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External Evaluation and Review Report

Matapuna Training Centre

Date of report: 1 May 2020

About Matapuna Training Centre

Matapuna delivers foundation-level training to support second-chance youth and adult students to learn and move forward in their lives into entry-level work and further study. The organisation focuses on literacy and numeracy, key competencies development and employability skills. Matapuna offers significant pastoral care and rolling enrolments, and has a high proportion of Māori enrolments.

Type of organisation:	Private training establishment (PTE)
Location:	118 Disraeli Street, Gisborne
Code of Practice signatory:	No
Number of students:	130 – 66 equivalent full-time students (EFTS) in 2018 Māori, 115 (88 per cent); Pasifika, three (3 per cent)
Number of staff:	17 full-time equivalents
TEO profile:	See: Matapuna Training Centre Matapuna also offers alternative education to secondary school students.
Last EER outcome:	NZQA was Confident in the educational performance and Confident in the capability in self-assessment of Matapuna at the previous external evaluation and review (EER) in 2015.
Scope of evaluation:	New Zealand Certificate in Foundation Skills (Level 1) and Vocational Pathway (NCEA Level 1) (30 EFTS)
MoE number:	9401
NZQA reference:	C36529
Dates of EER visit:	9 and 10 December 2019

Summary of Results

Matapuna has met well the complex needs of its student and community stakeholders. Students learn, develop and improve their wellbeing. The PTE is highly reflective, using a wide range of data to improve its performance.

Highly Confident in educational performance

- An innovative competency framework demonstrates that students develop competencies and improve their wellbeing. Matapuna's tracking shows that between 43 and 68 per cent of the students each year have positive outcomes. A diverse range of community stakeholders and the students attest to these vital, often life-changing outcomes for the students and their whānau and community.

Highly Confident in capability in self-assessment

- Course and qualification completions have considerably improved since the last EER. The rates are close to the average for PTEs and sometimes above Tertiary Education Commission (TEC) commitments. Achievement is generally strong for this context.
- Matapuna has developed an effective educational pathway as well as learning environments that are responsive to the complex and individualised needs of the students. Assessment and moderation practices are robust. Appropriately trained tutors, supported in recent times by tutor aides, facilitate learning and personal development.
- The PTE offers high-quality, holistic and professional wrap-around care, supporting educational progress and student wellbeing.
- Matapuna has clear and embedded values and organisational purpose that guide the evidence-informed decision-making of its effective leadership. Compliance requirements are well managed.
- Matapuna has a reflective, learner-centric culture where data has been well used to improve a wide range of processes and outcomes.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Second-chance youth and adult students (often with high and complex needs) undertake literacy and numeracy and foundation-level training with rolling enrolments. Most of the students stay engaged and progress to higher-level training at Matapuna, and this is improving over time.² Course and qualification completions have considerably improved since the last EER. The rates are close to the PTE averages and sometimes above TEC commitments.</p> <p>Typically, over 85 per cent of Matapuna students are Māori; their course completions are lower than non-Māori, but qualification completions are slightly higher. Students learn literacy and numeracy, foundation and behavioural skills. Over 25 per cent of students have made significant gains in their literacy and numeracy, except for one year.³ Individual students are commonly making significant academic progress. These are generally strong results for this educational context.</p> <p>Despite the significant challenges posed by rolling enrolments across multiple funding strands, the educational achievement is, for the most part, well monitored and analysed. Information is used to make changes and intervene when required.</p>
Conclusion:	Educational achievement is strong for Matapuna students. The organisation has a generally rich understanding of achievement that has supported improving performance and addressed any emerging gaps.

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

² See Appendix 1, Tables 1-4 for details of the educational achievement patterns outlined in this section.

³ There were few summative assessments undertaken in 2018. Procedures were changed and a newly established lead tutor addressed this gap. The 2019 results are strong.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The mission of Matapuna is <i>Whakamanatia Te Tangata</i> – empowering second-chance youth and adult students through skills, knowledge and education. A range of high-quality evidence demonstrates that this mission is being well met.</p> <ul style="list-style-type: none"> • The PTE has developed an innovative competency framework, capturing the learning, development and employability of each student.⁴ Other key outcomes are improved wellbeing, reconnection with whānau and cultural identity. Matapuna has begun research on the relationship between the competencies and educational achievement. The PTE has also published Ako Aotearoa-sponsored research on project-based learning.⁵ • A diverse range of community stakeholders praised the major role of Matapuna in enabling ‘at-risk’ students to make vital life changes. Since 2015, Matapuna has tracked the destination outcomes of its leaving students; each year between 43 and 68 per cent progressed to either further training or employment. • These outcomes have higher value as they contribute to improved equity, with most students being Māori (88 per cent) or Pasifika (3 per cent). • The outcomes for these students contribute to the wellbeing of their whānau, iwi and the wider Tairāwhiti-Gisborne community and economy.
Conclusion:	Matapuna empowers many students to change and move forward in their lives. The PTE has a rich, reflective understanding of its students and communities which informs its effective responses.

