



NEW ZEALAND **QUALIFICATIONS** AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

**QUALIFY FOR THE FUTURE WORLD**  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

# Te Pūrongo Aromātai me te Arotake ā-Waho

Whakatōhea Māori Trust Board,  
trading as Te Pou Oranga o  
Whakatōhea Limited

Date of report: 10 February 2022

# He whakataki | Introduction

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*Te Pou Oranga o Whakatōhea provides bespoke education and training for work opportunities for whānau living in Opotiki and surrounding communities.*

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Te whare ako:	Whakatōhea Māori Trust Board
Te momo:	Private training establishment (PTE)
Te wāhi:	122 St John Street, Opotiki, Bay of Plenty
Kaihaina   Rārangi tikanga atawhai (mō ngā ākonga nō te ao whānui):	No
Ngā ākonga:	Domestic: 36 <sup>1</sup> International: nil
Ngā kaimahi:	Seven full-time equivalents
Ngā āhuatanga o te whare ako:	<a href="#">Whakatohea Maori Trust Board</a>
Ngā hua i mua:	He Pounamu Kahurangi/He Pounamu Kahurangi
Ngā wā arotahi:	Training for Work (Training Scheme) (Level 2), referred to as Te Ara Tau
Tau MoE:	9642
Tohu NZQA:	C45381
Te rā i tae atu ai te roopu EER:	27 and 28 October 2021

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<sup>1</sup> This is across all NZQA-approved and non-approved courses offered in 2021, noting also that enrolments are rolling so this number is likely to be a minimum.

# Ngā Whakataau | Summary of Results

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*Ngā hua o te Whare Ako: Kaupapa are clearly exemplary and imbue performance across the organisation; there are no significant gaps or weaknesses.*

*Ngā Whakairinga Kōrero: Kaupapa are clearly exemplary and inform highly effective self-reflective practice which is appropriate to the context of Te Pou Oranga o Whakatōhea. The PTE has a comprehensive understanding of performance.*

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<b>He Pounamu Kahurangi – Ngā hua o te whare ako</b>	Kaupapa are clearly exemplary for the context of Te Pou Oranga o Whakatōhea, as expressed through:
<b>He Pounamu Kahurangi – Ngā whakairinga kōrero</b>	<ul style="list-style-type: none"><li>• The successes gained by ākonga, including work-readiness skills and attributes and, for the majority, placement in meaningful employment.</li><li>• The learning environment, which is supportive, positive and engaging for a range of ākonga who have been long-term unemployed and/or disengaged from the formal learning system.</li><li>• Programme design and delivery, which has provided ākonga with a holistic and authentic Whakatōhea learning experience supported by quality teaching.</li><li>• Effective leadership and governance, evident through the PTE’s long-term strategy, effective management of relationships, compliance and risks; and commitment to continuous reflection and improvement and creating a values-based organisational culture.</li></ul>

# Ngā Hua | Findings<sup>2</sup>

## 1.1 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>He Pounamu Kahurangi</b>
Ngā Whakairinga Kōrero:	<b>He Pounamu Kahurangi</b>
Ngā Kitenga:	<p><i>'Ko te mātauranga te waka e kawē nei ngā wawata.'</i><sup>3</sup></p> <p><b>Whareako</b></p> <p>Since the last EER, governance and management have continued to provide effective leadership to the whare ako, demonstrated through a clear purpose articulated through the PTE's vision and mission; effective compliance and risk management; effective financial management systems; strategic relationship management; regular reporting informed by a range of data; continuous reflection and improvement; and a values-based organisational culture. The long-term vision and strategy of the Board demonstrates authentic expression to rangatiratanga and kaitiakitanga (that is, protecting and growing cultural, natural and economic assets and building the capability of their people).</p> <p>Te Pou Oranga has an intimate understanding of the community it serves<sup>4</sup> and is continuing to engage in a range of strategic partnerships and relationships to meet student and stakeholder needs. These include collaborations with government agencies (e.g. MSD), education providers (e.g. Opotiki College), and employers (for example the Whakatōhea Mussel Factory). There has also been a greater emphasis on strengthening internal relationships across business units and across programmes within Te Pou Oranga, to minimise silos and to give authentic expression to their own values.</p>

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

<sup>3</sup> 'Education is the vehicle to realising our potential dreams and aspirations.'

<sup>4</sup> Based on their lived experience and connection to community, but also through formal stakeholder survey data.

