke mō te uara nui me te hāngai o te hōtaka ki ō rātou wawata kia mahi mā ō rātou ake iwi, hapū. E auau ana te aroturuki a ngā pūkenga, a ngā pūkenga matua me ngā Kaihautū i te eke o ngā mahi me te taetae atu a ngā ākonga. E ruarangi ana ngā raraunga e pā ana ki te taunga atu a te hunga kua puta e pupuritia ana, me te whai hua o ēnei raraunga hei ārahi i te whakapai ake i te hōtaka.</p> <p>I arotakea te hōtaka inā tata nei hei wāhanga o te arotakenga o te tauira aho wānanga, hua mai ana ko ētahi panonitanga e aroturukihia ana i te roanga atu o te tau. Ko te kaupapa te karu titiro ki ngā mahi huritao-whaiaro i ngā arotakenga hōtaka, i ngā aromātaitanga ākonga me ngā mātairua (tarāwhare, tarāwaho anō) me te whakaatuhia o te whai take me te huritao tonuhia o te kounga me te eke a te ākonga.</p> <p>I kitea ngā pūnaha mō te whakahaere i te taha hauora me te haumarutanga me te mana o te hōtaka engari me aroturuki tarāwharetia, me tātari rānei ēnei e pono ai te whai tikanga o ngā pūnaha nei.</p>	<p>relevant environmental issues); and whānau success – providing an opportunity for ākonga to give back to their community and environment. Most ākonga come on to the programme as they want to go back to their hau kāinga and improve the environment for future generations. Heke graduates spoke highly of the value and relevance of the programme to their aspirations to work with their own iwi and hapū. Ākonga achievement and attendance is monitored regularly by the pūkenga, pūkenga matua and Kaihautū. Robust graduation destination data is also kept and provides a useful source of information for improvement.</p> <p>The programme has recently been reviewed as part of the academic model review, resulting in changes which are being monitored throughout the year. Programme reviews, ākonga evaluations and mātairua (internal and external moderation) apply kaupapa as the lens for self-reflective practice and demonstrate purposeful and ongoing reflection on quality and ākonga achievement.</p> <p>Systems for managing health and safety practices and programme integrity were evident but need internal monitoring or audit to ensure these systems are effective.</p>
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<p>Whakatau:</p>	<p>E mārama pū ana te whakapuakitia o te kaupapa i te whānuitanga atu o te wāhi arotahi. I ōna wāhi anō, i auaha, i ahurei ngā whakapuakanga, me te whakaatu anō i te hautū me te mahi a ngā kaimahi whakaako me te taha whakahaere i runga i te whakaaro papai.</p> <p>Ahakoia ngā wero e pā ana ki te tokoiti o te hunga whakauru atu, ki ngā panonitanga ki te hōtaka me te tokoiti o ngā ākonga ka haere tonu ki te hōtaka o te tohu, e mōhiotia ana ēnei take e ngā kaiwhakahaere o te hōtaka mā roto i ā rātou mahi huritao-whaiaro, ka mutu kua kawea ake ētahi rautaki hei whakapai ake i tēnei āhua.</p>	<p>Expressions of kaupapa are clearly evident across the focus area. In some cases, expressions were innovative and unique, demonstrating good thought leadership and practice by teaching staff and management.</p> <p>Despite challenges with low enrolments, programme changes and low progression to the degree programme, these issues are known by programme management through their own self-reflective practice, and a range of strategies have been employed to make improvements.</p>
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Ngā Whakahau

E whakahau ana a NZQA kia whakaarohia ak e Te Wānanga o Raukawa te:

- Arotake i ngā hiahia taha whakangungu, taha whakapakari o ngā kaimahi

Arotake i te pai o te kohikohi me te whakamahi i ngā uruparenga a te hunga whai pānga (te ākonga, te hunga kua puta, me te hunga whai pānga ā-waho) tae atu ki te whakahoki kōrero ki te hunga whai pānga katoa mō te āhua o te whakamahi i ā rātou uruparenga hei whakapai ake i ngā mahi.

Ngā Hiahia

Kāore he hiahia e ara ake ana i te aromātaītanga me te arotakenga ā-waho.

Recommendations

NZQA recommends that Te Wānanga o Raukawa consider:

- Reviewing the training and development needs of staff
- Reviewing how well it is gathering and using stakeholder feedback (ākonga, graduate, and external stakeholders) including communicating back to all stakeholders how it has used their feedback to make improvements.