⁴ The competencies include self-management skills, relating with others, participating and contributing to Matapuna and the wider community, reflective thinking, literacy and numeracy, and information and communications technology skills.

⁵ <https://ako.ac.nz/>

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>Matapuna has developed a carefully graduated programme pathway that is responsive to the students and their individual circumstances. Individual goals are developed depending on the students' competency and literacy and numeracy levels. For some, initial goals focus on behavioural change; for those more capable, the goals are more educational.</p> <p>Initially, Matapuna focuses on intensively strengthening the literacy and numeracy of many of the students. When they are ready, the students progress towards achieving unit standards and gaining New Zealand qualifications.⁶ Students stay with the same tutor during this transition. Matapuna also identifies and responds to the emerging needs of each cohort. For example, in response to identified low levels of numeracy, the PTE increased numeracy tuition as well as internal professional development to build tutor capability.</p> <p>Projects (such as building a waka) offer integrated learning opportunities to develop new behaviours, achieve educational goals and/or gain unit standards. Students interviewed spoke of how the learning and assessment relates well to their lives. The New Zealand Certificate in Foundation Skills programme has provided another effective learning step. Assessment and moderation practices are sound, appropriate and validated by positive external moderation reports.</p> <p>Two randomly selected student cases clearly illustrate that the PTE closely monitors the students' progress through individual learning goals and plans, their competency development, unit plans and end-of-term reports. Matapuna has a strong focus on academic achievement and the holistic development of its students.</p>
Conclusion:	The programmes and related activities match well the needs of the students. Matapuna has made a range of significant

⁶ Matapuna uses the 300 funded hours of Intensive Literacy and Numeracy, and later accesses Youth Guarantee funding.

	improvements to better meet these needs.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Matapuna has a clear kaupapa: to engage and support students with complex needs who have not succeeded in mainstream institutions, to move forward in their lives. The PTE meets the students' primary needs by providing a safe and welcoming place, daily transportation and healthy meals. The individual wellbeing needs of each student are assessed; hardship funds are available to meet more individual needs. Staff gain students' trust through their honesty, aroha and professionalism. Robust systems, a qualified social worker and, more recently, two mentors support the tutors and staff by providing a high level of wrap-around care.⁷</p> <p>Community agency representatives rate highly the care being provided. Matapuna also draws on community mental health resources; for example, the PTE provided workshops to students on sexual health and healthy relationships, while staff were trained to identify and effectively respond to drug use. Tuakana-teina peer relationships are another key support for students. A recently established student council has led to the creation of Matapuna T-shirts and a school ball. Individual learning plans and, in some cases, more formalised individual wellbeing plans monitor behavioural changes. The patterns of social interventions are analysed to inform future planning.</p> <p>There is a high level of individualised academic support offered. Classes of fewer than 12 students, trained tutors and, more recently, a teacher aide for each level one class, as well as a lead tutor role, all support this objective. High levels of retention, closely tracked educational progress, strong qualification completions and positive student feedback confirm the effectiveness of this educational support.</p>
Conclusion:	Matapuna is highly effective in engaging students and improving their wellbeing, which enables many to complete their studies.

⁷ Matapuna's high level of care services was recognised in 2019 by meeting the Ministry of Social Development's [Level 1 Social Sector Accreditation Standards](#), enabling the organisation to offer statutory care to Youth Justice-funded students.

