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MANA TOHU MĀTAURANGA O AOTEAROA

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# External Evaluation and Review Report

Maata Waka Enterprises

Date of report: 24 August 2022

# About Maata Waka Enterprises

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*Maata Waka Enterprises is a small private training centre delivering kaupapa whānau-centred education to contribute to the wellbeing of whānau and community.*

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Type of organisation:	Private training establishment (PTE)
Location:	Ngā Hau e Whā Marae National Marae, 250 Pages Road, Aranui, Christchurch
Code of Practice signatory:	No
Number of students:	Domestic: 23 EFTS (equivalent full-time students)
Number of staff:	2.9 full-time equivalents
TEO profile:	<a href="#">Maata Waka Enterprises</a>  Maata Waka Enterprises is part of Te Rūnanga o Ngā Maata Waka, a Māori Urban Authority. The PTE is based at Ngā Hau e Whā National Marae with 20 other social services serving the community at large.
Last EER outcome:	Confident in educational performance  Confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none"><li>• Community Social Services Diploma (Level 5) (ID: 125852)</li><li>• Certificate in Community Social Services (Level 4) (ID: 124449)</li></ul>
MoE number:	9597
NZQA reference:	C50773
Dates of EER visit:	13 and 14 June 2022

# Summary of results

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*Maata Waka Enterprises draws from a rich legacy as a subsidiary of Te Rūnanga o Ngā Maata Waka and the embedded philosophies of kaupapa tāngata and kaupapa whānau, which are clearly exemplary and imbue all levels of the organisation.*

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## **He Pounamu Kahurangi – Ngā hua o te Whare Ako**

## **He Pounamu Kahurangi – Ngā Whakairinga Kōrero**

- Maata Waka Enterprises continues to meet the most important needs of tauira, stakeholders, community, the workforce and the professional social sector. Strong evidence from employers and stakeholders emphasises that tauira and graduates are kaupapa whānau-centred, professional and able to enact relevant models of practice at all levels of community including the professional sector. The professional and community employment destinations of Māori diploma graduates have risen from 75 per cent to 100 per cent in the last two years; the destination rate for 2019 was 100 per cent (see Table 1, Appendix1).
- Maata Waka Enterprises has integrated a number of improvements since the last EER in 2018 to strengthen educational performance and self-reflective practice at all levels of the operation. This includes 100 per cent agreement rates for external moderation in the past three years; a sufficient consistency review threshold for the diploma programme in 2021; and consistent and effective annual and quarterly reporting in consultation with tauira, graduates and professional and community stakeholders, as embedded quality assurance practices.
- Reporting on expressions of kaupapa whānau in written form and in relation to educational performance is not new to programme management. However, verbal communication requires strengthening.

# He Pātai Arotake<sup>1</sup>

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

Ngā hua o te Whare Ako:	<b>Pounamu Kahurangi</b>
Te Whakairinga Kōrero:	<b>Pounamu Kahurangi</b>
Ngā Kitenga	<p>The PTE's educational provision is strongly aligned to kaupapa tāngata, kaupapa whānau, kaupapa oranga as active expressions of mana-enhancing values and practice, prioritising the wellbeing of tauira, kaimahi, stakeholders, whānau and the social service sector.</p> <p>The PTE is able to effectively demonstrate a close relationship between governance and the education advisory group in relation to organisational data collated. Policies are quickly updated consistent with mandatory requirements and communicated to tauira, staff and stakeholders. Such activities maintain connectivity with stakeholders and community, bolstering the currency, relevancy and sustainability of its operations. Further, the PTE is progressing new programmes alongside the Toitū te Waiora Workforce Council, its education advisory group, and sector and community stakeholders.</p> <p>The PTE consistently collates evidence of tauira attaining knowledge, skills and learning objectives as consistent with the graduate profile outcomes of the programme. The holistic and non-prescriptive curricula allow kaiako to serve the wide-ranging needs of tauira, often second-chance learners with high social needs at the outset. Tauira wellbeing and retention is supported through access to a range of learning supports (literacy, numeracy, individual learning plan) and pastoral support (Whānau Ora Navigator). Assessment and moderation practice is valid, sufficient, fair and fit for practice;</p>

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

	<p>processes reduce barriers, enabling equity and the opportunity for progressive achievement.</p> <p>The relationship between taura, kaiako and kaimahi is purposeful and contributes to the completion of socio-cultural outcomes benefiting taura and whānau in the first instance, as well as the wider community.</p>
He Whakarāpopoto:	<p>Graduates add value to the workforce as represented by high rates of employment for Māori and general graduates. Graduates acquire tools to navigate personal, social, cultural and professional efficacy with skills and applications to advance into employment and next-level study. Employers gain value by securing work-ready, trustworthy, disciplined and professional staff able to hit the ground running from day one. The community gains attuned social practitioners able to integrate kaupapa whānau and professionalism as an integral part of articulating their model of practice.</p>

## Focus area

Te Wā Arotahi: Community Social Services Diploma (Level 5) (ID: 125852) which leads to the award of the New Zealand Diploma in Health & Wellbeing (Ref: 3244)

Certificate in Community Social Services (Level 4) (ID: 124449) which leads to the award of the New Zealand Certificate in Health & Wellbeing (Ref:2992)

Ngā hua o te hōtaka:	<b>He Pounamu Kahurangi</b>
Whakairinga Kōrero:	<b>He Pounamu Kahurangi</b>
Ngā Kitenga:	<p>Programme leadership consistently and effectively assesses and has met agreement rates for internal and external moderation standards, has met the consistency review threshold for the diploma programme in 2021. Feedback from taura about kaiako performance validates the impact of robust teaching and learning in the classroom, on the marae and in social service placements.</p> <p>Qualifications and programme planning are informed by ongoing needs and improvements. Self-reflective practice and</p>

	<p>consultation with stakeholders is imbued in the standard practice of the lead kaiako, programme management and administration. Reinforcing innovation in lesson planning, assessment design and resource development – particularly for new or up and coming kaiako – as an intentional succession strategy will enhance the longevity of programme deliverables.</p> <p>The onset of COVID in 2020 challenged programme delivery and completion rates, mainly for tauira enrolled in the level 4 certificate in the same year. Despite the healthy rise of completions in 2021, consultation with key stakeholders about the ongoing relevancy of the open-entry criteria into the level 4 programme should be reviewed. Additionally, consultation should consider the need to bridge tauira either through a level 3 programme, training scheme, micro-credential or other option to raise lower-level academic capability and achievement rates.</p>
<p>He whakarāpopoto:</p>	<p>Tauira achievement and success is attributed to the ethos of the marae setting, the individualised, relational, and innovative approach of the lead kaiako, tutorial team, support staff, management and governance, and ready access to social support services on site. Overall, tauira and graduates are highly confident contributors influencing social wellbeing and change in the social sector and communities of influence.</p>

# 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 Maata Waka Enterprises:

1. Review professional development and ongoing training outcomes for kaiako and kaiāwhina to inform the succession priorities of the organisation.
2. Continue to strengthen the capacity of management and teaching staff to critically analyse and discuss relevant educational performance data as a quality improvement practice of the organisation.

# 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. Destination data 2019-21**

Year	Level	All graduates	Employment or higher learning destinations	Rates	Māori graduates	Employment or higher learning destination rates
2019	4	5	5	100%	5	100%
2019	6	13	12	92%	9	100%
2020	4	9	9	100%	4	100%
2020	5	4	3	75%	3	75%
2020	6	1	1	100%	1	100%
2021	4	8	8	100%	5	100%
2021	5	7	6	86%	5	100%

# 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 fraud<sup>2</sup>*
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 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](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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