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External Evaluation and Review Report

Te Kotahitanga E Mahi Kaha Trust

Date of report: 5 July 2022

About Te Kotahitanga E Mahi Kaha Trust

Te Kotahitanga E Mahi Kaha Trust is a Māori PTE with close links to whānau, hapū, iwi and hapori, and local industry. Together their aim and vision is to raise the achievement level of tauira in the Northland region.

Type of organisation:	Private training establishment (PTE)
Location:	74 Guy Road, Kaikohe, Northland
Code of Practice signatory:	No
Number of students:	Domestic: (2018-2021) 106
Number of staff:	Full-time: 15
TEO profile:	See Te Kotahitanga E Mahi Kaha Trust on the NZQA website. Te Kotahitanga E Mahi Kaha Trust (TKEMKT) provides a range of whānau well-being programmes for local people – predominantly Māori with low or no qualifications and multiple barriers to successful employment or further progressive training.
Last EER outcome:	The previous external evaluation and review (EER) of Te Kotahitanga E Mahi Kaha Trust, held August 2017, resulted in summative judgements of Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	Training Scheme: Employee Start-Up
MoE number:	9253
NZQA reference:	C45069
Dates of EER visit:	21 April 2022

Summary of Results

There is good evidence that Te Kotahitanga E Mahi Kaha Trust is delivering quality education and training, and that capability in self-assessment going forward will develop the organisation further. Te Kotahitanga E Mahi Kaha Trust has strong achievement, and the outcomes are highly valued by tauira, their whānau, hapū, iwi and industry.

Highly Confident in educational performance

- Te Kotahitanga E Mahi Kaha Trust has high course completions and positive feedback from tauira, iwi and industry. The value of the outcomes for the tauira is evident in the PTE's long-term relationship with hapū, iwi and industry.
- The programme is taught by kaiako who draw on their wide professional skills and knowledge. They bring an intrinsic value to the programme through modelling Ngāpuhi citizenship, tikanga and te reo. The programme is contextualised and delivered to match the needs of key stakeholders and tauira.

Confident in capability in self-assessment

- The programme and delivery is regularly reviewed. Kaiako are involved in some reviews, but participation in evaluation and discussion about teaching practice could assist with the continuous improvement of teaching.
- The organisation has responded positively to substantial changes since the last EER. It is responsibly managed and has a clear te kitenga (vision) which is reflected throughout the whare wānanga. The programme delivery is well planned and resourced.
- Many of the contributing processes that lead TKEMKT's good performance are recently established and are yet to be fully embedded and refined over time. The next challenge is to formalise and deepen self-assessment processes and use the findings insightfully to make improvements, and to sustain and build on current levels of achievement and valued outcomes.

Key evaluation question findings¹

1.1 How well do students achieve?

1.2 What is the value of outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Tauira are achieving excellent results at TKEMKT, and are acquiring valuable and meaningful skills and knowledge, as supported by the analysis of feedback from tauira and stakeholders. Almost all tauira on the TKEMKT course successfully complete. All but a few on the course are Māori. Even with this high level of achievement, TKEMKT goes to some effort to understand why a small number of tauira have not yet achieved, and puts into place strategies to remove any potential barriers for these tauira.</p> <p>The external stakeholders spoken to during the EER were very satisfied with the value they received from the course provided by TKEMKT. The feedback from the stakeholders was not captured through a formal process but was gathered informally.</p> <p>Tauira not only gain a tohu at the end of the course, but their confidence, self-esteem, self-worth and cultural connectivity to Ngāpuhitanga are also acknowledged by kaiako, kaimahi and stakeholders. The organisation is very focussed on learner achievement, cultural investment and transformation for Ngāpuhi descendants and others.</p> <p>Tauira are applying the skills, knowledge and relationships attained in relevant and varied contexts, and contribute positively to their whānau, hapū, iwi, community and industry.</p> <p>The destination data provides strong evidence that tauira are progressing well. All but 3 per cent of tauira are in employment or have gone on to further study.</p> <p>TKEMKT has developed and embedded effective systems for monitoring tauira achievement, and for supporting staff to</p>

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

	<p>improve outcomes. Administration and management systems and procedures are well established, with ethical practices.</p> <p>Kaimahi meet regularly, where educational achievement is always on the agenda.</p> <p>The PTE is well equipped with physical and learning resources for the current course it offers.</p>
Conclusion:	Te Kohitanga E Mahi Kaha Trust has a clear te kitenga (vision) and understanding of its organisation, and a leadership team committed to providing effective support for educational achievement.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The Employee Start-Up (Training Scheme) was approved in August 2020. Since then, a programme change has seen the programme reduce from eight weeks to five. This meant the programme changed from a part-time to full-time arrangement. The change was made following feedback from kaiako, taura and kaimahi.</p> <p>The programme is delivered face-to-face. During the Covid lockdown the organisation tried to deliver online, but this method of delivery did not work for TKEMKT due to identified learning barriers. For example, taura had no connectivity to wi-fi, no tablets and no modems, plus social barriers. Kaimahi found effective ways to assist taura in their learning, for example by providing hard copies of the learning materials, supporting taura using mobile phones, as well as supporting taura and their whānau with food parcels.</p> <p>The tuakana kaiako in the programme has the academic skills and knowledge to teach the programme as well as delivering the programme in a kaupapa Māori context. The other kaiako is new to the programme, and with the support of the tuakana kaiako will develop the skills and knowledge required for the programme. It is essential that all kaiako who teach this programme complete a level 4 Certificate in Adult Education to strengthen current and future practice.</p>

	<p>Tauira valued their kaiako and pastoral care kaimahi and how they delivered the programme in an engaging manner. They appreciated their guidance and manaaki. The tauira reported that the support they received contributed to their ongoing engagement, participation and achievement.</p> <p>The style of delivery appeals to tauira because they are treated as individual learners while at the same time nurtured in relationship-based ways to support their growth and development as Ngāpuhi citizens.</p> <p>The relationship between the chief executive, trustees and external stakeholders is beneficial because all parties have an input into the programme design to benefit them.</p>
Conclusion:	TKEMKT is providing a programme that meets the needs of tauira, hapū, iwi, community and industry. The programme has a unique quality in that it is steeped in Ngāpuhitanga.

1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>TKEMKT teaches small groups of tauira (most classes are around 10 to 12 tauira) which enables them to have a good understanding of both tauira progress and learning barriers, and to provide individual support when needed. From experience, the kaiako have developed a comprehensive appreciation of the needs of tauira and have developed teaching strategies to address those needs. Kaiako are knowledgeable in their academic field and te ao Māori environment and are well respected in the community.</p> <p>TKEMKT not only delivers the programme of learning but also provides tauira with the opportunity to learn about themselves, that is, being Māori. The PTE provides te reo and tikanga classes, to enable tauira to learn who they are (whakapapa) and to have opportunities to express their tikanga at the graduation ceremony through pōwhiri and whaikorero.</p> <p>Tauira are made aware of the contents of the programme during the pre-enrolment interview. Their goals and support</p>

	<p>needs are identified during this process which leads to specific support.</p> <p>The kaiako provide the primary academic learning support for the tauira. The pastoral care kaimahi play an integral role in the success of tauira achievement, providing social, financial, economic and well-being support.</p> <p>Tauira know that when they enrol in the programme they will have mahi at the end of the course – this is a great incentive for the tauira. More often than not, the tauira become the main ‘bread-winner’ for their whānau.</p> <p>Many of the tauira are second-chance learners, and the inclusive learning environment allows them to learn within a kaupapa Māori context and to seek support when needed. They are provided with useful and timely feedback on their progress.</p> <p>The Covid lockdowns and mandates presented many problems for tauira, whānau, hapū and iwi in the North. Difficulties such as accessing wi-fi, modems and tablets were identified as barriers to learning. Kaiako and kaimahi went out of their way to provide hard copies of learning materials for the tauira. TKEMKT put in place Covid policies and procedures to minimise barriers to learning.</p> <p>Evidence from tauira suggests that TKEMKT has very good processes in place to support tauira in their learning. Tauira also indicated that TKEMKT went out of its way to support them in non-academic areas, such as transportation, food parcels and whānau help.</p>
<p>Conclusion:</p>	<p>From the pre-enrolment interview through to course completion, tauira receive appropriate learning and social support from TKEMKT kaimahi. The point of difference is that this support is provided in a Ngāpuhitanga context which is unique to the PTE.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>TKEMKT delivers a number of programmes aimed at improving the social, cultural, environmental, health and economic outcomes for whānau. The trust has been supporting Māori who live in Ngāpuhi takiwā since it was established more than 30 years ago. In 1991 it became a registered PTE.</p> <p>Many changes have occurred since the last EER. There is a new chief executive; new members of the board of trustees; and 15 full-time kaimahi compared with three at the last EER. The senior management team has clear policies and procedures in place and is focused on consistency and collaboration and a close focus on raising the quality of education for taura in the takiwā (region).</p> <p>The organisation has sound leadership and a clear te kitenga (vision) and understanding of its core business. The board of trustees provides excellent direction for the organisation. They are a highly skilled and knowledgeable group with strong connections to Ngāpuhi. The governance group meets on a monthly basis and the chief executive reports to them and then back to kaimahi.</p> <p>TKEMKT has developed and embedded effective systems for monitoring student achievement and for supporting staff to improve outcomes. A planned approach is taken to staff professional development, although a stronger focus on strengthening teaching practice would be useful and worthwhile.</p> <p>Administration and management systems and procedures are well established, with ethical practices.</p>
Conclusion:	TKEMKT has a clear te kitenga (vision) and understanding of its whare wānanga, and leadership committed to providing effective support for educational achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Compliance is overseen by the senior management team. Programme delivery schedules are reviewed and approved by management. In consultation with tauira, kaimahi and stakeholders, a programme change to the course was required and the necessary requirements made in compliance with NZQA requirements.</p> <p>Moderation requirements are being managed effectively. External moderation of unit standards is sufficient and moderated by NZQA.</p> <p>New kaiako require more support around the compliance accountability of the programme, for example understanding the difference between 'kaiako-directed hours' and 'tauira self-directed hours'.</p>
Conclusion:	TKEMKT compliance accountabilities are in place, but the PTE will need to further develop a system to comply with NZQA requirements.

Focus area

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

2.1 Focus area: Training Scheme: Employee Start-Up

Performance:	Excellent
Self-assessment:	Excellent

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends the following for Te Kotahitanga E Mahi Kaha Trust:

- All new and current kaiako complete a level 4 Certificate in Adult Education to strengthen current and future practice.
- The current compliance system relating to statutory declarations and annual registrations be further strengthened to increasingly comply with NZQA requirements.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- Identify organisational fraud²
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.

² NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 253(1)(pa) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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

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

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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