	The PTE consistently reviews and improves its support systems.
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1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Matapuna has strong values and a clear organisational purpose, which guide the evidence-informed decision-making of its leadership. The PTE's experienced board effectively supports the respected and capable chief executive officer to lead her team in significantly improving overall educational performance since the last EER. The organisation has diversified its activities and income sources to better meet the complex needs of the students. This operation requires significant financial resources.</p> <p>There is clear reporting on educational achievement. Academic leadership has been strengthened and responsibilities spread with the appointment of an experienced tutor in the recently established lead tutor role. The lead tutor has regular one-to-one sessions with the tutors to support and develop their performance. Formal professional development is used to meet both the emerging needs of the student target group and the aspirations of individual staff. The teacher aide and mentoring roles are other significant commitments to better meet the needs of the students.</p> <p>There is a wide range of evidence of quality assurance systems in place to sustain high performance. Data quality has improved and is being increasingly used across the organisation. Matapuna has a reflective learning culture, where quality improvements are made and gaps that emerge in a dynamic and changing operating environment are addressed in a straightforward manner.</p>
Conclusion:	The Matapuna leadership has effectively supported significantly improved educational performance that meets well the needs of students and key stakeholders.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Matapuna has a systematic approach to ensuring it remains current and compliant with the regulatory requirements of multiple government agencies. The key points that demonstrate its effectiveness are:</p> <ul style="list-style-type: none"> • There are clear roles and responsibilities for ensuring compliance. A range of quality management procedures were seen to be operating. • The 2019 TEC audit report found Matapuna had delivered programmes as approved. • As noted, Matapuna has met the Ministry of Social Development’s highest standards of care (including all regulatory requirements) for young people. • Matapuna has an effective assessment and moderation system. Strong external moderation results consistently confirm assessor judgements. • Staff are appropriately qualified and experienced, and are involved in ongoing and relevant professional development. • Matapuna’s leadership says there have been no significant ethical or legal issues since the last EER. No gaps emerged through this evaluation. <p>There was clear evidence of organisational practices being modified to ensure evolving regulatory requirements are being met.</p>
Conclusion:	Matapuna has been effective in managing its key compliance accountabilities. The PTE reviews its regulatory requirements and modifies its operating systems and procedures as necessary.

Focus Areas

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

2.1 Focus area: New Zealand Certificate in Foundation Skills (Level 1) and Vocational Pathway (NCEA Level 1)

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 that Matapuna Training Centre:

- Develop clearer reporting formats and key high-level educational indicators to effectively monitor and better track key trends.⁸
- Complete research on the relationship between the competency framework, educational achievement and, potentially, post-graduation outcomes.

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.

⁸ This recommendation recognises the challenges that rolling enrolments and multiple funding streams pose.

Appendix 1

Table 1. Level 1 programmes – progression, course and qualification completion rates 2016-2018 (PTE average)

	2016 (%)	2017 (%)	2018 (%)
Progression from Intensive Literacy and Numeracy tuition to level 1 programmes	41	58	65
Progression – Youth Guarantee	40 (39)	37 (39)	44 (40)
Progression – SAC ⁹	-	47	47
Course completions – Youth Guarantee ¹⁰	59 (63)	67 (63)	64 (64)
Course completions – SAC	-	75	59
Qualification completions – Youth Guarantee	54 (51)	45 (49)	57 (54)
Qualification completions – SAC	-	60	62

Source: Matapuna and TEC data

Table 2. Level 2 programmes – course and qualification completion rate 2016-2018 (PTE average)

	2016 (%)	2017 (%)	2018 (%)
Course completions – Youth Guarantee	61 (59)	55 (64)	50 (63)
Course completions – SAC	-	68	62
Qualification completions – Youth Guarantee	60 (51)	38 (52)	51 (55)
Qualification completions – SAC	-	76	53

Source: Matapuna and TEC data

⁹ Student Achievement Component (SAC) programmes began in 2017.

¹⁰ Youth Guarantee EFTS are five times the SAC funding in 2018.

Table 3. Level 1 and 2 programmes – course and qualification completion rates 2016-2018 for priority groups; Youth Guarantee only¹¹ (PTE average)

	2016 (%)	2017 (%)	2018 (%)
Māori course completions – Youth Guarantee	61 (57)	59 (63)	54 (61)
Non-Māori or Pasifika course completions – Youth Guarantee	n/a	58	81
Māori qualification completions – Youth Guarantee	57 (49)	41 (49)	54 (53)
Non-Māori or Pasifika qualification completions – Youth Guarantee	50	n/a	50

Source: TEC and Matapuna data

Table 4. Statistically significant gains in overall literacy and numeracy 2016-2018

	Intensive Literacy and Numeracy funded	Youth Guarantee funded	SAC funded	TEC target
2016	37	31	-	25
2017	33	40	24	25
2018 ¹²	-	9	17	25

Source: Matapuna data

¹¹ Enrolments are too low to publish SAC figures.

¹² The low number of summative assessments undertaken reduces the quality of this data.

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:

- *Identify organisational fraud¹³*
- *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.*

¹³ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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

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

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

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

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

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

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz