

# Ringa Atawhai Mātauranga

Governance and Management Handbook



# CONTENTS

This Governance and Management subsystem is one of 8 quality manuals and has the following structure comprising the following sections:

## SECTION I Background

|                                 |   |
|---------------------------------|---|
| (i) Purpose                     | 1 |
| (ii) Relevant Guiding Documents | 1 |
| (iii) Scope of Coverage         | 1 |

## SECTION II PTE Charter

|                                      |    |
|--------------------------------------|----|
| (i) Mission and Strategic Direction  | 2  |
| (ii) Statement of Goals and Purposes | 5  |
| (iii) Strategic Plan                 | 9  |
| (iv) Improvement Action Plan         | 14 |

## SECTION III Governance and Management

|                                               |    |
|-----------------------------------------------|----|
| (i) Governance and Management Policy          | 16 |
| (ii) Governance                               | 20 |
| (iii) Ownership                               | 23 |
| (iv) Risk Management                          | 29 |
| (v) Management                                | 32 |
| (vi) Internal Monitoring                      | 35 |
| (vii) Stakeholder Consultation and Engagement | 36 |
| (viii) Organisational Self-Assessment         | 38 |
| (ix) Reporting Procedures                     | 38 |
| (x) PTE Management System                     | 39 |
| (xi) Maintaining NZQA Registration            | 42 |

## SECTION IV PTE Finances

|                                                       |    |
|-------------------------------------------------------|----|
| (i) Financial Roles, Responsibilities and Delegations | 45 |
| (ii) Financial Governance                             | 45 |
| (iii) Financial Control and Management                | 46 |
| (iv) Financial Reporting                              | 47 |
| (v) NZQA Financial Requirements                       | 47 |
| (vi) Fees Protection                                  | 48 |

## SECTION V Physical and Learning Resources

|                                      |    |
|--------------------------------------|----|
| (i) Resource Requirements/Management | 51 |
|--------------------------------------|----|

## SECTION VI File Documents 70

## SECTION VII Appendices 71

# **SECTION I                      Background**

## **(i) Purpose**

The purpose of the Governance and Management Handbook is to provide a structured framework and guide for the Governance and Management of Ringa Atawhai Matauranga Ltd, Private Training Establishment. (PTE)

## **(ii) Relevant Guiding Documents**

MOE    - Ministry of Education -Effective Governance, Working in Partnership  
MOE    - Ministry of Education - Financial Information to Schools (2009)  
MOE    - Ministry of Education – Education Charters  
NZQA   - How to Maintain Registration as a Private Training Establishment  
NZQA   - Guidelines for Private Training Establishment Registration (2022)  
NZQA   - Guidance Note on the Education Amendment Act (2022)  
NZQA   - Quality Management Systems  
AS/NZS - ISO 9001:2008 Quality Management System Requirements  
ERO    - Education Review Office – School Governance an Overview (2007)  
NZQA   - Guidelines for Approval/Accreditation of Programmes on the NZQF  
NZQA   - Student Fee Protection Rules (2021)  
NZQA   - PTE Registration Rules (2022)  
NZQA   - Consent to Assess Against Standards on the DAS (2011)  
NZQA   - PTE Enrolment and Academic Record Rules (2022)  
NZQA   - NZQF Programme Approval and Accreditation Rules (2022)  
NZQA   - External Evaluation and Review (EER) Rules (2022)

## **(iii) Scope of Coverage**

The Governance and Management Handbook covers all aspects associated with the Governance and Management within the PTE. It includes the PTE’s Charter, Strategic Plan and Annual Planning. The Handbook also covers the role and responsibilities of Governance and Management such as Risk Management and Maintaining NZQA Registration. Financial Governance, Management and Reporting and the management of the premises and other physical and learning resources are also covered in this handbook.

## SECTION II PTE Charter

### Introduction:

This Charter is made up of the following:

1. **Mission / Strategic Direction Statement**
2. **Statement of Goals and Purposes**
3. **Strategic Plan**
4. **Annual Planning**

**This Charter sets out the Company's vision, values, special character, strategic priorities and direction. It reflects New Zealand's cultural diversity and the unique position of the Māori culture in New Zealand society.**

The Charter includes a long-term **Strategic Plan** which describes the Company's priorities, goals and expectations for the PTE for the next 3 – 5 years. The strategic plan sets out "where we are headed." The Charter also includes an **Annual Planning** section comprising short-term priorities in the form of **Desired Outcomes, Targets** and **Strategies**, all aimed at improving the performance of the PTE. Desired outcomes describe "what we want to achieve", targets specify "what we are aiming for" and strategies set out "how we will make it happen".

### (i) **Mission / Strategic Direction Statement**

#### (a) **Mission Statement**

##### **He Kupu Whakatauki**

Ringa Atawhai was born of the dreams and aspirations of its founding members who, "for the love of it, lent a helping hand to those in need in the community regardless of race, colour, creed or religion, rich or poor." Ringa Atawhai Maturanga Ltd is the vehicle upon which the aspirations of the founding members will be entrenched through education and training.

#### (b) **Core Values**

Our core values are rooted in Te Ao Māori. They are competencies which all personnel are encouraged to practise at all times. These are the values of

**Manaakitanga, Rangatiratanga, Whanaungatanga, Wairuatanga and Te Reo Rangatira.**

## **Manaakitanga**

### **THE ACTIONS THAT INCREASE OR ENHANCE POWER, VALUE AND RESPECT**

#### **Participating and Contributing**

- We are born with our own mana and are the only ones that can decrease what we have.
- How you relate to others and how others feel about working with you.
- Making others feel good about themselves, acknowledging their qualities and actions.

## **Rangatiratanga**

### **THE ACTIONS THAT BIND A GROUP TOGETHER**

#### **Managing Self**

- Increase your leadership opportunities
- Behaving appropriately towards others

## **Wairuatanga**

### **THE ACTIONS THAT SHOW THE OTHER SIDE OF YOU - YOUR REFLECTION IN THE WATER**

#### **Thinking**

- Reflection, being able to understand your strengths and weaknesses.
- To set goals around improving yourself and to make the necessary changes.
- Self-assessment

## **Whanaungatanga**

### **THE ACTIONS THAT CONNECT AS A TEAM (Whanau)**

#### **Relating to Others**

- Your roles and responsibilities within a group
- Working together towards a common goal
- Team work, team approach

## **Te Reo Rangatira**

### **THE CORNERSTONE OF ALL THAT IS MĀORI**

#### **Implementing**

- Kaupapa Māori protocols. pōwhiri, karakia, mihihihi. poroporoake

**(c) Philosophical Statement**

We will adopt Professor Mason Durie's, "Te Pae Mahutonga" model of health promotion to advance our aims. These are:

|                              |                                    |
|------------------------------|------------------------------------|
| Mauri Ora (Te Ao Māori),     | Waiora (Environmental protection), |
| Toiora (Healthy Lifestyles), | Te Oranga (Wellbeing),             |
| Nga Manukura (Leadership),   | Te Mana Whakahaere (Autonomy).     |

Our philosophy is based on the rationale that quality education and learning, for Māori, requires a holistic approach encompassing both the whanau and the Māori view of the world.

**(d) Special Character**

We are a hauora Māori organisation and our practices are consistent with a kaupapa Māori worldview. This helps us define and maintain our focus and structure. The objectives of the organisation can be framed as the kaupapa with tikanga entrenched and demonstrated in policies, operations and organisational structures emanating from the kaupapa.

**(e) Vision Statement**

The vision for Ringa Atawhai Matauranga (the PTE) is based on the aspirations espoused in our mission statement for it reflects whanau whose wairua is strong and vibrant; who have fully developed their spiritual, intellectual, emotional and physical well-being; and who are confident, secure and pro-active in all aspects of the educational, environmental, social, cultural, economic and political life of Aotearoa.

**(f) Obligations to Māori**

The PTE acknowledges its responsibility and obligations to Māori as tangata whenua of Aotearoa New Zealand. The PTE's Charter, management, operations and learning programmes will demonstrate commitment to New Zealand's bicultural partnership and will reflect the cultural diversity of New Zealand and the unique place of Māori. The PTE will strive to meet the needs of all its students and communities including whanau, hapu, Iwi and haponi Māori. It will also work to meet the identified needs of other key Māori stakeholders such as runanga and marae. This will be achieved through strong and effective stakeholder consultation and involvement.

The PTE's Charter reflects and affirms the identity, language and culture of Māori. The organisation will act in accordance with the spirit and intent of the Treaty of Waitangi in particular, the PTE's relationships with external stakeholders, the design and development of learning programmes, other initiatives, and the pastoral care and management of students.

The PTE will:

- strive for the equitable engagement and achievement of Māori students
- provide equitable access to its learning programmes and resources
- engage with Māori-on-Māori educational needs and aspirations
- identify and be responsive to the cultural needs, values and beliefs of Māori students and the Māori community, including hapu, whanau, iwi or hapori Māori
- be vigilant in the monitoring and checking of programmes to ensure that they are culturally appropriate
- demonstrate commitment to NZ's cultural partnerships and respect for the heritages, languages and cultures of both partners in the Treaty of Waitangi
- adopt a 'holistic hauora' approach to students' well-being, pastoral care and management.

## **(ii) Statement of Goals and Purposes**

The primary focus of the PTE's activities will be to achieve its goals and purposes relating to education and training.

The PTE's Goals and Purposes reflect the:

- values, philosophy and culture of the company
- company's Charter, mission, vision, priorities and strategic direction
- context, size and complexity and structure of the company
- company's special character, distinctive contribution and associated strengths
- scope of the company's learning programmes
- identified educational needs, requirements and aspirations of targeted learners, the community and other key stakeholders.

## Overview

The development of the Māori health and disability workforce is an identified priority in the New Zealand Health Strategy (Minister of Health, 2022) and the New Zealand Disability Strategy (Minister for Disability Issues, 2023).

Increased Māori participation and decision-making in the health and disability sector are pathways to improving Māori health in the Government's policy framework for Māori health development, He Korowai Oranga: Māori Health Strategy (Minister of Health and Associate Minister of Health, 2022). One specific objective is to increase the number and improve the skills of the Māori health and disability workforce at all levels.

Raranga Tupuake: Māori Health Workforce Development Plan 2023/4 (Te Whatu Ora) presents the 10-to-15-year strategic framework for Māori health and disability workforce development. Two of the three goals identified in the plan are to:

- a. expand the skill base of the Māori health and disability workforce
- b. enable equitable access for Māori to training opportunities.

The key goals of the PTE are to:

- provide flexibility and responsiveness for Northland based Health Providers to address the training and development needs of the Māori health workforce
- improve access to relevant training opportunities for the non-regulated Māori health and disability workforce by supporting them to obtain entry into and through relevant educational opportunities
- provide an opportunity to work with local health providers, Te Whatu Ora Te Taitokerau and Mahitahi Northland's PHO, to develop suitable training programmes to address identified local training and development priorities
- extend and improve access to formal training for a wider pool of potential trainees in the non-regulated Māori health and disability workforce
- access funds via TEC for tuition fees, travel and accommodation costs (as appropriate) clinical release, clinical supervision, cultural supervision, and mentoring for trainees to attend the proposed training programme.
- Increase the pool of health and disability workers by providing opportunities for international students to enrol.

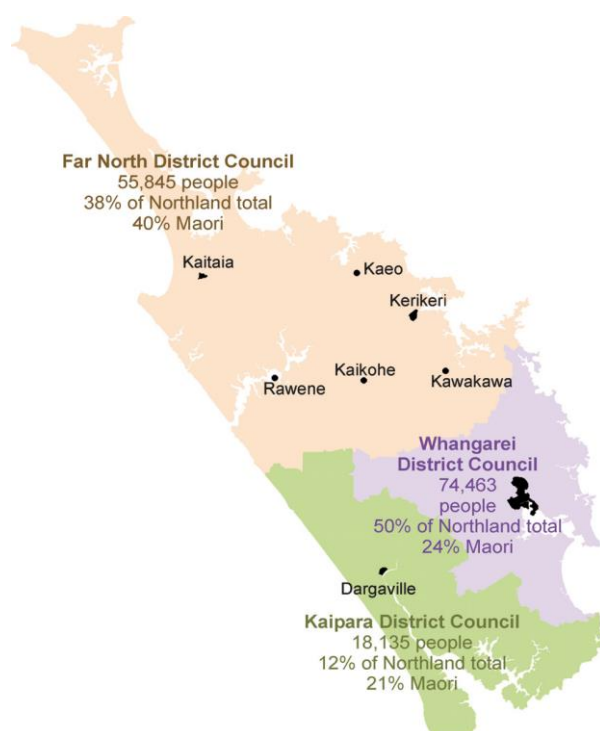
### Training programmes will:

- be accredited by New Zealand Qualifications Authority (NZQA)
- lead to, upon successful completion by the trainee, a nationally accredited qualification at levels 3 to 7 on the National Qualifications Framework
- be provided at certificate, diploma or graduate certificate level (excluding degrees)
- integrate theory and health and disability service delivery to enable students to develop their knowledge and skills in the context of Māori health and disability service delivery
- develop curriculum in consultation with key stakeholders that describe the purpose, outcomes, content and process, assessment criteria and methods.