	<p>Staff are well supported with professional learning opportunities and upskilling. All tutors, including pastoral staff, are required to hold adult teaching qualifications to ensure ākonga receive a quality, consistent learning experience.</p> <p>The whare ako<sup>5</sup> is strengthening its use of Te Ara Whānui to monitor student wellbeing and success; and to support reporting of outcomes to key stakeholders. However, there is an opportunity to improve how the education team uses Te Ara Whānui to inform understanding of performance (education and employment and outcomes) and as a tool for self-assessment. Strengthening this area will become critical as Te Pou Oranga extends its offering of NZQA-approved programmes in future years.</p> <p><b>Te Ara Tau<sup>6</sup></b></p> <p>The programme is structured so ākonga have the opportunity to connect with who they are (whakapapa) as a fundamental building block for future success. Ākonga use vision boards and pathway plans to identify their career interests and passions in order to ultimately find meaningful employment. Whakatupu assessments are also incorporated into the programme to identify areas where individual ākonga require pastoral support.</p> <p>Literacy and numeracy is embedded in the content; ākonga also use Pathways Awarua to develop their skills. Literacy and numeracy assessments are used by the tutor to understand where ākonga need support; and improvements are measured through the LNAAT tool.<sup>7</sup> Assessments are purchased (pre-moderated) with internal checking of version control and collegial post-moderation undertaken with the programme co-ordinator/part-time tutor.</p> <p>Students and graduates talked about the impact of the programme on their wellbeing, including increased self-confidence, sense of belonging and reduced anxiety. Skills gained included digital literacy and work-readiness skills</p>
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<sup>5</sup> Whare ako is a client relationship management system used by the health and social service arm of Te Pou Oranga o Whakatōhea.

<sup>6</sup> Te Ara Tau means 'the pathway to ensuring the ākonga physical, spiritual and mental wellbeing is at peace so they are ready to take up the challenge to make a difference in their life'.

<sup>7</sup> All ākonga complete the Literacy and Numeracy for Adults Assessment Tool.

	<p>(communication, socialisation, grooming, punctuality) in addition to gaining a range of certifications required for work (e.g. traffic controller certificates and driver licences).</p> <p>Te Ara Tau is funded by MSD, therefore the programme is designed to identify and minimise individual barriers to learning (for example social, economic, health) that might impact on ākonga being able to engage in work; to instil work-readiness (including identifying aspirations, goal planning and skills development); and to provide supported work placement. Accordingly, not all ākonga complete the training scheme. Since 2018, ākonga have been more likely to find employment before completing all training scheme unit standards as local work opportunities have increased over the past three years. In this context, meaningful and sustainable employment is a highly valued outcome.</p> <p>Pastoral support while ākonga are studying on the programme and for the first 12 months of their employment has been critical to supporting ākonga to overcome barriers, including access to services such as doctors and drug and alcohol support, and support for mental wellbeing and homelessness. Manaakitanga was also evident during the Covid-19 lockdowns, where students were encouraged to attend regular Zoom meetings to stay connected. Ākonga who did not have devices or internet connection were provided with Chromebooks, data packs or top-up credit for cellphones.</p> <p>Programme design reflects te reo Māori, tikanga Māori and the history of Whakatōhea, which is embedded into the programme to provide ākonga with a holistic and authentic Whakatōhea learning experience. This content was highly valued by ākonga and stakeholders interviewed, who felt graduate self-awareness and belonging were valued attributes in the workplace.</p> <p><b>Learning context</b></p> <p>The learning environment is supportive, positive and engaging for a range of ākonga who have been long-term unemployed and/or disengaged from the formal learning system. The Kaiako delivers a planned and intentional approach to teaching and learning with flexibility to accommodate individual needs. Assessment is formative and integrated until such time as the Kaiako knows the ākonga have understood the content and are ready to complete the formal assessment.</p>
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	<p>Enrolments are rolling and the Kaiako uses relational approaches including whanaungatanga and manaakitanga to encourage ākonga to help and support each other to engage in their learning. The context was described by ākonga as a whānau where everyone looked out for each other. The sharing of pepeha, mihimihi and karakia is encouraged.</p>
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## Ngā Wā Arotahi | Focus Areas

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

### 2.1 Focus area: Te Ara Tau

Ngā hua o te Whare Ako:	<b>Pounamu Kahurangi</b>
Ngā Whakairinga Kōrero:	<b>Pounamu Kahurangi</b>

## Ngā Tūtohunga | 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.*

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

## Ngā Ture | 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 fraud<sup>8</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>8</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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