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Report of External Evaluation and Review

Maata Waka Enterprises

Confident in educational performance

Confident in capability in self-assessment

Date of report: 7 June 2018

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Final Report.

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Maata Waka Enterprises
Type:	Private training establishment (PTE)
First registered:	31 July 1994
Location:	Ngā Hau e Whā National Marae, 250 Pages Road, Aranui, Christchurch
Delivery sites:	No other delivery sites
Courses currently delivered:	National Diploma in Social Services and Community Work (Level 6)
Code of Practice signatory:	No
Number of students:	Domestic: 12 EFTS (equivalent full-time students)
Number of staff:	2.5 full-time equivalents
Scope of active accreditation:	Maata Waka Enterprises currently has consent to assess standards from levels 1 to 6 across a range of domains including community work, counselling, social work, social services and driving knowledge and skills. Refer: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=959733001
Distinctive characteristics:	Maata Waka Enterprises is part of Te Rūnanga o Ngā Maata Waka, an urban Māori authority based at Ngā Hau e Wha Marae in Christchurch. The rūnanga provides social and wellbeing services

within Christchurch. The tertiary education programme offered is one part of its broader service offering.

Recent significant changes:	There have been no significant changes since the last external evaluation and review (EER).
Previous quality assurance history:	NZQA conducted an EER of Maata Waka Enterprises in 2016. The EER found that Maata Waka Enterprises was Not Yet Confident in educational performance and Not Yet Confident in capability in self-assessment.
Other:	Delivery is based on the marae. Second-year diploma students complete significant proportions of their studies in unpaid work placements arranged by Maata Waka Enterprises.

2. Scope of external evaluation and review

The National Diploma in Social Services and Community Work is the only programme offered by Maata Waka Enterprises and therefore the sole focus area.

3. 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.

The evaluation team consisted of two evaluators and an NZQA observer. The team visited Maata Waka Enterprises on 20 and 21 March 2018.

Interviews (individually or in groups) were held with:

- Three executive managers and the chief executive
- Vice-chair of Te Rūnanga o Ngā Maata Waka
- Education manager
- Main programme tutor; the full-time administrator/part-time tutor; te reo Māori/tikanga tutor
- Current students (eight year 2 and 13 year 1)

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- Graduates (five)
- Careerforce Industry Training Organisation representative (by phone)
- External advisory group member
- Community stakeholders selected by Maata Waka Enterprises, including two organisations who have had students on placement, one of whom has employed graduates.

The evaluation team is confident that a sufficient range of staff, stakeholders and students were interviewed for evaluation and review purposes.

During the site visit Maata Waka Enterprises provided the evaluation team with a range of operational documentation, including staff, tutor, executive, Rūnanga meeting minutes, risk management plans; external advisory group terms of reference, reports and minutes; student achievement records, destination data and individual learning plans (student learning journeys and individual path plans); student evaluations, and course design, delivery and assessment materials; moderation materials (internal and external).

This documentation complemented the self-assessment information that had been pre-submitted. The evaluators reviewed a sample of all materials tabled.

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 fraud¹*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*

¹ 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.

- *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.*

Summary of Results

Statement of confidence on educational performance and capability in self-assessment

NZQA is **Confident** in educational performance and **Confident** in self-assessment capability of Maata Waka Enterprises.

Maata Waka Enterprises has continued to meet the most important needs of students and stakeholders in their local community. Evidence from employers, graduates and community stakeholders indicates that students are work-ready, that is, they have the necessary skills, aptitude and knowledge for employment in the industry. Students that complete the first year of study generally go on to achieve the qualification and find relevant employment. Withdrawal rates in the first year of study are high. Maata Waka Enterprises has introduced literacy and numeracy testing to support students, but also to test over time whether there is a link between withdrawals and literacy and numeracy skills.

The success of students has been attributed to the individualised and relational approach of the tutor. Students feel comfortable and confident to engage in classroom discussions. Feedback from students, as well as staff reflections, are used constructively to make incremental improvements to programme delivery, teaching materials and the class environment.

Maata Waka Enterprises has made a number of changes since the last EER to formalise and strengthen self-assessment processes. This has included improving internal reporting of educational performance to executive management to inform decision-making; introducing risk management and internal audit processes; and reintroducing internal moderation and tutor performance reviews to complement existing processes (e.g. student, work placement, graduate feedback). An external advisory group has also been reinstated to provide independent advice and support to the training team.