Our networks across the region are extensive having been fostered over the 38-year period we have been operational. They include alliances and partnerships with a number of health, social service, educational, Whanau Ora providers and whanau, hapu and Iwi.

We will continue to seek advice and input from these stakeholder groupings in the design and development of our programme/s design.

### Demographic Profile



### Student Profile

Students will be drawn from the health and disability sector working in paid and unpaid positions (volunteers). Historically the people we have trained are predominantly Maori, reside in rurally isolated areas, have little or no formal qualifications and low literacy levels. They work in a variety of Te Whatu Ora funded NGOs as community health workers, caregivers, mental health support people, kaumatua, kuia or whanau support workers.

There are also a large number of participants who are seeking to pursue a career in the health sector and an increased enquiry from international students currently working in the health and disability on working visas.

The kaupapa of Ringa Atawhai Matauranga has always been to engage learners in a meaningful educational experience, to increase personal confidence, and experience educational achievement leading to increased knowledge and skills and further training or employment. Numerous examples can be provided of students who have enrolled with little or no previous educational success and who have progressed through Ringa Atawhai Matauranga's training programmes to employment in well-situated positions. These outcomes have benefited students, whanau, iwi, community, and the health sector.

The PTE will consider and address the objectives and strategies for tertiary education as set out in the **Education Act (1989)** and the **Tertiary Education Strategy 2020** by helping students to achieve to their highest potential. We will provide a portal to education that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21<sup>st</sup> century.

The PTE will be innovative and responsive to the needs and aspirations of students. The qualifications and programmes provided by the PTE will be high quality and relevant to the needs of learners and other stakeholders. The course and qualification progression rates for students will be high, as a result of high-quality teaching and learning, and effective and culturally responsive pastoral care. The PTE will also address the non-academic needs of students and ensure that they have a good environment in which to learn. The PTE's evaluative quality assurance system will focus on being accountable for and continually improving the educational performance of the PTE.

The PTE will contribute to the objectives of tertiary education in the Education Act (1989) by providing quality, well managed programmes that meet the identified needs and desired educational outcomes of relevant communities and key stakeholders.

The PTE's Goals and Purposes Statement links directly to the:

- Rationale, Policy Statement and Guidelines of the PTE's key policies such as the Learning and Teaching Policy

- Strategic Goals and the Strategic Plan
- Investment Plan/ Management Plan
- Desired Outcomes and Annual Targets

### **(iii) Strategic Plan**

The Strategic Plan is a 3 – 5-year plan to achieve the PTE’s goals and purposes. In the Strategic Plan the PTE’s vision, direction, goals and purposes are translated into specific strategic goals. Each strategic goal has a number of desired outcomes and annual targets. These targets are set in the Investment Plan and used to measure and monitor progress.

The strategic goals will focus directly and/or indirectly on students’ achievement and meeting stakeholder needs. The strategic plan provides the Directors, management and staff with a guide to the future. Strategic planning involves a constant process of planning, implementing, consultation, monitoring and review (Self-Assessment).

The PTE’s Strategic Plan and Strategic Goals are based on:

- the PTE’s mission, vision for the future, core values, philosophy, special character and future strategic direction and associated priorities
- the identified needs of targeted learners and stakeholders
- the PTE’s Goals and Purposes Statement
- evidence of PTE and students’ achievement
- consultation, engagement and feedback from stakeholders
- the conclusions and recommendations from the PTE’s Self-Assessment Programme

The Company Directors will manage change strategically by:

- anticipating and responding to change
- responding to the results of the PTE’s Self-Assessment Programme
- balancing innovation and continuity

The strategic plan will be reviewed every 3 years as a cyclic review and form part of the self-assessment programme. The directors will consult with key stakeholders on the future direction of the PTE and all reviews of the strategic plan.

#### **(iv) Annual Planning**

Planning will be an integral part of the PTE Management System. There will be a robust, consistently applied process of annual planning, within the PTE. Staff will have appropriate input and involvement in the planning process. There will be a range of inputs used in the planning process, including recommendations and outcomes from the annual internal self-assessment.

The Annual Plans (i.e. Annual Operational Plan, Management Plan and / or Improvement Action Plan) will have clear identified links to the PTE's Strategic and Investment Plans. The Annual Plan will include projected targets, performance measures, benchmarks, responsibilities, strategies and timing. Resources required for the completion of planned activities will be considered in the planning process. Plans and initiatives will be clearly communicated to staff.

The PTE's strategic and annual plan will include health and safety goals, desired outcomes and appropriate targets. The directors will be consulted on the annual plan and the performance targets, performance measures and benchmarks.

The CEO will be responsible for the overall preparation and implementation of the annual operational plan, improvement action plans and investment planning.

The performance against annual plans and targets will be monitored, tracked and reviewed by the CEO, and reported to the directors, on a quarterly basis. The directors will use the targets to track and monitor the PTE's effectiveness, performance and progress in achieving the Company's strategy, goals and purposes and policies. The CEO and tutors will be held accountable for achieving the annual targets relevant to their specific responsibilities.

***See Section VI Template 1/T2 and 1/T3 for Annual Operational and Management Plan.***

Improvement Action Plans will also be used to plan, implement and monitor specific improvement initiatives within the PTE. (See next page.)

# Improvement Action Plan (Governance)

Name of PTE: \_\_\_\_\_ Date: \_\_\_\_\_

Specific Area: \_\_\_\_\_

Name of Plan: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

Desired Outcomes: \_\_\_\_\_  
\_\_\_\_\_

## (1) Improvement Opportunities / Strategies for Improvement

List the improvement opportunities / strategies for improvement identified for this Improvement Action Plan.

| Improvement Opportunities | Strategies for Improvement |
|---------------------------|----------------------------|
|                           |                            |
|                           |                            |
|                           |                            |

## (2) Plan of Action (to implement strategies for improvement).

| Proposed Action Steps | Review Date | Completion Date |
|-----------------------|-------------|-----------------|
| (1)                   |             |                 |
| (2)                   |             |                 |
| (3)                   |             |                 |
| (4)                   |             |                 |
| (5)                   |             |                 |

**(3) Resources required:** (including time)

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**(4) Professional Development requirement:**

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**(5) Timing / Duration:**

Completion Date: \_\_\_\_\_

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**(6) Review**

Internal Review to be completed by \_\_\_\_\_ Review Date \_\_\_\_\_

Review Comments

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Signed by the CEO: \_\_\_\_\_ Date: \_\_\_\_\_

## SECTION 111

# GOVERNANCE AND MANAGEMENT POLICY

### RATIONALE:

It is important that the PTE:

- 1) has a clear purpose and direction;
- 2) has competent, professional and effective governance and management;
- 3) implements effective governance and management structures, systems and procedures;
- 4) complies with all applicable compliance, regulatory, legal and statutory requirements.

### POLICY STATEMENT:

The purpose of this policy is to ensure that:

- the Company Directors and management act in the best interests of the establishment and its stakeholders;
- the PTE's Charter includes appropriate goals and purposes and a strategic plan that provide purpose and direction for the PTE;
- Governance and management roles responsibilities and accountabilities are distinct, well understood and carried out professionally;
- there are clear, effective, well documented governance and management structures, systems, policies and procedures in place, that are successfully implemented; and
- the PTE Directors and management understand and remain responsive to the needs and aspirations of learners, the community and other key stakeholders.

### GUIDELINES:

1. The PTE will have a Charter that clearly sets out and incorporates its mission, vision, core values, special character and strategic direction; and reflects the unique place of Māori as tangata whenua and acknowledges the principle of partnership inherent in Te Tiriti o Waitangi.
2. The PTE's goals and purposes will reflect the company's Charter expectations, strategic direction/priorities, context and special character/strengths; and the needs and aspirations of targeted learners and other key stakeholders

3. The company will have a sound medium to long term strategic plan in place that translates the PTE's goals and purposes into specific strategic goals and desired outcomes.
4. The PTE will implement a robust, consistently applied process of annual planning. Performance against the PTE's annual plans and targets will be regularly monitored, tracked and reviewed by the CEO.
5. Strategic and annual planning are to be closely linked and integrated with the consultation and engagement of stakeholders and the PTE's self-assessment programme.
6. The functions, roles and responsibilities of the directors and management within the PTE are to be clear, distinct and well documented. The directors will seek advice, input and guidance (from stakeholders) when establishing strategic goals for the future direction, development and on-going improvement of the PTE.
7. Directors have a duty to act professionally and ethically in a socially and culturally responsible manner. Members will carry out their duties in good faith, with honesty and integrity, in the best interests of the company and its stakeholders; and will ensure that their conduct does not bring the organisation into disrepute or conflict with the PTE's goals and purposes. All company directors will meet the NZQA 'fit and proper person' requirements.
8. The key responsibilities of the directors will be to: provide leadership and strategic direction, set and review policy, provide financial stewardship, allocate resources and to be a good employer.
9. The directors and management have a responsibility to identify, avoid and/or if necessary, appropriately manage any actual or potential conflicts of interest that may arise.
10. The directors and management will put in place and consistently implement sound, effective risk management plan, strategies and procedures.
11. The roles, responsibilities and accountabilities of the CEO and supporting staff are to be clearly defined and well understood. The CEO and supporting staff are to be responsible for implementing the PTE's operational policies and for the day-to-day management of the PTE. The CEO will ensure that there is on-going and effective internal monitoring and will regularly report to Board of Directors, in an accurate manner.
12. The Directors and management will ensure that there is active, genuine, positive, respectful, collaborative, open and purposeful engagement and consultation with

stakeholders. The PTE will enable students' success through meeting their needs, the needs of the relevant communities and other key stakeholders including Māori. Feedback from stakeholders will be used to inform self-assessments, guide planning and improve the quality and relevance of the PTE's learning and teaching programmes.

13. The PTE will implement a structured self-assessment programme including organisational self-assessment and self-review which will be embedded at all levels within the organisation. The self-assessment process is to be collaborative, systematic and evidence based, with the key purpose of guiding planning and achieving sustainable continuous improvement.
14. The PTE will develop, implement and maintain a structured, comprehensive and effective PTE Management System and (QMS) Manual documents that reflects and supports the PTE Charter, goals and purposes and strategic direction. The Management System and manual will cover the key areas required for 'compliance, effective management & operation and good practice' and will be regularly reviewed and updated. The PTE will follow and implement the systems, processes, procedures and practices contained in the Quality Management Manuals.
15. The PTE will put in place, document and implement clear procedures to ensure that all NZQA regulatory and compliance requirements for "Ongoing Registration as a Private Training Establishment" are met, on time.
16. The Directors will have overall responsibility for the establishment and monitoring of financial policies, monitoring the PTE's finances and the allocation of resources; but will delegate day to day financial management of the PTE to the CEO. The Company's allocation of funds will reflect the PTE's Charter priorities.
17. The PTE will implement sound financial management practices and systems, to recognised professional standards and will meet all TEC financial requirements
18. The directors will allocate sufficient funds to the provision and maintenance of the premises, facilities and all other physical and learning resources needed to sustain effective delivery of the learning programmes, support good educational practice and meet learner requirements.
19. The PTE's recruitment, management and professional development of staff will ensure sufficient personnel with the necessary skill mix, experience and knowledge are employed by the PTE.

20. The Directors are committed to being a good employer by implementing good practice personnel management, promoting workplace welfare, providing a safe, positive working environment and by treating all staff fairly, openly and with respect.
21. The Directors and management will ensure that the PTE complies with all applicable compliance, regulatory, legal and statutory requirements and obligations, and that all policies and practice are legal and ethical.

#### **RELEVANT LEGISLATION:**

Education Act (1989)  
Health & Safety in the Workplace (2015)  
Privacy Act (1993)  
Fire Service Act (1975)  
Resource Management Act (1991)  
Building Act (2004)  
Education Amendment Act (2011)

#### **RATIFICATION:**

Policy ratified by Board:

*C. Pea*  
(Signed for Board)

20/02/2025  
(Date confirmed)

#### **REVIEW:**

This policy is to be reviewed as part of the PTE's Self-review Programme (Cyclic Review)

Review Date: 20/02/2027

#### **CONSULTATION:**

Student, employees, management and Governance Board members are to be consulted as part of the review of this policy.

## **(ii) Governance**

### **(a) Role of Governance**

The directors of the PTE will be responsible for the governance of the PTE. The roles and the boundaries between the director's governance responsibilities and the CEO's operational / management responsibilities are clearly separated.

The day-to-day management of the PTE is the responsibility of the CEO who will be accountable for his/her management to the directors.

The responsibilities of the directors include to:

- provide the PTE with overall leadership, control, direction and a sense of purpose by determining the PTE's mission, vision, philosophy and by collectively developing a strategic direction
- ensure the organisation operates with a high standard of ethical behaviour
- lead Health and Safety in the PTE
- ensure a sensible and feasible strategic plan
- approve and monitor the annual operational plan
- recruit, appoint, monitor and assess the performance of, and support the CEO.
- act as a good employer and adhere to employment law
- provide financial stewardship and allocate resources appropriately
- set and review policy and provide a policy framework to guide management / staff
- ensure compliance with all relevant legislation, regulations and NZQA requirements and monitor and review the compliance
- identify, monitor and manage risk
- monitor, evaluate and review the PTE's performance and achievement of its goals, targets and strategies
- engage, consult, communicate and report to stakeholders
- annually report on the PTE's financial performance and progress towards Investment Plan targets.

Company Directors have a duty to:

- act professionally, in good faith with honesty, probity, integrity and sincerity of intention
- meet the NZQA "fit and proper person" requirements
- not exercise powers for an improper / collateral purpose

- avoid any conflict of interest, actual or potential
- exercise reasonable care and skill – apply experience and expertise to their role
- ensure consistent behaviour and decisions and govern assets and resources in a manner that aligns with the values, beliefs and Goals and Purposes of the entity
- be diligent and attend Board meetings and keep proper records
- meet their fiduciary duties to the PTE
- implement Health and Safety “due diligence” and ensure Health and Safety “compliance”
- keep informed and up to date with all legislative requirements

## **(b) Principles of Governance**

The Principles of Governance that guide the Directors of this PTE are to:

- Meet the needs of key stakeholders
- Govern on behalf of all stakeholders
- Decide how they will govern
- Adopt a hands-off approach and mainly make policy decisions
- Make collective decisions and speak with one voice
- Monitor performance by reference to policy
- Assist the CEO and lead together

## **(c) Governance Practices**

The directors will translate governance purpose and principles into practice, and meet their responsibilities by:

- fully engaging with each other and the PTE CEO;
- having a clear definition and understanding of the PTE’s role;
- developing an effective governance culture;
- creating strong and objective lines of reporting and communication to and from the majority shareholders;
- developing and maintaining effective Director/ CEO relationships;
- holding the CEO and management to account (where necessary);
- working with the CEO / management to develop the PTE’s strategic and Investment Plans and ensure they are implemented;
- making informed decisions and exercising due diligence where required;

- successfully managing risk;
- actively engaging and being accountable to stakeholders;
- by identifying, implementing and maintaining appropriate governance systems, processes and procedures;
- on-going monitoring and evaluation of the PTE's performance (self-assessment);
- regular, accurate reporting to stakeholders;
- keeping good records of its activities;
- allocating sufficient resources and funds for the effective implementation and maintenance of the PTE's learning programmes;
- accepting collective responsibility for all decisions;
- ensuring appropriate structures and processes are in place and implemented to plan, deliver, monitor and review Health and Safety.

Source: Ministry of Education publication - Effective Governance (2010)

#### **RATIFICATION:**

Policy ratified by Board:

*C. Pea*  
(Signed for Board)

20/02/2025  
(Date confirmed)

#### **REVIEW:**

This policy is to be reviewed as part of the PTE's Self-review Programme (Cyclic Review)

Review Date: 20/02/2027

#### **CONSULTATION:**

Students, employees, management and Governance Board members are to be consulted as part of the review of this policy.

## Governance and Management Structure/Details

| Position                                  | Name                                                                                                                                                  | Background                                                                                                                                                                                                               |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Shareholder (1)</i>                    | Celia (Ces) Hiria Smith                                                                                                                               | BA. SocSci, Bus Mgmt.<br>ISO 9000 Assessor/Auditor<br>Qualified teacher<br>NCALE L5                                                                                                                                      |
| <i>Directors<br/>(Governing members)</i>  | Celia Smith<br>Louise Shelford<br>Gavin Dawson<br>Kyla Williams<br>Sonya McNiell (pending)                                                            | Academic Oversight<br>Community Representative<br>Governance oversight<br>Health portfolio<br>Financial Management                                                                                                       |
| <i>Advisors</i>                           | Māori Community                                                                                                                                       | Tame Te Rangi                                                                                                                                                                                                            |
|                                           | Tertiary Sector                                                                                                                                       | Evelyn Henare                                                                                                                                                                                                            |
|                                           | Health Sector                                                                                                                                         | Mary Carthew                                                                                                                                                                                                             |
|                                           | Student representative                                                                                                                                | Appointed annually                                                                                                                                                                                                       |
| <i>Management/CEO</i>                     | Jacob Tobin                                                                                                                                           | Apotoro Ratana Church<br>Funeral Director/Embalmer<br>Emergency Medical<br>Technician<br>NZ Cert Communications L5.                                                                                                      |
| <i>Health and Safety<br/>Co-ordinator</i> | Logan Pirini                                                                                                                                          | Health and safety trained.                                                                                                                                                                                               |
| <i>Pastoral Care</i>                      | Samantha Lundon<br>Mary Carthew                                                                                                                       | B. Ed<br>B. Health Science                                                                                                                                                                                               |
| <i>Tutors</i>                             | Samantha Lundon<br>Francil Tarau<br><br>Ashlee Wati<br>Ellen Brown<br>Dhaynah Kinita<br>Samantha Lundon<br>Beulah Mare<br>Rupene Mare<br>Mary Carthew | Dip Whanau Ora L5<br>Health and Wellbeing L4<br>(Addictions Strand)<br>Manaaki Marae<br>Rongoa Māori L4<br>Rongoa Māori L3<br>Health and Wellbeing L3<br>Manaaki Marae L3<br>Te Reo Māori L2<br>Professional Supervision |
| <i>Operations Manager</i>                 | Leigh Williams                                                                                                                                        | Educational administrator<br>Student management<br>systems.                                                                                                                                                              |

## **Advisory Panel**

An Advisory/Expert panel will be established to ensure curriculum design and development remains consistent with current industry and cultural trends.

### Rationale

It is important that:

- 1) New programmes are evaluated, high quality and reflect stakeholder needs.
- 2) The organisation continues to develop and improve.
- 3) The directors, CEO and staff have access to the on-going advice, guidance and expertise of experienced specialist professionals.
- 4) The directors, CEO and staff have on-going engagement and guidance from key stakeholder representatives and continually strive to better meet stakeholder needs.

## **Delegation**

- (1) Unless expressly provided otherwise in this Charter, or in any other enactment, the directors may delegate to an individual or to a committee, or to an employee, or to a contractor, any of their responsibilities, duties, or powers, including the power to delegate, except—
  - (a) the power to exercise fiduciary discretions relating to the investment and management of the Company's funds; or
  - (b) the power to borrow money, or purchase or dispose of assets, other than in accordance with any annual plan or budget of the Company duly authorised by the directors; or
  - (c) any power reserved to the directors under the shareholders agreement.
- (2) The directors must, at all times, maintain a register of the responsibilities, duties and powers they have delegated.

### Purpose of an Advisory Panel

The key purpose of the Advisory Panel is to provide on-going advice and guidance to the Directors and the CEO on possible changes and new programmes and the future direction, development and on-going improvement of the PTE. The Advisory Board will be "improvement" and "future focussed". It will also aim to enhance the PTEs connection with stakeholders and the effectiveness of the "students voice".

## Company Directors, Management and Staff Roles and Responsibilities

| Position                          | Roles and Responsibilities                                                                                                                                                                                               |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Company Directors</b>          |                                                                                                                                                                                                                          |
| Celia (Ces) Smith                 | Design new programmes as required. Advise and support the CEO as required.<br>Support kaiako with professional development matters as required.<br>Maintain financial oversight.<br>Assist with annual budgets.          |
| Louise Shelford                   | Liaise and network with key stakeholder groups and the Māori community in particular.<br>Peer review new programmes.<br>Keep abreast of the whanau, hapu and Iwi voice and advise accordingly.                           |
| Kyla Williams                     | Attend national health related conferences when appropriate.<br>Keep abreast of the rangatahi voice and advise accordingly.<br>Advise on medical matters as they pertain to the non-clinical health workforce.           |
| Gavin Dawson                      | Maintain the integrity of the governance and management policies of the Board.<br>Advise on procedural matters.<br>Provide support and professional supervision as required.<br>Oversee the health and safety portfolio. |
| Sonya McNiell                     | Ensure compliance with company law and other relevant legislation<br>Prepare annual budgets.<br>Monitor financial performance and make sure the organisation remains profitable                                          |
| <b>Management</b>                 |                                                                                                                                                                                                                          |
| <i>CEO</i>                        | Refer Job Description – Page 51 Booklet IV.                                                                                                                                                                              |
| <i>Operations Manager</i>         | Refer Job Description – Page 53 Booklet IV.                                                                                                                                                                              |
| <i>Pastoral Care Co-ordinator</i> | Refer Job Description Page 57 – Booklet IV                                                                                                                                                                               |
| <i>Health and Safety Officer</i>  | Refer Job Description – Page 61 Booklet IV                                                                                                                                                                               |
| <i>Administrator/NZQA Liaison</i> | Designated responsibility of the CEO.                                                                                                                                                                                    |
| <b>Staff</b>                      |                                                                                                                                                                                                                          |
| <i>Tutors</i>                     | Refer Job Description - Page 55 Booklet IV                                                                                                                                                                               |
| <i>Kaiawhina Support Team</i>     | Provide ringawera support when required. Provide one to one literacy numeracy support when required.                                                                                                                     |
| <i>Kaumatua/Kuia Support</i>      | As per the kawa of the marae. To keep the tikanga and the kawa of the marae venue intact in accordance with kaupapa Māori protocols as per the local whanau, hapu or Iwi.                                                |

## Procedures for Managing “Conflict of Interest”

A conflict of interest is an interest which in view of the circumstances, could reasonably be expected to effect the independence or impartiality of a director. A “material” conflict of interest is where a director or a close relative has an interest in a transaction that is not aligned with the PTE’s interest. That is, the person or a close relative has an involvement in a transaction that might disadvantage the PTE that they also have an interest in or benefit them or their close relative’.

**Scope:** To include Directors, advisors, the CEO (or person in an equivalent position) and staff.

*Example situations are where: a Director has loaned money to the PTE, a close relative has entered a significant contract with the PTE or a company owned by a Director is the PTE’s landlord. (Source: NZQA)*

The PTE has effective arrangements to manage conflicts of interest that currently exist or may exist in the future as outlined in the Company’s “Personnel Management Handbook.”

Conflicts of interest must not be allowed to interfere with the ability of the directors to perform their duties and discharge their obligations.

A key responsibility of the directors is to avoid and/or if necessary, appropriately manage conflicts of interest, actual and potential that may arise from their governing role. This includes conflict of interests that arise from other businesses that a director may have an interest in or personal or family interests outside the PTE.

Directors must disclose where they or a close relation have an interest or involvement in an organisation that might disadvantage the PTE or benefit themselves or a close relative. Directors must also disclose any interest they have in any organisation in the education or immigration sector that provides goods and services to tertiary students.

All potential, perceived or real, conflict of interests that may arise are to be declared and dealt with transparently, openly and according to the correct process and procedures.

If while performing their duties and responsibilities, a director becomes aware of a potential or actual conflict of interest then that member must immediately declare that interest.

If a governing member is uncertain if the position or circumstance could be considered a conflict of interest, they should take the conservative approach and make a disclosure. Serious conflicts of interest should be tabled, discussed and documented at a formal BOD meeting.

The directors will act in the best interest of the PTE when dealing with conflicts of interest. The circumstances, the process and the decision relating to the conflict of interest must be fully disclosed and documented. There should be good communication with the directors and an opportunity for the individual to explain the conflict of interest. Director/s directly or potentially involved in the conflict of interest should not be involved in any decisions, leave the room during final discussion stages and not have voting rights on the matter. If the remaining director considers that a conflict does or could exist, she may direct the other person to manage and/or resolve the conflict.

If there is a significant and on-going material conflict of interest, the director will need to resign her position as an officer of the Company.

All Directors are to keep their NZQA Conflict of Interest Statutory Declarations up-to-date, and any new directors are to submit the Conflict-of-Interest Statutory Declaration before commencing as a director of the PTE.

Before accepting the enrolment of prospective students, the PTE will provide the students with a written statement of 'any material conflicts of interest of any of the directors of the PTE and any interests the person has in organisations in the education or immigration sector that provide goods or services to tertiary students. This information will be provided in the Students Handbook.

### **(iii) Ownership**

The PTE will comply with all NZQA requirements regarding the ownership structure of the Company.

#### **Ownership Structure**

The PTE will operate under the legal entity of a Limited Liability Company registered with the Companies Office as Ringa Atawhai Matauranga Ltd. Once registered with the NZQA the PTE will trade as Ringa Atawhai Matauranga - under the stewardship of the Company Directors.

#### ***See the Company's Certificate of Incorporation.***

The PTE will remain a body corporate at all times during its operation the ownership status of the PTE will be kept current and compliant with all legal requirements.

The directors will ensure that arrangements with beneficiaries and related companies and other bodies will not conflict with the PTE's education focus or be incompatible with its education and training purposes.

The directors will ensure the conduct of the PTE's officers and members does not bring the PTE into disrepute or conflict with its educational goals or purposes.

The directors will comply with all NZQA requirements regarding a change of ownership of the PTE, as a result of a sale or transfer of the PTE's assets or operating activities to a body that is not a registered PTE.

Any sale of assets or operating activities of the PTE will be subject to approval by NZQA and the new owners will apply for new registration and, where applicable, accreditation. Where ownership of the enterprise is changed, as a result of a sale of or transfer of shares, the sale will be subject to NZQA approval and the purchaser or transferee will apply to have the PTE's current registration confirmed under the new ownership.

#### **(iv) Risk Management**

Risk management is a critical area of governance responsibility. Those in governance and management roles have a responsibility to ensure systems are in place to identify and manage risk such as risks associated with the company's educational and business activities including NZQA compliance. The PTE has a robust Risk Management Plan which links directly to the PTE's Strategic and Annual Plans.

The directors and management will identify, communicate, assess, monitor and review the potential risks that could impact on the PTE's viability and ability to achieve its educational goals and purposes. The analysis and management of risk by the PTE will also consider the effect that uncertainty associated with particular risks has on the PTE's goals. The directors will ensure that management and staff understand the risks that the PTE faces and have developed and implemented sound risk management strategies.

#### **PTE Risk Assessment/ Analysis Method**

Risk assessment requires a judgement about the probability or likelihood of an incident happening and the potential seriousness if it does occur.

The following Risk Assessment/Analysis method will be used by the PTE:

The level of risk associated involved in a particular situation/event, will be assessed as a combination of:

1. the likelihood of the situation/event or incident occurring; and
2. the cost/damage, impact or consequences if it does occur

$$\text{Risk} = \text{Likelihood} \times \text{Impact}$$

When evaluating risk, both the likelihood of an event happening and the possible impact or consequences if it did occur, need to be considered. How the PTE manages a particular risk will be directly proportional to the level of risk involved.

## **Risk Management Strategies:**

The following Risk Management strategies will be implemented by the PTE:

The directors, management and staff are to be made aware of their risk management roles and responsibilities. Risk management is to be well communicated and understood within the organisation.

A clear understanding and awareness by the directors of the unique risk profile faced by the PTE and the need to continuously monitor the risk environment. The directors will proactively manage risk by having appropriate risk prevention strategies in place to reduce the likelihood of risk events/situations occurring and will have contingency plans in place to:

- 1) Mitigate or minimise the consequences/impact of significant negative events or changes if they do occur.
- 2) A risk aware culture is to be developed within the PTE that encourages staff to proactively prevent issues and risk before they arise.
- 3) Where appropriate, PTE operational policies and procedures are to include aspects/strategies to manage risk and compliance issues proactively and systematically.
- 4) Risks (actual and potential) are to be identified, assessed and evaluated using the Likelihood / Impact Risk Score Method –see the PTE Risk Assessment/Analysis Template. The risks are then prioritised according to Risk Score, i.e. according to the level of risk.
- 5) Consideration is also to be given to the on-going effect that the uncertainty associated with the particular risk (particularly education risks) has on the PTE's goals. The effect is rated as High/ Medium/Low in the PTE Risk Assessment Analysis.
- 6) Risks are addressed according to the prioritisation in (5) above. Identified risks are to be avoided, minimised or mitigated (by management action or governance decision), monitored and reviewed. The management of risk within the PTE and the PTE's Risk Management Plan will be key considerations of the directors and the CEO when developing the PTE's strategic and annual plans.
- 7) Directors and staff awareness and understanding of the PTE's policies, legal obligations & NZQA and other compliance requirements and associated risks and liabilities, is to be a key aspect in managing risk within the PTE. See Part 8 of the Legislation Compliance Handbook.

- 8) The identification, evaluation, management, monitoring and review of risks faced by the PTE are to be well documented.
- 9) Where appropriate, proactive education/training will be used to improve the director's and staff awareness and understanding of the risks faced by the PTE, included as part of the induction of new staff.
- 10) New risks are to be identified and managed in a planned and co-ordinated manner with the minimum of disruption and cost.
- 11) During any major organisational change, risk assessments are to be undertaken so that the full impact of the changes can be understood and managed.

Financial/ business and other risks are to be managed through:

- strict adherence to the PTE's financial management, financial controls and financial reporting guidelines and NZQA's financial requirements
- use of sound business and financial practices including effective monitoring and control of operating costs
- maintaining a strong financial position and appropriate equity ratio
- use of conservative budgeting and financial forecasting
- use of insurance cover to manage risk (where appropriate)
- effective management and physical security of the premises
- strict compliance with all NZQA Ongoing Registration requirements
- fair, robust, appropriate and well documented personnel management policies, procedures and practice, and by being a 'good employer'
- regular review of employment policies and documents to ensure that they don't breach any legislation or give rise to employment liabilities
- provision of a safe and healthy environment for all students and staff, and managing hazards to minimise risk
- on-going close monitoring of students' academic progress and students well-being and early intervention to address potential students issues and/or complaints
- following the correct well documented procedures when dealing with students discipline, incidents and complaints
- effective management, internal monitoring and quality assurance systems
- active stakeholder engagement in order to keep up-to-date with changing industry, marketplace and business situations

Risk Assessment of a situation or consequence is to be divided into the following parts.

- 1) identify the possible risks (i.e. actual & potential risks) across a range of situations;
- 2) evaluate the likelihood of the risk event occurring;
- 3) consider what the impact would be if the risk event occurred;
- 4) calculate the Level of Risk Score;
- 5) rank and prioritise the risks according to the Risk Score/Level of Risk;
- 6) decide on a response /next step to mitigate or manage each identified risk;
- 7) complete a Risk Management Plan.

***See Section VI Template 1/T5 for Risk Assessment Analysis and Template 1/T6 for Risk Management Plan.***

## **(v) Management**

### **Management Roles, Responsibilities and Accountabilities**

The CEO and the directors will actively work towards achieving the PTE's vision and organisational goals and purposes, which have been set by the directors in consultation with key stakeholders. The directors will delegate specific responsibilities and decision making to the CEO.

The CEO is to be responsible for implementing the operational policies, supporting the directors in their role and for the day-to-day management and operation of the PTE.

The CEO has the responsibility to provide effective leadership, set clear direction and communicate this to all staff. The CEO and directors are to promote and model ethical behaviour and the PTE's values and be visible around the organisation.

Management roles, responsibilities and accountabilities will be clear and appropriately delegated. There are to be clearly defined and well communicated organisational structures, authorities, lines of reporting and accountability within the PTE.

Management will be committed to complying with all the Management System (MS) requirements and to continually improve the effectiveness of the MS Manual.

The PTE will have a Governance and Management Organisational Chart in place. The Chart will be kept up to date, it will show staff positions (whether employees or contracted staff) and the names of staff currently holding those positions. ***(See below.)***

## **Organisational Rationale**

Ringa Atawhai Trust was Te Taitokerau's (Northland's) longest serving, DHB funded, Māori Health Provider. The organisation was established in 1984 by a group of visionary women who decided to lend a helping hand to those in need in the community, regardless of race, creed, ethnicity, religion, rich or poor.

Ringa Atawhai Matauranga Ltd derived from Ringa Atawhai Trust. The needs and aspirations of stakeholders are enunciated by their elected representative at shareholder level. This representation is effective in maximising front-line delivery and involves and includes hapu, Iwi and Pasifika people as key stakeholders groups.

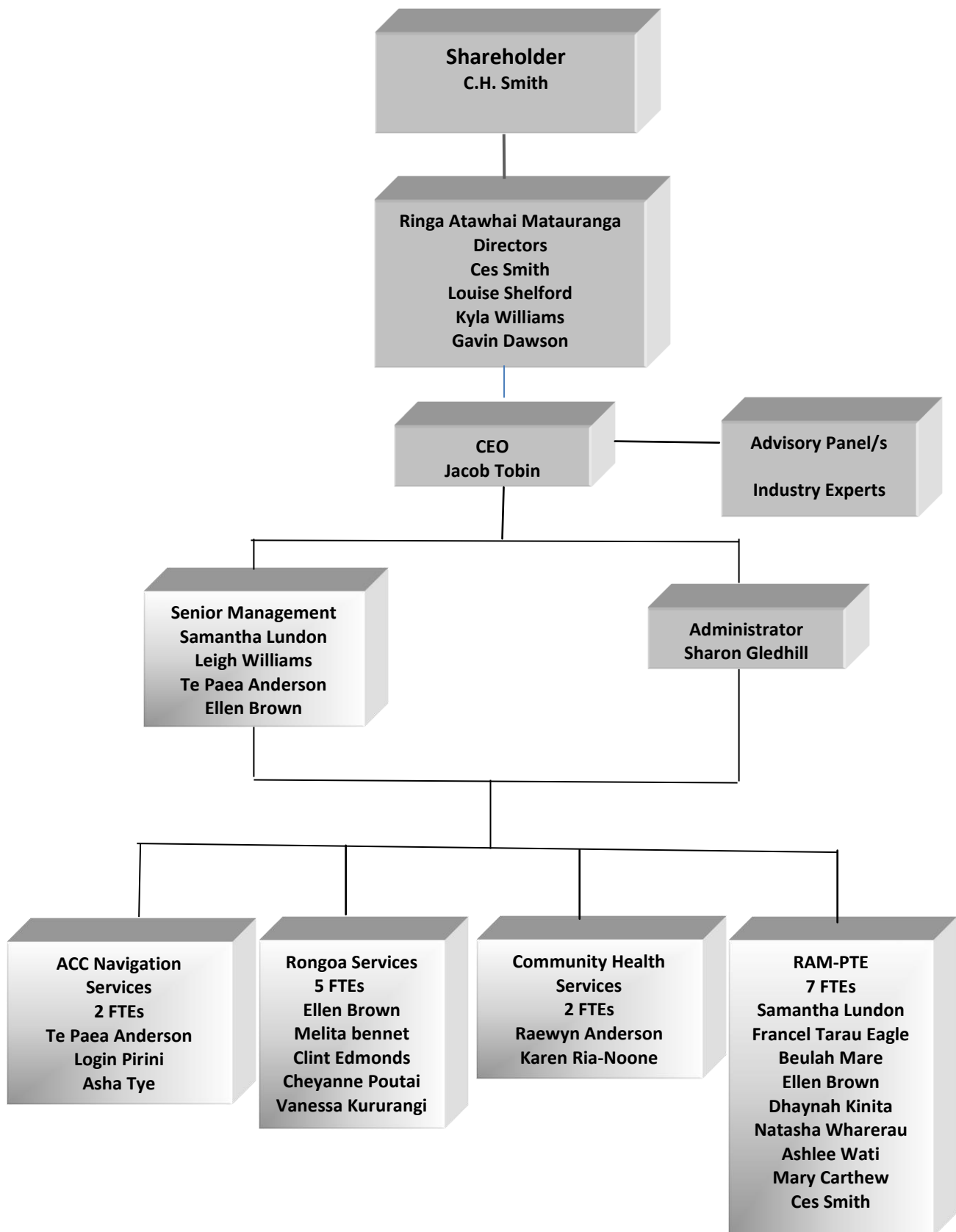
The CEO will be selected in accordance with the organisation's "Recruitment Policies" and skills, qualifications and attributes aligned to the "Person Specification" and "Job Descriptor". (Refer Specification and Job Description VIII Appendices.) The day-to-day management of the PTE will be delegated to the CEO who will, in effect, be the Company's only employee. (Refer Draft Employment Agreement VIII Appendices.)

## ***Other Management Systems***

Management of the following areas will be delegated as follows:

- 1) Government Agencies - the collection, recording and transfer of financial, statistical and other information requested by government agencies will be delegated to the Operations Manager.
- 2) Record keeping system – the PTE will ensure that its records are managed to ensure their accuracy, integrity and compliance with relevant statutory requirements.
- 3) NZQA Compliance documentation – the completion and submission of documents required by NZQA for on-going registration remains the responsibility of the CEO. NZQA / Standards Setting Body (SSB) – assessment moderation, compliance and reporting requirements are the responsibility of the CEO supported by the PTE lead. See Part 5 Assessment and Moderation Handbook.
- 4) Health and Safety Management – implementation of Health and Safety systems and processes. See Management System Part 6 Health and Safety Handbook.

# Organisational Structure RAM



## **(vi) Internal Monitoring**

Continuous improvement requires regular monitoring and evaluation. Internal monitoring of the management and operation of the PTE, the effectiveness of the internal systems and strategies, the implementation of the PTE's policies & procedures and the overall performance of the organisation will take place on a continual basis.

The CEO will have overall responsibility for on-going operational monitoring within the PTE. The responsibility for monitoring specific areas within the PTE will be delegated to individual staff members.

Performance against targets contained in the Investment Plan will be regularly monitored, tracked, and reviewed by the CEO and reported to the directors. The CEO and directors will monitor progress of the PTE towards achieving the desired outcomes and annual targets contained in the Investment Plan. The Directors will also continually monitor the PTE's expenditure, annual budget and overall financial position. The CEO will submit monitoring information, as required by the directors, in a timely and accurate manner.

Internal monitoring is a key step in the evaluative quality assurance process and will be closely linked and integrated with the PTE's Self-Assessment Programme. It involves using on-going monitoring/tracking of progress and performance within the PTE and systematically checking that systems and processes are working. Data and information will be regularly collected from the key areas within the PTE.

See the various other Management System Handbooks for further details of how the implementation and outcomes of the different areas and programmes within the PTE will be internally monitored.

### **Internal Monitoring Process**

The following key and/or high-risk areas within the PTE are to be closely monitored on a continual basis, through the PTE's delegation, accountability and reporting system.

- Teaching and learning programmes / effectiveness of teaching practice
- Students and staff safety and welfare
- Students' satisfaction/perception of the PTE, and other stakeholder feedback

- Students' assessment outcomes / results
- Students' numbers – enrolment and course completion
- NZQA and SSB compliance, including moderation and the reporting of results.
- Health and Safety Management and compliance
- On-going NZQA Registration Requirements
- Legal compliance (see Legislation Compliance Handbook)
- Staff engagement in the Self-Assessment Programme
- Personnel Management requirements
- Risk Management Plan
- Financial Management and Financial Position
- Current Improvement Action Plans

### **(vii) Stakeholder Consultation and Engagement**

A structured consultation process and the consultation will be carried out in good faith. The directors and management will identify, understand and anticipate the needs, requirements and aspirations of stakeholders, in particular students, staff and local stakeholders.

Effective consultation with stakeholders will enable the PTE to improve the design and delivery of existing courses, determine the need and potential demand for new courses and improve outcomes for learners.

The PTE's directors will assist the CEO identify, understand and implement improvement initiatives to better meet student's needs.

A key aim of internal and external consultation and engagement will be to ensure that the PTE's programmes and services continue to reflect and match the needs and expectations of stakeholders, particularly learners. The 'students voice' and feedback from current and past students will be an important component of the stakeholder consultation process.

Good evidence, records and reports are to be kept of the process and outcomes of the PTE's stakeholder consultation and engagement.

All staff are to be encouraged and assisted to maintain strong active relationships, engagement and collaborative links/networks with relevant external stakeholders as part of the professional development programme. Staff are to use this external contact and engagement to keep up to date with industry trends, education good practice and stakeholder needs.

### **Stakeholder Consultation Process**

The key steps to be used to achieve effective stakeholder consultation and engagement by the PTE are:

- (1) Identify priority stakeholder groups and the key individual stakeholders.
- (2) Engage in timely, active, positive, respectful, collaborative and purposeful engagement and consultation with internal and external stakeholders.
- (3) Encourage connection/involvement and open feedback from stakeholders.
- (4) Identify and understand stakeholder needs (with the assistance of the Advisory panel members)
- (5) Carry out on-going stakeholder Needs Assessment / Analysis.
- (6) Collect, analyse and review relevant stakeholder data and information.
- (7) Make use of findings – incorporate stakeholder needs / requirements and interests into Self-Assessment Programme and Planning Process.
- (8) Provide on-going feedback and inform stakeholders of initiatives and developments.
- (9) Investigate and address implications of changes/ initiatives on Staff Professional Learning and Development and Resource allocation.
- (10) Record the process and outcomes of stakeholder consultation.
- (11) Make appropriate changes /improvements to programme design and delivery, teaching practice, students services, policies and procedures and implement initiatives (with guidance from Advisory Board).
- (12) Ensure key areas /activities, such as programmes, actually reflect desired changes e.g. through changes in content, teaching practice, resources or technologies.
- (13) Provide feed-back on the results and consequences of engagement and changes/ improvements to stakeholders.
- (14) Continue on-going engagement and open discussion with stakeholders at all levels within the organisation including acknowledgement of their contribution.

Stakeholders are to be clearly identified and engagement and involvement appropriate, reciprocal and on-going. The PTE will engage in active, genuine, open and purposeful consultation with stakeholders. The data, information and feedback from stakeholders, including the Needs Assessment/Analysis, will be used for internal review (Self-Assessment), priority setting, policy development, making changes to the design, delivery and content of Courses, decision making and planning.

There will be a collaborative approach and solid links and engagement with external stakeholders such as the community and employees. Stakeholders are to receive regular feedback and kept well informed of developments within the PTE.

***Refer Section VI Templates 8 to 11 for Identifying Stakeholders, Consultation Strategies, Analysis and Improvement Records.***

## **(viii) Organisational Self-Assessment**

Refer to the Management System Manual Part 7 Self-Assessment Programme Handbook for details of the Organisational Self-Assessment carried out by the CEO and Company Directors.

## **(ix) Reporting Procedures**

### **Introduction**

The Reporting system within the PTE will follow the structure of the Governance and Management Organisation Chart as set out on page 33.

### **Internal Reporting Process**

Tutors will provide on-going feedback and report informally to the CEO. The CEO and staff within the learning area will hold regular meetings with minutes kept.

The CEO will report to the directors at quarterly meetings. The CEO will also provide an Annual Report at the end of each year. The report will provide, conclusions and recommendations from the internal self-assessment.

Tutors and the administrator will report directly to the CEO. This will take place on an on-going basis and formally at weekly team meetings. The administrator and tutors will provide written end of programme reports to the CEO.

The CEO will hold quarterly meetings with the directors and report on key operational aspects within the PTE, including financial aspects, issues or problem areas, progress with the annual plan and annual targets, feedback from stakeholders, engagement / consultation, relevant results / implications of internal monitoring. Key and high risk areas within the PTE are to be closely monitored on an on-going basis. There will be clear expectations on what is to be reported to the directors by the CEO and within what timeframes.

The CEO's Annual Report to the Directors will focus on progress with Strategies, Annual Plan and Annual Targets, the Finances, Health and Safety, Self-Assessment and opportunities for continuous improvement within the PTE.

### **External Reporting**

The CEO will report to all relevant external stakeholders including shareholders, employers, community and external agencies, such as NZQA and the Workforce Development Council. The recommendations and follow up actions resulting from consultation and feedback from stakeholders will be reported back to the relevant interested parties. The directors will report back to the Ringa Atawhai Board of Trustees who will make available all relevant information to the beneficiaries at their Annual General Meeting through the Trust's Annual Report.

## **(x) PTE Management System**

### **Background**

The development and maintenance of the PTE's Management System (QMS) Manual including the structure, content, policies and procedures, will reflect the organisation's complexity, context, special character and values. The PTE's policies, systems and practice, priorities and approach to different situations will be consistent with and support the PTE's mission, goals, purposes and strategic direction. The PTE will maintain, follow and implement the content of its Management System Manual.

The Management System and manual comprise three distinct parts:

- **Charter**– defines “who” or “what” the organisation is and sets its future direction.
- **Governance / Management Policies** – these are the Company’s Policies and rules for how the Board and Management will organise themselves and the PTE.
- **Operational Policies and Procedures** –these set out how the CEO and staff will implement the PTE’s policies and instructions, meet the PTE’s legal and other obligations, and achieve its goals and purposes.

### **Management System/ Manual Structure**

The PTE’s Management System and (QMS) manual will meet the specific needs of the organisation, be practical, sustainable and of real value to the day-to-day management of the PTE. The aim of the system is to create an effective operational structure and best practice management systems and processes to successfully manage and operate the organisation. The manuals will cover the key areas required for ‘compliance, effective governance, management & operation and the implementation of good practice’ within the PTE.

The QMS Manual will be fit for purpose, user-friendly, easily accessible and available to staff, and the various policies and procedures widely communicated and publicised and well understood. Staff will be encouraged to use the PTE Management System Manual on a regular basis as part of everyday operational practice. The Management System and QMS Manual will incorporate and build on NZQA’s evaluative quality assurance approach of Self-Assessment and External Evaluation and Review. Internal monitoring, evaluation and review will be used to inform planning for continuous improvement.

The PTE’s Management System and Manual will be divided into key Management areas (subsystems), each with its own Management Handbook. Each Handbook will have a common structure and the documentation in the various Handbooks subsystems internally referenced, integrated and linked into a cohesive, comprehensive and robust management system.

The PTE’s Management System and manual will be regularly reviewed for continuing suitability (and updated), including cyclic system and policy reviews, as part of the PTE’s annual self-assessment programme. All reviews of the PTE’s Management System and QMS manual and significant QMS document amendments are to be recorded on the

**Management System Record (Template 1/T12).** All amended pages will be archived in an archive folder held for that purpose. NZQA will be notified of any significant changes in the PTE's Management System and QMS Manual. The Directors will exercise due diligence (as required) to ensure that the PTE's Management System and QMS manual are valid, fit for purpose, being effectively and consistently implemented and representative of best practice. The Directors will also ensure that sufficient resources are available for the development, implementation and maintenance of the Management System and QMS Manual.

### **(xi) Maintaining NZQA Registration**

The PTE will put in place and implement procedures to ensure that it meets all NZQA's compliance and regulatory requirements for on-going registration as a Private Training Establishment. As a registered PTE the Company is required, under the Education Act (1989) and the Education Amendment Act (2011) to demonstrate that it continues to comply with the statutory policies and criteria for on-going registration. The PTE will also comply with all requirements for maintaining registration as set out in Part 2 of the PTE Registration Rules (2013) and NZQA Compliance Attestation requirements. See the copies of the NZQA publications "How to Maintain Registration as a Private Training Establishment" and "PTE Registration Rules (2013)" and "Compliance Attestation" documentation in Section VII File Documents of this Handbook for further details.

#### **To maintain its registration as a PTE the Company will:**

- (1) Submit to NZQA by the due date:
  - an Annual Return Statutory Declaration
  - Chartered Accountant Professional Attestation
  - Students Fee Protection Attestation
  - Annual audit of Students Fee Protection and Company arrangements
  - Students Information Attestation
  - Annual Fee Return Forms and Annual Fees
  - Compliance Attestation (See (g) below)
- (2) Continue to be a Body Corporate and obtain approval from NZQA prior to making any changes to the body corporate status.
- (3) Seek approval where ownership of the PTE changes, prior to the change of ownership taking place, including the sale of PTE assets or operating activities or the sale of shares in the organisation.

- (4) Ensure that the information on the PTEs NZQA online organisational profile is clear, accurate and up to date, including its content details.
- (5) Seek approval from NZQA for any new or changes in premises and sites (permanent) to be used by the PTE for the provision of study or training, prior to the new site being used.
- (6) Ensure that the premises, sites and equipment it uses are safe and adequate
- (7) Advise NZQA of any changes of directors and evidence of their suitability.
- (8) Provide all other information/evidence as requested for the purposes of External Evaluation and Review (EER) and students complaint investigations.
- (9) Ensure that information provided to the public makes it clear if any education or training it provides is not approved by NZQA.
- (10) Keep its financial records up to date, follow accepted accounting practices & financial reporting standards and maintain adequate internal financial controls.
- (11) Ensure that the PTE remains financially sustainable on an on-going basis, is able to meet its financial commitments and provides a stable learning environment.
- (12) Provide an up-to-date Company directors 'Fit and Proper Person' and 'Conflict of Interest' Statutory Declaration to NZQA. Advise NZQA of any new conflicts of interest that might arise. (See (e) below for further details).
- (13) Advise NZQA and if necessary, seek approval from NZQA for any sub-contracting arrangement involving the provision of education or training by other Providers.
- (14) Provide students with appropriate access to enrolment and academic records.
- (15) Maintain and follow the content of the Quality Management System (QMS). Advise NZQA of any significant changes in the PTE's QMS Manual.
- (16) Ensure it keeps its written statement of 'types and outcomes of education' up to date and current with the activities of the PTE.
- (17) Deliver at least one approved programme in any one year.
- (18) Keep its PTE Organisational Chart up to date.

All the necessary documentation will be put in place and evidence available to confirm compliance with the registration criteria and requirements contained in the **Annual Return Statutory Declaration**. Details in the Statutory Declaration will be true and

correct, and the Declaration submitted to NZQA within 5 months following the end of the PTE's financial year.

- (a) The organisation's **Chartered Accountant Professional Attestation Return** is to be completed by an independent Chartered Accountant with reference to the Professional Engagement Standards as issued by the N Z Institute of Chartered Accountants. The Chartered Accountant will review the PTE's latest financial Statements prepared for the purpose of the NZQA's financial management assurance programme for PTE's. The review will involve enquiries of company personnel and analytical review procedures applied to financial data. Timing and frequency of the Return is to be as per NZQA requirements according to the PTE's EER Category.
- (b) The PTE will provide NZQA with an up-to-date **Fit and Proper Person and Conflict of Interest Statutory Declaration** for each director as required. The PTE will satisfy NZQA that each director is a 'fit and proper person' for their role and that it has effective arrangements in place to manage 'conflicts of interest'. The declaration will disclose any actual or potential material conflicts of interest, and any interests in the education or immigration sector that provide goods or services to tertiary students. NZQA must also be notified of any changes in the conflict-of-interest circumstances of Governing members. The declaration will be kept up to date including for any new governing members. ***See Section (II) Governance – page 26 "Procedures for Managing Conflict of Interest" for further details.***
- (c) The PTE will **provide students with all relevant and necessary information** (as required by NZQA) and will submit the required attestation to NZQA to verify that it is providing the public and students with the necessary written information. See Management System Part 3 Students Management and Support Handbook (Ref 3/5 III (i) Provision of Students Information for details of the written information that will be provided to students and confirmed in the **Students Information Attestation** to NZQA.
- (d) The PTE will complete all required **NZQA Compliance Attestation** documentation by the due date. Any non-compliance matters self-identified by the PTE during the Self-Assessment process and/or during the completion of the Compliance Attestation will be openly, proactively and independently addressed by the PTE. This will be done by declaring the non-compliance to NZQA and then putting in place an Improvement Plan to remedy the situation.

- (e) The PTE will meet all NZQA requirements with regard to the setting of **Students Fees**, as required under Part 18 Section 234A of the Education Act (1989). See Section IV(v) PTE Finances of this Handbook for details. Also see the NZQA Compliance Attestation documentation (NZQA PTE Compliance Checklist) in Section VII File Documents of this Handbook for further details.
- (f) **All the information provided to NZQA as part of Maintaining Registration will have integrity and will be timely, up to date, truthful, authentic, genuine and accurate, and will be provided in “good faith”.**

#### **RATIFICATION:**

Policy ratified by Board:

*C. Pea*  
(Signed for Board)

20/02/2025  
(Date confirmed)

#### **REVIEW:**

This policy is to be reviewed as part of the PTE's Self-review Programme (Cyclic Review)

Review Date: 20/02/2027

#### **CONSULTATION:**

Students, employees, management and Governance Board members are to be consulted as part of the review of this policy.

## **SECTION IV - PTE Finances**

### **(i) Financial Roles, Responsibilities and Delegations**

#### **Company Directors**

The directors will delegate the day-to-day financial management of the PTE (Company) to the CEO but will retain a financial governance role, which includes:

- setting strategic direction for the PTE
- making all key strategic financial decisions
- allocating sufficient resources / funds to achieve the PTE's goals & purposes
- establishing and maintaining appropriate financial policies

The directors will document all significant financial decisions and the decision-making process. Actual and potential conflicts of interest by the directors will be declared and appropriately managed.

#### **CEO**

The CEO is to have the formal delegated authority from the directors for the day-to-day operational financial decision-making and financial management of the Company. She/he will have full signing authority inclusive of bank accounts, purchases and contract negotiations. The CEO is to be responsible for monitoring and controlling Company expenditure to ensure money is carefully spent on the Company's priorities as planned and budgeted.

The CEO will retain full responsibility for the financial records, maintaining sound financial systems and providing appropriate financial reporting. The CEO will delegate responsibility for the day-to-day financial management of specific areas within the PTE.

See the Governance and Management Structure Diagram for details of the PTE's lines of responsibility, delegation, accountability and reporting. (Page 33)

### **(ii) Financial Governance**

(a) In managing the PTE's finances the directors will:

- establish clear guidelines including delegation and accountabilities for the efficient management and control of the PTE's finances

- be responsible for strategic financial decision-making and make all key financial decisions
- allocate funds to reflect the PTE's Charter priorities
- approve and monitor capital expenditure
- maintain a financially sound and stable learning environment
- report to approved interested parties
- ensure efficient use of funds

As part of its financial governance role the directors will:

- prepare a strategic plan to guide the allocation of funds within the PTE
- prepare an annual budget
- monitor the PTE's finances including the annual budget
- make wise financial decisions in the best interest of the PTE and stakeholders
- provide accurate audited financial reports / financial statements

### **(iii) Financial Controls and Management**

- Operational planning will be the responsibility of the CEO.
- Financial systems and internal control processes are to be approved and implemented to manage the PTE finances. Appropriate financial subsystems are to be implemented, including income/debtors, expenses/creditors, asset management and a payroll system.
- Financial processes are to be clearly documented, paperwork filed systematically and computer records printed and backed up monthly.
- All financial records are to be kept up-to-date and the Annual Reports produced on time. All financial records are to follow accepted accounting principles.
- Appropriate financial monitoring procedures, internal financial auditing and internal control systems are to be implemented for the prevention and detection of fraud and error, and early identification of cost overruns.
- Appropriate internal controls (policies, procedures, systems) are to be used by the organisation to safeguard its resources.
- The directors will be provided with quarterly financial report updates of the PTE's financial performance and financial position by the CEO.

- (h) All fixed and valuable assets are to be recorded in an Asset Register and managed, maintained in good working order and a plan put in place for their replacement.
- (i) Appropriate cash handling/management procedures are to be in place and implemented within the PTE.
- (j) The PTE will provide and maintain a financially sound and stable learning environment.

#### **(iv) Financial Reporting**

- (a) Financial statements are to be prepared according to Generally Accepted Accounting Practice (GAAP) and comply with all New Zealand financial reporting standards.
- (b) The CEO will report quarterly to the directors on the PTE's financial performance and financial position.
- (c) The PTE's Annual Financial Statement, financial records and systems are to be externally audited by an independent Chartered Accountant and will meet all the requirements of the Companies Office.

#### **(v) NZQA Financial Requirements**

The PTE will comply with all TEC financial requirements and the requirements of Education and Training Amended Act (2022) including the following:

##### **(a) Course fees and costs**

The PTE will distribute to all prospective students a brochure which will:

- (1) Itemise the items which students will be required to buy or provide for each course of study.
- (2) Outline course fees and any additional costs and financial commitments for each course.
- (3) Ensure written information on total course costs and other financial commitments is provided to students before enrolment is completed.

##### **(b) Withdrawals, Termination Procedures and Fee Refunds**

The PTE will have procedures in place for:

- (1) Processing and receiving and receipting students fees.
- (2) Bank and trust accounts to ensure monies received from students are separately identified and protected.

- (3) Procedures for students course termination, withdrawal from a course and from the establishment.
- (4) Appropriate procedures for refunds for students withdrawing within the first eight days for courses of three months or more including international students.
- (5) Students on work visas are not permitted to study for 3 months or more, unless the training is part of their normal conditions of employment. A pro rata payment will be paid if the student withdraws prior to the 3-month completion date and after the 8-day deadline for full reimbursement.

**NB:** If the withdrawal occurs up to the end of the second day of the start of a course of up to four weeks and six days duration, the PTE will pay an amount equal to the fees paid less a deduction of 50 per cent. However, if two days constitutes the full amount of tuition paid for by the students, the PTE may retain 100 percent of the payment. If the withdrawal occurs up to the end of the fifth day of the start of a course of five weeks or more but less than three months duration, the PTE will pay an amount equal to the fees paid less a deduction of 25 percent.

#### **(vi) Students Fee Protection**

- The purpose of the Students Fee Protection arrangements is to protect the interests of students especially if the PTE closes or stops offering a programme in which students are enrolled.
- The PTE will have Fee Protection arrangements in place that are compliant with NZQA's Fee Protection Policy and Part 18 Section 234 & 235 of the Education Act (1989), before any monies are accepted from or on behalf of students. The PTE will also meet all Fee Protection requirements with regard to programme closures and the use of particular fee protection mechanisms, as set out in the NZQA Fee protection Rules (2013) document. The PTE's Students Fee Protection policies and procedures will cover students withdrawal before, during and after the relevant refund period, closure of the PTE or any of its programmes, the fee protection mechanisms used by the PTE and any exemptions from fee protection that apply to the PTE.
- The PTE will comply with all NZQA's Students Fee Protection Policy requirements and NZQA's Fee Protection Rules (2022) as follows:

## **(vii) Students Fees Protection Policy**

**Policy:** Ringa Atawhai Maturanga will protect students fees in accordance with the Education Act 1989 and the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

**Scope:** This policy applies to all learners who pay fees to Ringa Atawhai PTE that are intended to be covered by the fee protection requirements determined and monitored by NZQA.

### **Policy Objectives**

- 1) Ringa Atawhai Maturanga complies with the NZQA policies that accord with section 253 (1) of the Education Act 1989, to protect payments made by learners in case of the provider ceasing to offer a programme or course that a learner is enrolled in.
- 2) Ringa Atawhai Maturanga complies with the requirements of the Ministry of Education to ensure that all learners have access to information regarding the educational and financial circumstances they face when deciding to enrol with Ringa Atawhai Maturanga. This includes Section(s) 227 of the Education Act 1989 (fees for domestic students at tertiary education institution), Section 228A of the Education Act 1989 (students information) and Section 236A of the Education Act 1989 (withdrawals and refunds).
- 3) It is the policy of Ringa Atawhai Maturanga that all learners are advised of programme fees, all arrangements for the refund of fees, withdrawal and refund policies, guarantees, credit transfers and any details regarding associations with other providers for the completion of their qualification. Learners who pay fees to Ringa Atawhai PTE are advised of the following policy, and an estimate of the costs they may expect to incur, in the relevant enrolment handbook provided to them prior to enrolment in the enrolment application materials:
  - a. Fee Paying Policy – Full details of fees and all relevant information about study costs and payment arrangements.
  - b. Withdrawal and Refund Policy, in particular: The withdrawal procedure and the consequences of withdrawal and conditions for refunding fees.
- 4) In order to protect learner fees in the event of financial failure or loss of accreditation by Ringa Atawhai PTE fees are paid directly into a Public Trust

account and released proportionately to Ringa Atawhai PTE according to a schedule approved by the learner. There is no cost to the learner for this arrangement. Ringa Atawhai PTE will follow the procedure required by the Public Trust.

- 5) All applicants are required to sign a declaration form stating that they have read and understood the information prior to the verification of their enrolment.

### **Fees refund criteria.**

| Date Withdrawal Received                                          | Refund or Fees Paid                | Effect on Results                                                                                        |
|-------------------------------------------------------------------|------------------------------------|----------------------------------------------------------------------------------------------------------|
| Within 28 days of the official start date of the enrolment period | 100% less any non-refundable fees* | There will be no record of your enrolment                                                                |
| After 28 days and up to 75% of course enrolment period            | No refund                          | Your academic record will state, "Withdrawn"                                                             |
| You may not withdraw after 75% of course enrolment period         | No refund                          | If you do not complete the course requirements, your record will state "Failed to Submit" or "Withdrawn" |

**\*Non-refundable fees include Annual Administration Fee and fees collected on behalf of other organisations".**

### **Responsibility**

CEO: to ensure that this policy is upheld.

Documentation and other resources

Enrolment forms, enrolment handbooks, learner information materials. Administrator, accountant, Public Trust.

## **SECTION V Physical and Learning Resources**

The PTE's allocation of funds to the provision and maintenance of the premises and other physical and learning resources will be consistent with the PTE's Charter priorities, the strategic plan and requirements of learners. The PTE will determine and provide the resources needed to sustain effective delivery of the learning programmes and support good educational practice.

The PTE will have at the relevant time, adequate premises and equipment available to provide its programmes. The PTE will check the standard of its premises, facilities, equipment and educational resources on a regular basis to ensure they continue to meet students' needs in terms of currency, quality and safety. The PTE will ensure that all plant and equipment provided is fit for purpose, well maintained and supported by training and safe operating procedures.

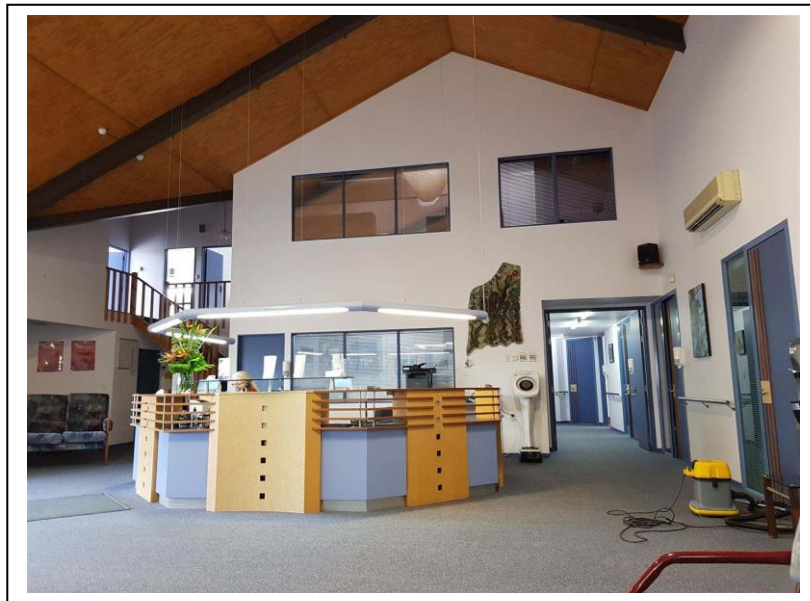
The allocation of funds and resources within the PTE will be transparent, reported against students outcomes and regularly reviewed. Funding and resource allocation will be appropriately adjusted to support any new programmes and initiatives.

