External Evaluation and Review Report

Wairoa Waikaremoana Māori Trust Board trading as Whakatō te Mātauranga

Date of report: 2 November 2018

About Whakatō te Mātauranga

Whakatō te Mātauranga is a small, Māori-owned training provider which focuses on providing quality education and training opportunities to meet the needs and aspirations of tauira Māori. It delivers youth training at sites in Wairoa and Hastings.

Type of organisation:	Private training establishment (PTE)
Location:	34 Marine Parade West, Wairoa
Code of Practice signatory:	No
Number of tauira:	Domestic: 52 tauira: 47 Youth Guarantee-funded, five Alternative Education-funded (94 per cent Māori, 6 per cent Pasifika, 3 per cent European)
Number of staff:	Nine full-time teaching staff, one part-time
TEO profile:	http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=927064001
	Whakatō te Mātauranga is governed by the Wairoa Waikaremoana Māori Trust Board. Whakatō te Mātauranga provides entry-level tertiary education programmes for youth and unemployed, leading to further training and subsequently employment. It also has a small number of places for alternative education tauira previously disengaged from the school system. These tauira may return to school or advanced training within this organisation.
Last EER outcome:	• He Pounamu hukihuki in organisational performance • He Pounamu hukihuki in capability in self-reflective practice
Scope of evaluation:	Youth Training Level 1 and 2
MoE number:	9270
NZQA reference:	C30702
Dates of EER visit:	22 and 23 August 2018

Summary of Results

Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?

Achievement has improved over the past year and tauira are gaining worthwhile skills. However, the PTE has not met all its agreed commitments. Practice and self-assessment is inconsistent and improvements are required.

He pounamu hukihuki in educational performance

He pounamu hukihuki in capability in self-assessment

- Graduates can complete NCEA level 1 and 2 and improve their self-confidence and communication and social skills.

- Most tauira enrol at the PTE as a safe place to learn basic skills and achieve their initial qualifications until they can enter further training or employment.

- Qualification and course completions did not meet targeted outcomes for 2015 and 2016, but qualification completion targets were exceeded for 2017.

- Tauira have personal and social challenges, and irregular attendance is an issue. This impacts achievement. Tauira gain basic and valued skills and knowledge that can lead to further training.

- The teaching, content and resources meet many of the tauira needs. The PTE met most but not all of their external moderation requirements.

- The PTE is collating destination data but not yet analysing or using it. In the last two years, one-third of graduates have entered further training and another third have gained employment.

Ngā kaupapa o Te Hono o te Kahurangi

1.1 Rangatiratanga

Findings and supporting evidence:	• The Wairoa Waikaremoana Māori Trust Board serves its beneficiaries and provides access to education and training opportunities. Governance and management has strengthened achievement reporting to raise accountability and awareness. The PTE has not met its agreed performance outcomes for course completions since 2015, but exceeded the qualification completions indicator for 2017. This increased awareness of performance needs to be extended to other areas. • The trustees noted that the Board is still working out the strategic and operation plans, including looking for alternative funding. • Funding has reduced each year since 2014. The Board has provided supplementary funding during this period and is exploring other sources of funding. The supplementary funding has ensured resources are maintained and sufficient. There are limited training opportunities in Wairoa, so the PTE is keen to continue delivery. It was not clear how long the Board can sustain this supplementary funding. • Compliance matters are efficiently managed by the general manager and site managers. Learning hours are managed and monitored, although irregular attendance affects available teaching and learning time. • Self-assessment is variable and impacted by inconsistency across the two sites. For example, the response to the unsatisfactory external moderation reports from NZQA. One site was not aware of the outcome and its implications and there is no shared understanding of moderation across the organisation of how to address and improve moderation to validate assessments. Such inconsistencies puts both sites at risk.
Conclusion:	The organisation has strengthened its awareness of accountability and achievement but there are ongoing challenges (i.e. inconsistent performance and external moderation). Funding and tauira places have decreased since 2014. The provider is exploring other sources of funding to ensure ongoing delivery to these high-needs tauira.

1.2 Pūkengatanga

Findings and supporting evidence:	• Graduates can achieve NCEA level 1 and 2 qualifications. These qualifications are valued, as many tauira enrol with no or incomplete qualifications. Success with study also leads to raised self-confidence and improved communication and social skills.
	• Most tauira enrol at Whakatō te Mātauranga as a safe place to learn basic skills, achieve their initial qualifications until they can enter further training or employment, adding to the individual pūkengatanga of each tauira. Roughly one-third of graduates have moved on to further training and a similar number have gained employment over the last two years.
	• The Hastings site consistently exceeds the achievement rates of the Wairoa site. In 2017 the Hastings site exceeded the agreed achievement commitments (refer Appendix 1, Table 2). Improved and consistent achievement between the two sites would better assure ongoing funding and delivery.
	• Irregular attendance impacts achievement and retention. It contributes significantly to the Wairoa site not meeting its achievement targets.
	• Over 90 per cent of tauira are Māori. A small number of Pasifika tauira enrol at the Hastings site and achieve comparably.
Conclusion:	Tauira achieve qualifications and gain useful skills. However, these positive gains are not consistent across both sites.

1.3 Whanaungatanga

Findings and supporting evidence	• Management and staff are strongly connected by whakapapa and kaupapa to their tauira and often enrol tauira that other organisations would reject. These whakapapa and kaupapa links also motivate the PTE to support tauira to succeed. • Trustees, committee members and staff have strong relationships with whanau, hapū, iwi and community personally and professionally. They are aware of the training needs of tauira and stakeholders and proposed training initiatives. Management are aware of the challenges tauira face and support staff with professional development opportunities and flexible leave. • Staff are experienced and provide a safe learning environment for tauira. They provide transport for tauira to attend class, and follow up non-attendance with home visits to encourage tauira to return to study. However, external pressures continue to impact on tauira and affect their attendance and achievement. • The PTE collects tauira feedback through conversations with tutors. It was not clear if tauira concerns were followed up with site managers or the general manager, and difficult to see if consistent issues or trends could be identified. Similarly, stakeholder feedback is informal and it is difficult to see how the PTE uses it. • Staff meet formally once a week (with minutes) and every day informally to track how tauira are progressing and what might be affecting their progress. The general manager has access to the weekly minutes, supplementing daily contact with site managers.
Conclusion:	Whanaungatanga is demonstrated through the regular and purposeful communication between the Trust Board, committee, and improved engagement of staff. They all have strong relationships with whānau, hapū, iwi and the community, which informs training needs. However, it was not clear how the PTE uses tauira and stakeholder feedback to inform the effectiveness of the PTE's training.

1.4 Manaakitanga

Findings and supporting evidence:	• Manaakitanga is a strength of the organisation. Whakatō te Mātauranga provides a high level of care for tauira who have a range of academic, behavioural and pastoral needs. This care and attention is a key reason that tauira enrol at the PTE.
	• Tauira are given a tracking sheet to monitor their progress. They commented that they found this a useful record and a tool motivating them to persevere. Kaiako and tauira use a weekly three-credit-achievement target to gauge progress. It was less clear what incentive tauira have to gain further credits that week if they have reached that target.
	• The PTE tests the literacy and numeracy levels of each tauira on entry and provides support as needed. Where possible, tauira are assessed again before they leave and each tested tauira receives a report that shows if there are gains. However, the initial and subsequent tests are not conducted consistently and the PTE does not consistently produce site or organisation reports to celebrate successes or to identify trends for further analysis, support and improvement.
	• Tauira can access transport to and from the training venue, but attendance is still variable. Kaiako provide a range of support in the classroom to ensure tauira are well engaged. Kaiako also visit tauira whose attendance is fluctuating to encourage them to continue studying and stay engaged.
	• Staff provide liaison support to tauira for interviews with police and social services, so tauira can return to class as soon as possible. This reduces the length of absenteeism.
Conclusion:	Whakatō te Mātauranga staff express strong manaakitanga of their tauira. Tauira have many personal challenges and face ongoing external pressures which impact attendance. Whakatō te Mātauranga provides an encouraging and positive environment for tauira who want to achieve initial qualifications and enter further training and subsequent employment, providing a better future for themselves.

1.5 Kaitiakitanga

Findings and supporting evidence:	• The organisation is committed to providing ongoing education and training opportunities. The continued inconsistency of practice and achievement at both sites is putting pressure on delivery at the Wairoa site. However, Whakatō te Mātauranga is committed to maintaining this site, as there are limited training alternatives in the town.
	• As funding has reduced each year, the trustees are exploring other avenues of funding which will benefit both the tauira and the community, such as the Kahutia Accord with Ngāti Kahungunu (although this project is still at the discussion stage).
	• Trustees, committee members and all staff were provided with the Tertiary Education Commission (TEC) survey on governance shortly before this NZQA review. Respondents noted that it was a comprehensive survey, but it is too soon to see how it can be used to strengthen practice within the organisation.
	• Governance and management have implemented an appraisal process for the general manager and strengthened the appraisal processes for site mangers and kaiako. The benefits of these strengthened processes are still to be seen.
	• The collation of achievement data has been strengthened to be more user-friendly to board and committee members, who are not working with this data on a regular basis. The evaluators heard that this have been helpful in providing insight into the PTE.
Conclusion:	There was limited evidence of: • effective regular review of organisational performance and management • monitoring of strategic risks, action plans and improvements • management of organisational viability, resulting in the key funder threatening to revoke funding. This lack of effective monitoring impacts the organisation's capability to express kaitiakitanga fully.

1.6 Te Reo Māori

Findings and supporting evidence:	• While not a priority for the PTE, te reo Māori is valued throughout this organisation. The organisation demonstrates the valued aspirations of Ngāti Kahungunu by providing a safe environment to foster tikanga for tauira. Tauira are exposed to opportunities to use te reo and tikanga in the learning environment and connect to their identity through the exploration of their whakapapa.
	• This acknowledgement of reo and tikanga is demonstrated by staff and tauira incorporating karakia into daily lessons, mihimihi within the organisation and attendance at tangihanga.
	• Management, staff and tauira acknowledge and abide by the tikanga of the organisation, such as alcohol and drug free, no gang insignia and no hats. Staff note that monitoring is a daily task as some tauira continually want to push boundaries.
Conclusion:	Te reo Māori is not a priority of the PTE, but it is valued, as is tikanga. Staff integrate both te reo and tikanga as much as possible within the daily operation and teaching practice of the PTE.

Focus Areas

2.1 Focus area: Youth Training Level 1 and 2

Performance: **He pounamu hukihuki**

Self-assessment: **He pounamu hukihuki**

Recommendations

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

NZQA recommends that Whakatō te Mātauranga:

1. Strengthen the Board's oversight of management and identifying and managing risks to effectively support the improvement of educational performance.

2. Urgently implement a process across the organisation for collecting, collating and analysing feedback to inform improvements to teaching practice, programme delivery, moderation and assurance about the quality of teaching.

3. Address the site inconsistencies so there is a shared understanding of how to address matters that impact the whole organisation (including addressing performance issues at the Wairoa site to minimise the impact on the PTE's overall performance).

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 1

Table 1. Overall achievement at Whakatō te Mātauranga 2015-2017 by percentage

ALL

	Target*	2015	2016	2017
Course completions	55	37	40	53
Qualification completions	40	34	33	59

Māori

	Target	2015	2016	2017
Course completions	55	37	41	53
Qualification completions	40	33	36	61

Pasifika

	Target	2015	2016	2017
Course completions	55	51	32	60
Qualification completions	40	47	20	62

*WTM agreed commitments with the TEC

Pasifika achievement was higher for 2017 but numbers are low, around 6 per cent. All Pasifika tauira are enrolled at Hastings. Source: TEC educational performance data

Table 2. Achievement at Whakatō te Mātauranga 2016-2017 by site

	TEC Target	All tauira		Hastings		Wairoa	
		2016	2017	2016	2017	2016	2017
Course completions	55	40	53	48	59	21	30
Qualification completions	40	33	59	38	69	17	28

Pasifika achievement was higher for 2017 but numbers are low, around 56 per cent. All Pasifika tauira are enrolled at Hastings.

Source: All tauira: TEC education performance data

Wairoa/Hastings data: Whakatō te Mātauranga education performance data

Final

Appendix 2

About Whakatō te Mātauranga

Distinctive characteristics:

Whakatō te Mātauranga is governed by the Wairoa Waikaremoana Māori Trust Board with sites in Wairoa and Hastings.

Whakatō te Mātauranga delivers youth training to youth guarantee funded tauira and a small number of Alternative Education tauira funded by the Ministry of Education.

Both sites deliver NCEA level 1 and 2 qualifications. Wairoa offers additional unit standards in elderly care and carpentry.

Previous quality assurance history:

The last EER was in August 2017. At that time NZQA reported 'He Pounamu Hukihuki' (Not Yet Confident) for both organisational performance and capability in self-reflective practice.

The PTE has met BCITO's moderation requirements. NZQA reported unsatisfactory reports for three standards.

TEC letter dated 8 September 2017: notifying Whakatō te Mātauranga that it was considering revoking funding for 2018, stating concern that the Trust Board had failed to achieve the outcomes anticipated in its investment plan for Youth Guarantee funding and failing to comply with some of its funding conditions.

The response from Whakatō te Mātauranga to the TEC prevented funding being revoked for 2018.

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/. *They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

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

- *Identify organisational fraud[1]*

- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*

- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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[1] NZQA and the 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.

Appendix 3

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf, while information about the conduct and methodology for external evaluation and review can be found at http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/.

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