Self-assessment is not new for Maata Waka Enterprises. However, putting in place processes has formalised and made more transparent what were previously informal reflective discussions among a small group of staff. The quality of information being reported to decision-makers by the training team has improved over the past year. However, there is still room to improve the analysis, monitoring and reporting of priority educational performance information and risks through to a successful outcome.

Findings²

1.1 How well do students achieve and what is the value of the outcomes for key stakeholders, including learners?

The rating for performance in relation to both key evaluation questions is **Good**.

The rating for capability in self-assessment for both key evaluation questions is **Good**.

Maata Waka Enterprises engages students from the local community who are mostly Māori women looking for an opportunity to build their skills, confidence and employability. Maata Waka Enterprises provides these students with a safe, nurturing environment while also challenging them to develop critical thinking and interpersonal skills they can apply in their practice as social service and community workers. Other skills gained include time management, analysing and reporting information, and engaging effectively with whānau. Feedback from graduates and employers affirmed that the skills and knowledge gained – combined with their individual personal experience and aptitude – prepared students well for working in the industry.

In 2015 Maata Waka Enterprises' course completion rate³ was 73.7 per cent; in 2016 it was 81 per cent, and in 2017, 88 per cent (unconfirmed). Given the small student numbers a more useful picture of learner achievement can be drawn from Maata Waka Enterprises internal database. This holds student data from enrolment through to an outcome following graduation as shown in Table 1. Some of this data is used for internal reporting purposes, but it is not easy to collate and analyse for systematic self-assessment purposes, and needs improvement. Furthermore, while ethnicity data is collected, Māori and Pasifika student data is not analysed for trends in participation and achievement. The implication of this gap is not significant given that the majority of students are Māori; however, it is noted as an area for improvement.

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ EFTS-weighted course completion rate sourced from TEC Performance of Maata Waka Enterprises EPI 2015 and 2016 reports.

Table 1. Maata Waka Enterprises tracking of cohort achievement data 2016 and 2017

Year	No. year 1 students	No. who withdrew in year 1	No. who returned in year 2	No. who completed qualification	No. in relevant employment
2016	11	6	4	4	3
2017	16	3	13	To graduate end of 2018	To graduate end of 2018

Source: Maata Waka Enterprises internal data

While those students who stay to complete their first year will generally complete the qualification, the high withdrawal rate is still a challenge for Maata Waka Enterprises to resolve. Te Rūnanga o Maata Waka remains committed to its philosophy of providing every learner with the opportunity to succeed. Through its own analysis, Maata Waka Enterprises has found it difficult to differentiate the determinants of those students who succeed and those who do not, other than the individual commitment and perseverance required to complete study at this level. In 2017 Maata Waka Enterprises adopted literacy and numeracy testing as part of the enrolment process. The results, however, have not been used to exclude potential students – rather, they are included in individual learning plans to monitor student progress. Over time, the data may identify whether there is any link between withdrawals and literacy and numeracy skills.

Maata Waka Enterprises formally collects feedback from employers who have students on placement or who have employed graduates, and also feedback from graduates themselves. This information is reviewed and any immediate issues are elevated to management and addressed. More importantly, the information contributes to Maata Waka Enterprises' overall evidence base which will inform annual programme review and future programme development.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

There is a strong match between learner needs and programme design, delivery and activities. The first year of the programme is purposefully focused on building academic theory and inquiry and building learner confidence to engage and succeed in academic study. The second year is focused on applying theory in practice through workplace placements. Current students and graduates felt this mix prepared them well for employment. One stakeholder noted computer literacy

as a desired skill in the workplace for graduates, although this is currently not part of the learning programme. Students also expressed a desire to use their own digital devices to support their learning. The importance and relevance of these matters raised by stakeholders and students warrants further consideration by Maata Waka Enterprises.

In year 2, students spend most of their time on work placements which provides them with real opportunities to apply theory in practice. Placements are well structured with formal agreements in place with employers. Students have a reflection journal they must keep as part of their learning. This is monitored weekly by the tutor. Year 2 students still maintain contact with their tutor through weekly class attendance. In response to student feedback, the classroom has also been rearranged to provide year 2 students with their own learning space and dedicated time with the tutor.