In respect of individual programmes, it is not our intent to inflict undue hardship on attendees. Accordingly, all relevant reading material will be supplied as will all other resources needed for successful completion of the programmes.

***See Section VI Templates 1/T13 and 1/T14 for List of Resources and Equipment.***

## **(i) Resource Requirements/Management**

### **Main Administration Site - 131 Dent Street Whangarei**



131 Dent Street is an ex medical centre owned by Dr Bruce Cottey. The premises are leased on a tri-annual basis with ROR.

The complex comprises:

- 4 treatment rooms from which Rongoa Services are delivered.
- 5 offices
- A library
- A conference room.
- 2 separate kitchens
- 2 training rooms
- 2 showers and 3 toilets

The property is situated in the heart of Whangarei City and sits on the banks of the Hatea River.

The building complies with all local body bylaws and building codes and the lower level is easily accessible by those who have physical disabilities.

## Terenga Paraoa Marae (Training Site)

The permanent site from which we deliver programmes is located in Whangarei at Terenga Paraoa Marae situated at 10 Porowini Avenue, within 5 minutes walking distance of the central city. The buildings comprise a wharenuui, wharekai, an ablution block with male and female toilets, showers and an administration office. The latter is fully self-contained with a separate kitchenette and toilet. (Staff facilities) The amenities are fully compliant with council bylaws and the “Building Warrant of Fitness” is current. The venue provides off-street parking for approximately 30 vehicles with street parking available around the complex. The wharenuui can accommodate up to 200 people and the wharekai can seat 80 people at a time. The Whangarei City Library is within 5 minutes walking distance of the complex and WIFI access is available. (Unlimited Broadband connection)

All buildings have adequate facilities for disabled people to visit, work, and carry out normal activities in compliance with The NZ Building Act and Building Code. A Health and Safety Hazard Board, displayed on the exterior of the administration office, clearly identifies any potential hazards that may present. Eg reverse parking.

The permanent site complies with all requirements for the access / egress, heating, lighting, sanitary conveniences (including the number and gender of toilets), ventilation and space as set out in the Ministry of Education Health and Safety Code of Practice for Schools and is zoned as appropriate for public assembly. The complex is also the designated assembly point in the event of a natural disaster in accordance with the Whangarei District Councils, Civil Defence Emergency Plan.

The following supporting evidence can be found in Section VIII – Appendices.

- 1) Site map of the venue
- 2) “Right to Occupy”
- 3) Building Warrant of Fitness
- 4) Fire Safety Compliance Certificates



## **Māhimaru Marae (Permanent Site)**

Locality: 6083 SH 10, Awanui, Kaitaia Region: Northland

Rohe: Te Tai Tokerau / Rūnanga: Ngāi Takoto

Māhimaru marae is located in Awanui along State Highway 10 on the boundary between NgātiKahu and NgāiTakoto. Māhimaru is also the name of the papakainga. The wharehau is called Te Whakamomoringa. Māhimaru marae is one of five marae of the iwi of Ngāi Takoto.

The Mahimaru Marae is fully compliant with local body by-laws and currently used by a number of other registered and accredited providers such as Te Wananga o Aotearoa and Awanuiarangi.



## Tohorā House Whangarei Base Hospital (Permanent Site)

Location: 34 West End Avenue, Woodhill, Whangārei 0110



Tohorā House, the new two-level office building on Hospital Rd which opened in 2016 has been given a 4 Green Star Design rating for the architects Neil Wild and Associates' design with its built-in efficiency features. They include the precast concrete building's high thermal stability with a cool interior in summer and warm in winter, extended overhangs for shade, heat-reflective glass coatings and energy efficient lighting systems.

Ringa Atawhai Matauranga works in collaboration with Te Whatu Ora Taitokerau in upskilling their health care assistants (HCAs)

## Rawene Hospital

Hokianga Hospital based in Rawene offers a ten-bed acute care inpatient service for the residents of Hokianga. The 24 / 7 service is managed by the Hospital Services Manager and rural hospital medicine practitioners in association with registered nurses and multi disciplined hospital support staff. The service is provided under contract to Northland District Health Board and is one of the five public hospitals in Northland.



## **Location of Temporary Sites**

In the event the marae venue is unavailable back-up facilities are available at two other city marae with whom we have reciprocal arrangements. These are:

### **Pehiaweri**

Locality: 99 Ngunguru Rd, Glenbervie, Whangarei Region: Northland

Rohe: Te Tai Tokeraulwi / Rūnanga: Ngāpuhi

Pehiaweri marae is on the north-eastern outskirts of Whangarei. The local hapu, Ngati Hau, Te Parawhau and NgatiHao, descend from the waka called Ngatokimatawhaorua. It also has connections to NgatiWhatua.

The wharenui is Te Reo o te Iwi and the wharekai is Te Re o te Ora. Pehiaweri marae is associated with the maunga named Parihaka and to the Hatea River.

### **Te Kotahitanga**

Locality: 90 William Jones Drive, Otangarei, Whangarei Region: Northland

Rohe: Te Tai Tokeraulwi / Rūnanga: Ngāpuhi

## **Other Temporary Sites:**

### **Te Houhanga**

Locality: 85 Station Road, Dargaville, Region: Northland

Rohe: Te Tai Tokeraulwi / Rūnanga: NgātiWhātua

Te Houhanga a Rongo marae is located on the northern outskirts of Dargaville and belongs to the NgātiWhātua confederation. Significant ancestors of Te Houhanga a Rongo marae are Tirarau, Parore Te Awha and Waata Te Ahu.

The wharenui is called Rahiri and was built in 1914 while the wharekai is named Pouwaata.

### **Ōtūrei**

Locality: 11 Otūrei Settlement Road, Aratapu, DargavilleRegion: Northland

Rohe: Te Tai Tokeraulwi / Rūnanga: Te Uri o Hau

Ōtūrei marae is located south of the northern Kaipara township of Dargaville. The wharenui is named Rangimārie Te Aroha, and the whare kai is called Atarangi.

The marae belongs to the iwi named Te Uri o Hau within the NgātiWhatua confederation.

### **Mokonuiārangi**

Locality: 1627 Hōreke Rd, Maraeroa, Ohaewai Region: Northland

Rohe: Te Tai Tokeraulwi / Rūnanga: Ngāpuhi

Mokonuiārangi marae is located in Maraeroa, on the western end of Horeke Road in the Hokianga. The primary hapu are Ngāi Tawake ki te Moana, Te Ngahengahe and Ngāti Toro, linking Mokonuiarangi marae to the wider confederation of Ngāpuhi.

The wharenuī is also called Mokonuiārangi

### **Rawhitiroa (Te Ahuahu)**

Locality: 444 State Highway 1, Te Ahuahu, Ohaewai, Kaikohe Region: Northland

Rohe: Te Tai Tokeraulwi / Rūnanga: Ngāpuhi

Rawhitiroa (Te Ahuahu) marae is located between Kaikohe and Okaihau off State Highway 1. Te Ahuahu marae takes its name from the old pa atop a nearby maunga named Te Ahuahu. The principal hapu are Ngāti Hineira, Te Popoto, Te Kapotai and Te Uri Taniwha of the Ngāpuhi confederation. The very old wharenuī is called Rawhitiroa, which is sometimes used interchangeably with Te Ahuahu to distinguish this marae from the pa. Te Ahuahu marae also connects to the nearby maunga named Pukenui, to the Waitangi River, and to Lake Omapere.

### **Te Rarawa**

Locality: 702-718 Kaitaia Awaroa Rd, Pukepoto, Region: Northland

Rohe: Te Tai Tokeraulwi / Rūnanga: Te Rarawa

Te Rarawa marae is situated on Awaroa Road in Kaitaia. It is associated with the hapū Ngāti Te Ao, Tahāwai and Te Uri o Hina of Te Rarawa.

The wharenuī is also called Te Rarawa and the wharekai is Mahi Tahi. The marae ancestrally connects to the maunga Taumatamahoe and the wai Tangonge.

## **(ii) Resources**

### **Policy**

Ringa Atawhai PTE will finance adequate resources, equipment and premises for its education and training services. Resources, equipment and premises will meet the requirements specified for the delivery of programmes and courses within its scope of accreditation, as per the requirements of the Education Act 1989, section 236 (1)(b) and section 259.

### **Objectives**

Financial resources are allocated to specific items as and when reasonably required in order to meet the contractual agreements with the Tertiary Education Commission, New Zealand Qualifications Authority, Ministry of Education, Ministry of Health, Ministry of Social Development, and other funding bodies. Financial resources are made available to ensure delivery standards are met and continuous improvement of our programmes, courses and services, equipment, amenities, resources, staffing and training venues occurs.

### **Financial resources shall be allocated to the following:**

- 1) Premises that meet statutory and regulatory standards and are of adequate size and quality for the needs of the number of learners attending the programmes or courses being taught.
- 2) Training Materials: development and allocation of teaching and learning resources to enable programmes and courses to be delivered as contracted.
- 3) All tuition materials and examination costs are provided free of all charge to all learners while enrolled on a programme or course at Ringa Atawhai Private Training Establishment, unless specified otherwise in enrolment details.
- 4) Staff Development: to enable the individual development of each staff member as agreed in their staff development plan.

The CEO will ensure that financial resources are available and provided to meet contracts within budget. All relevant documentation must be completed and recorded and kept on file in accordance with all statutory regulations.

## **Procedure for Purchasing Authorisation**

### **Objectives**

- 1) It is the PTE's objective to develop a "preferred supplier" system to ensure we obtain the best possible price, and services, for all PTE expenditure.
- 2) All PTE expenditure will be appropriate to the needs of the learners and appropriate to the needs of the staff to ensure that services are supplied effectively and efficiently.
- 3) To ensure the on-going improvement of the PTE a list of priority items that will enable the delivery of cost-effective training will be completed and updated for each training venue, annually.

### **Procedure for expenditure on all Items not specified in other procedures:**

- 1) Obtain approval in principle for the expenditure by emailing the CEO with a detailed description of the items required, and the reason for the purchase.
- 2) Once approval to proceed has been granted, obtain a quotation for the expenditure from three suppliers. The CEO may give direction on where to get quotations in case there has been a recent purchase of the same item at a good price, in which case no further quotations may be necessary.
- 3) Forward the quotations to the CEO.
- 4) The CEO will approve or decline the order and in the case of a decline will state the reasons why.
- 5) Once final approval of the purchasing requests has been obtained the CEO will advise how they are to be actioned.

### **Important Notes the advantages of this procedure include:**

- 1) Establishing who is giving the best price and service.
- 2) Detailed reasons for purchase will enable approvals to be considered from the perspective of actual needs rather than assumed needs, and to ascertain forward planning expenditure and budgeting for other branches.
- 3) Spending can be managed so tutors can receive the items they need when they need them in order to meet their performance targets, learner and course requirements, and health and safety requirements.

## **Responsibility**

CEO: to ensure that all expenditure is appropriate to the needs of staff and learners and to ensure that all expenditure is authorised appropriately and within budget.

## **Procedure for Purchasing Stationery**

### **Objective**

It is the objective of Ringa Atawhai PTE to purchase stationery as cost effectively as possible, ensuring we get reasonable value for money and at the same time minimising paper work and data entry. Ordering should be limited to one order per month to be placed as required with our preferred supplier/s. Stationery will be provided on a planned request basis and urgent requests will be taken into consideration.

### **Procedure**

To order course stationery supplies:

- 1) Complete a “Stationery Request Form” from the intranet, complete e-mail to the Administrator in accordance with the timetable recorded on the Administration request schedule, detailing stationery requirements for the following month.
- 2) The Administrator will place a bulk stationery order with our preferred supplier on the first working day of each month.
- 3) The Administrator will either collect order or the supplier will arrange for stock to be delivered direct to office.

For any items required urgently during the month:

- 1) Complete an administration request form and email to the Administrator.
- 2) Clearly, mark items ‘urgent’ so that a special order can be made.

### **Important Notes**

- 1) A stock of regular items and timely use of the monthly ordering process to replenish these stocks is accepted practice.
- 2) Purchase order numbers must be used.
- 3) Administration request forms are to be forwarded to the Administrator during the month but unless these are marked “urgent”, they will be stock piled for the bulk order at the beginning of the following month.