Requirements

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

Tāpiritanga 1

Ripanga wāhi arotahi: Te whakaurunga, te whakaoti akoranga me te tokomaha i puta (2015-2017)

Poupou Huia Te Reo	2015	2016	2017
Whakaurunga	1674	1129	1454
Whakaoti Akoranga	68%	60%	62%
Tokomaha i puta	665	673	898

Heke/Poutuarongo	2015	2016	2017
Whakaurunga	29/18	35/19	38/20
Whakaoti Akoranga (Heke)	69%	71%	75%
Whakaoti Akoranga (Tau 2)	83%	82%	75%
Whakaoti Akoranga (Tau 3)	73%	64%	61%
Tokomaha i puta	17	26	23

Poutāhū/Tāhuhu	2015	2016	2017
Whakaurunga	21/5	17/1	21/4
Whakaoti Akoranga (Poutāhū)	49%	60%	58%
Whakaoti Akoranga (Tāhuhu)	3%	0%	100%
Tokomaha i puta	1	0	5

Poutuarongo Whakaakoranga	2015	2016	2017
Whakaurunga	61	52	59
Whakaoti Akoranga	83%	96%	92%
Tokomaha i puta	27	24	29

Heke Kaitiakitanga Pūtaiao	2015	2016	2017
Whakaurunga	25	28	18
Whakaoti Akoranga	59%	64%	91%
Tokomaha i puta	17	12	14

Appendix 1

Focus area tables: Enrolments, course completions and graduates (2015-2017)

Poupou Huia Te Reo	2015	2016	2017
Enrolments	1674	1129	1454
Course completion	68%	60%	62%
Number of graduates	1147	673	898

Heke/Poutuarongo	2015	2016	2017
Enrolments	29/18	35/19	38/20
Course completion (Heke)	69%	71%	75%
Course completion (Year 2)	83%	82%	75%
Course completion (Year 3)	73%	64%	61%
Number of graduates	17	26	23

Poutāhū/Tāhuhu	2015	2016	2017
Enrolments	21/5	17/1	21/4
Course completion (Poutāhū)	49%	60%	58%
Course completion (Tāhuhu)	3%	0%	100%
Number of graduates	1	0	5

Poutuarongo Whakaakoranga	2015	2016	2017
Enrolments	61	52	59
Course completion	83%	96%	92%
Number of graduates	27	24	29

Heke Kaitiakitanga Pūtaiao	2015	2016	2017
Enrolments	25	28	18
Course completion	59%	64%	91%
Number of graduates	17	12	14

Tāpiritanga 2

Te whakahaere i te aromātai me te arotake ā-waho

Katoa ngā aromātaaitanga me ngā arotakenga ā-waho e whakahaeretia ana hei tā ngā tikanga a NZQA kua pānuitia. Ka kitea ngā tikanga i whāia i te tānga pae tukutuku <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. E whai huarahi ana te TEO ki te whakaputa whakaaro mō te pono me te tika o tēnei pūrongo, ka mutu ki te tae ake he tāpaenga ka āta whakaaroarotia e NZQA i mua i te whakamanatanga o te pūrongo.

Kupu Whakakāhore

I puta ngā kitenga kua takoto mai ki tēnei pūrongo i runga i tētahi hātepe aromātai whānui. I takea mai i te kōwhiringa o ētahi wāhi arotahi me ētahi tīpakonga pārongo tautoko i tāpaea i te TEO e arotakehia ana, i toroa motuhaketia rānei e NZQA. I runga i tēnei, ko tā ngā kitenga o te pūrongo he tāpae ārahitanga e pā ana ki te kounga o te TEO i te wā o te EER, nā runga i ngā taunahatanga e mōhiotia ana, e tinga anō ka haere tonu tēnei taumata kounga.

Mō tēnei take anō, ka whāiti tonu te ārohinga o ngā kitenga nei. I takea mai i te kōwhiringa me te tīpakonga i aromātaitia i te takanga ki tētahi wā motuhake. Kāore ngā tikanga tautoko i whai ki te:

Appendix 2

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:

- *Tautuhi i te mahi māminga a te whakahaere¹¹*
- *Tāpae tirohanga tukupū mō ngā hōtaka katoa o roto i tētahi TEO, mō ngā puna taunahatanga katoa e hāngai ana rānei*
- *Matapae i te putanga o ētahi atu arotakenga o taua TEO anō rā, ki te pātaihia hoki he pātai kē, ki te mātaihia he pārongo kē, tērā tonu ka rerekē anō ngā whakataua.*
- *Identify organisational fraud¹²*
- *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.*

¹¹ E tukupū ana te aroturuki a NZQA me Te Amorangi Mātauranga Matua (TEC) i ngā mōreatanga i te rāngai kura tuatoru mā roto i ētahi atu tikanga. Ina whakaūngia te mahi māminga, tētahi atu take mōrearea kino rānei, kua totoa te whai ki te whakatika.