The tutor's teaching and learning style is very relational which suits the majority of students who are mature second-chance learners. The learning is individualised, with one student commenting that the tutor 'comes down to our level and helps us to achieve'. The programme is well planned and delivery is organised into clusters of unit standards. The tutor reviews and amends teaching notes and materials prior to the delivery of every cluster to meet the needs of the different student cohorts. Three additional tutors deliver specific unit standards co-ordinated by the main tutor. Internal pre- and post-moderation has been reinstated, supported by a moderation policy and schedule. Moderation as a process is becoming more consistent and in time needs to inform assessment and effective teaching. External moderation requirements with Careerforce have been met.

Data from student feedback is collected formally and is used by management to monitor student satisfaction, and also by the tutor to inform teaching alongside the tutor's own reflections. More recently, tutor observations and tutor performance reviews have been reinstated, which is providing more substantive and consistent documented evidence to understand performance and inform improvements.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Student support (pastoral and academic) is largely provided by the main tutor, although the rūnanga provides holistic support through its Whānau Ora Navigator service to those students who request it. Support offered through Whānau Ora is monitored through individual pathway plans. The rūnanga also provides access to driver licence training. Each student has their own individual student journey plans

which reflect academic progress as well as personal and professional developments.

The resourcing of the programme has not changed over the past year. Students have no access to Wi-Fi (even though Wi-Fi is available on the rūnanga site); computer access is limited and access to books and readings is largely made available through the tutor's personal collection. Maata Waka Enterprises is looking at alternative options, including online access to library resources and/or mobile library access at the rūnanga. Students generally felt they had the resources they needed and valued, in particular free parking, tea and coffee, and access to printing and photocopying. Given that new programme delivery is planned for 2019, Maata Waka Enterprises has delayed any resourcing investment decisions until new programme resource requirements are determined.

Assessments are mostly written with opportunities in class for students to discuss, debate and role-play activities that support learning in a safe environment during year 1. The practical assessment in year 2 is informed by student, tutor and employer feedback. Learners are aware of the programme structure, upcoming assessments, and their learning progress to date. Teaching delivery methods could include more use of digital technology.

Overall, students felt well supported by the training team. Expectations for attendance and achievement are high. However, the tutor's approach and the programme is flexible enough to accommodate the multiple priorities faced by students with families.

1.4 How effective are governance and management in supporting educational achievement and how effectively are important compliance accountabilities managed?

The rating for performance in relation to both key evaluation questions is **Good**.

The rating for capability in self-assessment for both key evaluation questions is **Adequate**.

As a marae-based social, health and education provider, Te Rūnanga o Maata Waka has a strategic focus on improving the socio-economic wellbeing of the local community through education. Maata Waka Enterprises has been an important vehicle for delivering on these aspirations for the past 20 years.

The rūnanga provides the strategic direction and infrastructural support for Maata Waka Enterprises, which in itself is a small PTE with two full-time dedicated training staff. In 2018, a review was undertaken of the rūnanga strategic plan. The report recommended that senior management reset its educational strategy and improve the quality of monitoring and reporting. These recommendations are currently awaiting management and governance consideration.

In 2017, a number of operational changes were made to support the PTE in response to the last EER, including:

- A full-time administrator is now in place to support the education manager, tutors and students
- An external advisory group has been re-established to provide external feedback to the training team
- Reporting systems are in place to ensure the rūnanga chief executive and executive leadership are kept informed of educational performance and areas that require support
- Risk management systems are in place; and an annual internal audit of the PTE's compliance with organisational policies and requirements commenced in 2018
- A senior manager in the rūnanga is providing mentorship to the education manager.

The quality of information provided to the external advisory group and the rūnanga executive by Maata Waka Enterprises has improved over the past year, aiding their decision-making. However, a broad range of information is currently reported. This needs further refinement and analysis to ensure executive management is made aware of the most important educational performance issues.

Systems are in place to monitor important compliance requirements. These are currently monitored by the education administrator. As noted above, compliance with NZQA rules is now included in the 2018 annual audit schedule of the rūnanga. Maata Waka Enterprises has resolved the discrepancy between current programme delivery and the programme approval by NZQA. New programme development needs to be accelerated to be approved and offered in 2019.

Focus Areas

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

2.1 Focus area: National Diploma in Social Services and Community Work (Level 6)

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

Recommendations

NZQA commends Maata Waka Enterprises for the progress made to date on improving its self-assessment processes.

NZQA recommends that Maata Waka Enterprises:

- Continue to embed moderation as a quality improvement practice that informs assessment practice and effective teaching
- Accelerate programme development to ensure delivery in 2019
- Continue to build and strengthen the capability of the training team to identify, analyse and report important and relevant educational performance information to the Rūnanga executive.

Appendix

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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