- 4) On receipt of the delivery the Administrator must mark the goods received against the delivery docket or invoice. Where there are discrepancies, promptly advise the supplier.
- 5) Put checked delivery docket or invoice promptly in appropriate file.

### **(iii) Premises, Facilities, Plant and Equipment**

It is the policy of Ringa Atawhai PTE to ensure that the training venues are of sufficient size for the number of learners, suitable to the students' needs, and appropriate for the programmes or courses being taught.

#### **Policy Objectives**

Ringa Atawhai PTE will ensure that all premises:

- 1) Are adequate and appropriate to current practices in the relevant industry;
- 2) Meet the reasonable needs of all students and staff;
- 3) Comply with the regulations relevant to their use, in particular the requirements of the Resource Management Act, the NZ Building Code 1991, and the Health & Safety in Employment Act 1992 and any subsequent amendments.
- 4) Are maintained to meet the safety and quality standards required of an educational establishment;
- 5) All amenities are resourced and kept to a high standard of safety and cleanliness to provide a safe environment conducive to learning. All regulations as specified in the Health & Safety in Employment Act 1992, and its subsequent amendments, are adhered to. Health & safety checks on the venue and amenities will be made as per the Health and Safety Policy.
- 6) The features of the venue shall promote effective cultural, theoretical and practical learning and meet statutory and local body requirements.

#### **Responsibility**

**The CEO** will ensure that all resources assist in providing a safe and conducive learning environment and that all amenities and venues are of a high standard and all regulations of the Health & Safety in Employment Act 1992 and its amendments are met.

**Tutors** will ensure that venues and all amenities are kept clean and safe for all staff, students and visitors.

## **Documentation and other resources**

Current Building Warrant of Fitness is displayed at venues and/or all other relevant documentation is kept on file. Health & Safety in Employment Act 1992, evaluation and internal moderation records, visual inspections.

## **(iv) Teaching and Learning Resources**

It is the policy of Ringa Atawhai Matauranga to ensure that the teaching and learning resources are adequate, suitable to the learners' needs, and appropriate for the programmes and courses being taught.

### **Objectives**

- 1) Ringa Atawhai will provide learning and teaching resources and equipment that are current and appropriate.
- 2) Resource requirements for new programmes are provided prior to delivery of the programme. No delivery will begin without all necessary requirements being in place. This may be by way of ownership, written lease arrangements, or written agreements with other suppliers and providers, for the provision of the stated requirements
- 3) Any specific resources requested by an ITO, NZQA , or any funding body, in respect of our delivery, are obtained to allow a variety of learning opportunities for our students.
- 4) All equipment specified by the relevant ITO or NSSB, as stated in the CMR, will be obtained before the delivery of the training. Where necessary, equipment is hired or leased.
- 5) Prior to delivery of new programmes, all equipment will be checked for safety, quality and quantity, as listed by NZQA CMRs.

### **Learning and teaching materials.**

- 1) Ringa Atawhai PTE will provide an appropriate set of learning materials for each unit standard being delivered, comprised from the following required and optional materials: assignment handbooks, reading handbooks, paper, pens etc
- 2) Learning materials will reflect the current practices of the relevant sector for each unit standard being delivered.

- 3) Where possible, e-learning or paper-based learning materials used at Ringa Atawhai PTE shall be developed in house to the standards detailed in the Learning and Teaching Materials

### **Development Policy and Procedures.**

- 1) Where Ringa Atawhai PTE is delivering a programme for which no learning materials have been developed in house, a suitable alternative shall be sourced from a reputable supplier.
- 2) Where specific unit standard materials are provided and/or recommended by an ITO or SSB, then these will be provided for students and may be used alongside existing Ringa Atawhai PTE learning materials.

### **Study notes (if required for a particular module) are designed to:**

- 1) Provide information that supplements or clarifies information in the learning materials being used for the unit standard, in order to enable the performance criteria to be adequately met.
- 2) Provide exercises for students to practice on the unit standard topic, e.g. calculations, for self-marking.
- 3) Draw students attention to the key matters they need to learn; aid retention of learning by requiring active input from the students (e.g. draw a diagram, work out a calculation, fill in key jargon, etc.); and enable future study or reference.
- 4) Enable students to record their own references for the particular topic. Encourage the students to develop their note taking and writing competencies.
- 5) Ideas for practical projects that can be incorporated into delivery. Each project may be compulsory or optional, and this will be made clear to the students. Include with practical projects any diagrams, illustrations or models, methods and conditions for assessment, and judgement statements. This may be in the form of a checklist.

**A Facilitator's Handbook has been designed and it is mandatory for all tutors to be trained in its contents prior to commencing work with the PTE.**

**Literacy / numeracy activities to support learning.**

- 1) Materials designed to develop the general literacy / numeracy skills of students.
- 2) A range of Level 1- and 2-unit standards is specified as the main focus for embedded literacy and numeracy skills development. They are selected according to the opportunities offered by the content for the development of general literacy / numeracy skills as indicated below, and preferably where they can be used for more than one type of programme or course.
- 3) Other unit standards with content that is known to cause difficulty for students may also have such associated materials developed.

**All such materials shall:**

- 1) Have some resources for literacy / numeracy skills development which may be Tutor directed, students directed and self-marking, required, or optional.
- 2) Recommend particular resources or activities from those available to raise the level of students skills above their place on the Progressions as shown by their LNAAT results.
- 3) Include some assessment of language (e.g. sector jargon) as well as sector content.

**These resources are based on sector content, and may include:**

- 1) Materials based on sector jargon to teach about spelling, definitions, word building, vocabulary extension, interpreting meaning of unknown words, differences in meaning between words, conceptual relationships between words etc. Materials derived from existing learning resource content and sector related publications (brochures, magazines, instruction labels etc.) to teach comprehension, relationships between words and ideas, predictive reading, identification of key words and main concepts, text navigating, surveying language and text structure (e.g. of product and safety information), skimming and scanning, selecting relevant information, finding information and interpreting it, reading diagrams and plans etc.
- 2) Activities to develop writing skills (e.g. note-taking, diary work records, employee details form, timesheets, job applications).
- 3) Activities based on worksite practice to develop speaking and listening skills (e.g. questioning skills, giving and receiving information, clarifying and paraphrasing etc.)

- 4) The Administrator will support tutors in the development of resources to uphold best practice quality standards and to ensure that good resources are available to all tutors to use.
- 5) Tutors shall be given some training in the use of teaching materials during their induction as new staff or on introduction of new resources.

### **Study materials**

- 1) Students are provided with study materials (e-learning or paper learning resource), study notes, classroom libraries, display materials and models etc. that assist them to achieve good learning outcomes.
- 2) Library facilities will include resource manuals and text books

### **Equipment**

Ringa Atawhai PTE will ensure that:

- 1) Students actions do not harm themselves or others as detailed in the Health and Safety Policy.
- 2) All equipment is maintained and all necessary regulations regarding this equipment are adhered to.
- 3) Lost or damaged equipment/resources are replaced or repaired in timely fashion.
- 4) Computers for e-learning at permanent venues will be provided and tutors will ensure safe and ethical use of computers and will also ensure computers are only used for legitimate course instruction.
- 5) Students feedback regarding resources is evaluated, and reasonable additional resources will be provided where delays are shown to interfere with the timely completion of compulsory content.
- 6) Staff are to advise the Administrator of any damage that they find. The Administrator will arrange repairs or replacements.
- 7) Equipment requiring repair must be authorised by the Administrator.

## **Other Resources**

Other resources, e.g. support services supplied by external suppliers such as community groups or agencies, shall be provided on an “as needed” basis to support the learning needs of students.

## **Responsibility**

The CEO will ensure that all resources assist in providing a safe and conducive learning environment.

**Tutors:** to ensure that appropriate resources are made available to all students.

**Administrator:** to ensure current learning resources and support materials are provided; to authorise the purchase and repair of lost or damaged equipment or resources and the purchase of new resources or equipment.

**CEO:** to ensure that each module has an appropriate set of teaching materials and that tutors are trained in their use as appropriate.

CEO, with the assistance of tutors: to arrange for and ensure the maintenance, repair and replacement of equipment and learning materials at each venue.

**All Students:** to promptly report to the tutor any lost or damaged equipment.

**Administrator:** to oversee the provision, maintenance and repair of all office and administration ICT equipment and to return to venues in the agreed time frame.

## **Documentation and other resources**

All relevant documentation must be completed and recorded and kept on file (e.g. evaluation and internal moderation records). Health & Safety in Employment Act 1992, visual inspections.

## (v) Fire Safety Policy

**Policy Applies to:** Ringa Atawhai personnel, participants and all people, on-site

**Related Standard:** Health & Disability Standards 2.2.8,

### Rationale

- 1) To ensure all PTE staff are aware of and understand the Fire Safety programme to minimise risk to students and manuhiri.
- 2) To assist in ensuring that all buildings at Terenga Paraoa Marae are compliant with the fire legislation.
- 3) To ensure fire safety evacuation procedures are explained to students and manuhiri at temporary sites.

### The legislation relevant to fire safety is:

- *Building Act 2004*
  - *New Zealand Building Code*
  - *Fire Service Act 1975*
  - *Fire Safety and Evacuation of Buildings Regulations 2006.*
- 1) The *Building Act 2004* and the *New Zealand Building Code* (the '*Building Code*') provide for **building design** whether it is for a new building or an alteration.
  - 2) The NZ *Building Code*'s Acceptable Solutions
  - 3) The *Fire Service Act 1975* and the *Fire Safety and Evacuation of Buildings Regulations 2006* establish **requirements for evacuation**.

**Safety Officer:** Role denoted by the wearing of a Hi-viz jacket, yellow hard hat and orange arm band. At temporary sites this role will be filled by the tutor.

### Objectives

- 1) Provide effective leadership in an emergency, pending the arrival of the New Zealand Fire Service.
- 2) To ensure risks associated with a fire are minimised for staff, students and manuhiri at permanent and temporary sites.
- 3) To ensure all PTE staff and students are aware of and understand procedures to be followed in the event of a fire occurring on site whether permanent or temporary
- 4) To ensure all staff and students are aware of the fire systems on site.

**Implementation:**

- 1) Fire training will form part of the new staff orientation programme
- 2) Annual fire safety training will be provided for all staff
- 3) Records of attendance at all training sessions will be collected and stored by the Administrator.
- 4) A building and facilities tour is mandatory for new staff and students so they are aware of fire evacuation exits and assembly points.
- 5) Ringa Atawhai PTE will coordinate an annual training day for all staff on evacuation procedures to include:
  - Building Warrant of Fitness
  - All fire systems
  - Means of escape
  - Assembly points
  - Marae checklist
  - Emergency procedures checklist
  - Notifying the fire department
  - Safety officer responsibilities

**EVACUATION**

In accordance with the Fire Safety & Evacuation of Buildings Regulations 2006, a trial evacuation drill will be carried out each six months and an evaluation documented.

**Procedure:**

- 1) Safety Officer to randomly set off the fire alarm system.
- 2) Tutors notify students of possibility of fire.
- 3) Direct students calmly out of the building to the assembly area.
- 4) Tutors ensure to take attendance register to assembly point.
- 5) Safety Officer conducts check of building.
- 6) Safety Officer directs manuhiri to assembly area.
- 7) Safety Officer or person who first notices the fire, dials 111 and notifies the NZFS.
- 8) Safety Officer takes head count and ensures everyone is accounted for.
- 9) Safety Officer meets NZFS and provides status report.
- 10) Only when the NZFS gives the ALL CLEAR will the Safety Officer allow people back into the building.
- 11) In the event of loss of life, the premises will be closed until further notice.

## **SECTION VI File Documents**

The following documents will be held on file and can be accessed from the Whangarei Administration office, 131 Dent Street.

- NZQA – How to Maintain Registration as a Private Training Establishment
- NZQA – Students Fee Protection Policy
- NZQA – PTE Registration Rules (2013)
- NZQA – Compliance Attestation documentation including the NZQA PTE Compliance Checklist

## **SECTION VII Appendix**

### **List of Appendices on file:**

- A. Fit and Proper Person Declaration/s**
- B. Curriculum Vitae/s**
- C. Ringa Atawhai Matauranga Certificate of Incorporation**
- D. Ringa Atawhai Matauranga Charter**
- E. CEOs Job Description and Person Specification**
- F. PTE's Annual Return Statutory Declaration to NZQA**
- G. PTE's Annual Audited Accounts**
- H. PTE's Annual Financial Reports / Statements**
- I. Projected 3 Yearly Cash-flow Forecast**
- J. PTE's Fee Protection Arrangements / Agreement**
- K. PTE's Compliance Attestation**
- L. Site map of the venue**
- M. "Right to Occupy"**
- N. Building Warrant of Finesses**
- O. Support Letters**