¹² 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.

Te pūtake waetohu mō te aromātai me te arotake ā-waho

Ka whakahaeretia te aromātai me te arotake ā-waho hei tā Ngā Ture Whakaū Kōunga (tae atu ki ērā o te Aromātai me te Arotake Tarāwaho (EER)) 2016, ka whakatakotohia e NZQA i raro i te tekiona 253(1)(pa) o te Ture Mātauranga 1989, e whakamanahia ana e te Poari o te NZQA me te Minita mō te Mātauranga Kura Tuatoru, mō te Pūmanawa me te Whai Mahi.

He whakaritenga te aromatawai-whaiaro me te whai wāhi atu ki te aromātai me te arotake ā-waho, e mana tonu ai te tohutuku ki te whakahaere i tētahi hōtaka kua whakaaehia mō te katoa o ngā TEO, atu i ngā whare wānanga. Ka whakaritea ngā hiahia i raro i Ngā Ture o te Whakaaetanga Hōtaka me ngā Ture Tohutuku 2018, e whakaritea ana anō e NZQA i raro i te tekiona 253 o te Ture Mātauranga 1989 e whakamanahia ana e te Poari o NZQA me te Minita mō te Mātauranga Kura Tuatoru, mō te Pūmanawa me te Whai Mahi.

Tāpiri atu ki tēnei, e tonu ana Ngā Ture Whakaū Kōunga (tae atu ki ērā o te Aromātai me te Arotake Tarāwaho (EER)) 2016 kia whakahaere aromatawai-whaiaro te whakahaere tūmataiti kua rēhitatia, kia whai wāhi atu hoki ki te aromātaitinga me te arotakenga ā-waho e mana tonu ai tōna rēhitatanga. E whakaritea ana anō e NZQA Ngā Ture Rēhitatanga Whakahaere Whakangungu Tūmataiti 2013 i raro i te tekiona 253 o te Ture Mātauranga 1989, e whakamanahia ana hoki e te Poari o NZQA me te Minita mō te Mātauranga Kura Tuatoru, mō te Pūmanawa me te Whai Mahi.

Kei a NZQA te kawenga ki te whakaū i te mau tonu a ngā TEO ehara i te whare wānanga ki ngā ture i muri i te whakaaetanga me te tohutuku tuatahi i ngā hōtaka me te rēhitatanga, tētahi rānei o ēnei. Kei te New Zealand Vice-Chancellors' Committee (NZVCC) te kawenga taha ture mō te mau tonu a ngā whare wānanga ki ngā ture.

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to 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 for Tertiary Education, Skills and Employment.

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. The requirements are set through the Programme Approval and Accreditation Rules 2018, 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 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 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.

E whakaahua ana tēnei pūrongo i ngā kitenga me ngā whakataua o te hātepe aromātai me te arotake ā-waho, e whakahaeretia ana hei tā ana Ngā Ture Whakaū Kōunga (tae atu ki ērā o te Aromātai me te Arotake Tarāwaho (EER)) 2016. E tautuhi ana te pūrongo i ngā wāhi e kaha ana me ngā wāhi hei whakapai ake mō te āhua ki ngā mahi taha mātauranga, me te mōhio ki te aromatawai-whaiaro.

He pārongo kotahi noa ngā pūrongo aromātai me te arotake ā-waho e tau ai ngā whakataunga pūtea o āpōpō me he whakahaere te TEO e whāngahia ana ki te pūtea ina whakaae tahitia tāna mahere haumitanga e te Komihana Mātauranga Kura Tuatoru.

He pārongo tūmatanui ngā pūrongo aromātai me te arotake ā-waho, ka mutu e wātea ana i te pae tukutuku a te NZQA (www.nzqa.govt.nz). E wātea ana ngā Tikanga mō te Whakaū Kōunga (tae atu ki ērā o te Aromātai me te Arotake ā-Waho (EER)) 2016 i <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/qa-rules/external-evaluation-rules-2016/1/>, ka kitea hoki ngā pārongo mō te whakahaerenga me ngā tikanga mō te aromātai me te arotake ā-waho i <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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). The Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/qa-rules/external-evaluation-rules-2016/1/>, 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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